Research Paper

An Exploration Of Students' Lived Experiences In Females' Campus In Uganda: A Case Of Islamic University in Uganda.

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ABSTRACT : The purpose of the transcendental phenomenological study is todescribe the lived experience of female students in Islamic University in Uganda Females' Campus (IUIU FC). A qualitative method was used specifically exhausting Moustakas' methods, framework and data analysis guidelines, coupled with interviews and focused group discussions used Seidman's three-interview process. Thus, the study was based upon the results of interviews of 12students from different under graduate courses in IUIU FC and three (3) focused group discussions who collaboratedovera period of fourmonths. It was important to capture this phenomenon, as it occurred within the university at a time of broad educational reform, strategic planning,uncertainty that would allow others to understand howstudents respond to the lived experiences to understand how their stay impacted on their learning and intended to increase on the students' royalty in the university. This research examined the following objectives: (a) establish the challenges that students encounter while at IUIU FC (b)explain the factors that determine the choice to study at IUIU FC (c) to examine the policies of IUIU FC and (d) identify the benefits of studying in such environment. The fundamental textural-structural synthesis revealed six common themes aswell as a variety of sub-themes across all participants. Themes like; policies, social life, professionalism and reduced communication plus external circumstances as well as internal conditions they encountered.The insights from this study may inform management of the perception of students on university policies, policy implementers to accept amendments, address the challenges and forecast on where they want to see the university in future.

KEYWORDS: Transcendental Phenomenology, Islamic University in Uganda, challenges, choice, policies, benefits and study environment.

I. BACKGROUND

Since early 2000, the National Council for Higher Education (NCHE) emphasized quality education at higher institutions of learning (Bukirwa, 2013). Quality can only be attained when all stakeholder are board to enable harmonization of internal and external requirements with policies to ensure that standards are clearly spelt out and framework are designed at institutional, domestic, Provincial and international levelto help adapt with rapidly changing context education at a higher level (NCHE, 2016). Quality has become a regulatory component and a requirement for institutional component at each individual university level. It is important to design quality assurance systems and it is an international trend since IUIU[1] is an international university providing higher education in this context,it should be been seen characterized by an upsurge in qualityassurance activities going forward this ensures greater accountability and efficiency in the use of students funds, their mass participation visa via shrinking resources, greater stakeholder scrutiny of education and training processes, low salaries, mobility of students and cross-border education due to the internationalization of highereducation and the changes brought about by information and communication technology, andthe affiliated need for the explanation and recognition of standards in different countries. This coupled with competition, religion, policies, management style and upcoming social trends worldwide possess a responsibility for managers to strike a balance and ensure sustainability of higher education institutions without compromising quality atinstitutional, national, and regional levels, both in developed and developing countries(NCHE, 2009).

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[1] Islamic University in Uganda

NCHE has made numerous appeals to government to increase funding to higher education to enable them ensure improved quality in education (Reporter, 2015). Quality education require harmonizing all stake holders internally and externally. If quality is ignores the university is likely to encounter quite a number of challenges i.e., (a) the rising tide of mediocrity in educational foundations threatens the future of our nation, (b) we are less secure as a competitor in the global market, (c) to compete we must reform our educational system and prepare all citizens with the necessary skills to succeed in the information age, (d) individuals who do not possess the levels of skill, literacy and training necessary for the information era will suffer, (e) student trust in university's ability to deal with their issues reduces, as evidenced by the fact that numbers are dropping in all faculties apart from faculty of education (IUIUFC, 2016). These startling findings, definitely have an impact on the educational system for which IUIU is stakeholder. It was evidenced by (Bunoti, 2011) that the quality of higher education in developing countries is influenced by complex factors that have their roots incommercialization, general funding, and human population growth. Appropriate policies and home-bred professionals(both academic and administrative), are necessary for improving the quality of higher education in developing countries.

Sustainable development seems to be the rational goal we should be pursuing on a finite planet. But when we were growing in the early years, global population was small, resources seemingly boundless and the prospects for growth unstoppable.As we grew on that seemingly glorious trajectory, we inched closer to the realization of that finiteness rapidly exhausting our natural capital in a way that innovation cannot keep pace, fueling conflict and violence through that scarcity, and nurturing inequalities within and across nations. The global population is growing at an unprecedented rate, with an expectation of growth and narrowly defined prosperity that our future simply cannot sustain.Sustainability, therefore, can no longer remain a complementary adjunct to our discourse on development. It must replace it and institutions of higher learning are struggling to survive. This explains why both private and private university are struggling to survive.

While the total of students' enrollment in higher education is increasing(NCHE, 2011) the reverse is true for IUIUFC[2] were it has been established that the number of students' enrollment reduced in 2015(IUIUFC, 2016). The total number of higher education institutions in 2006/7 was 145, up from 139 of 2005/6. The current total enrolment is standing at 154,023, representing a 12.3% increase from the 137,190 students in 2005/6.The National Council report shows that enrolment in all universities, both public and private including affiliated colleges, is standing at 107,728 or 69.5% in all higher institutions(Eupal, 2009). Given this background, IUIU should exploit this opportunity to increase students' enrollment coupled with involvement.

In 2015 there was an attempted strike during campus elections and similarly in 2016 towards the February general elections. The call for campus students to meet rector to have their issues resolved. Because of the culmination of previous reports and no findings, we have currentlywitnessed the development and adoption of student based solutions to common problems which might challenge the standards, which articulate expectations for academic success at IUIU. This coupled with the issue of postsecondary level, comparison with other universities, new social trends couple with qualitydemands, need for collaboration with students' bodies, teachers, administrators, and experts, toprovide a clear and consistent framework to prepare our students for college and theworkforce.

Thissweeping educational reform provides the foundation for my study that examines thelived experiences of students at IUIUFC who have been grappling with issues of how to cope up in a single restricted university but yet struggle through with academic excellence. The students must receive preparation for university as the 21st-century "knowledgeeconomy" dictates higher skill levels as argued by (Baker, Clay, & Gratama, 2005). Additionally, education is the process of imparting/acquiring skills and value systems to be able to provide solution to present and future challenges for the purposes of living a happy life hence it should be an enjoyable and knowledgeable experience for the students (Ajayi, Goma, & Johnson, 1996; Kwesiga, 2002; Pryfogle, 2014).

In light of today's educational needs and the confounding problem of a strugglingeconomy, it is imperative that teachers and managers foster initiatives that advancestudents to postsecondary, credit-bearing coursework and thereby reduce anxiety to students and families. Typically, lack of service level agreements (SLAs), formal standardized way for handling students' issues, poor communication among stake holders, stick rather than carrot methods and lack of professionalism underprepare students to be assertive in future hence reducing on the retention and referral marketing which the university would use as a free marketing method to increase on the number of students in the university. This study examines the experiences of students who study in IUIUFC and need for remediation to revive the gloryof IUIU.

To illustrate further, IUIUFC is not an ordinary institution. The manner in which the university students are supervisedis compares with protection at a primary or boarding secondary school, if not worse as claimed and stated by Nalubega (2016b).Direct physical contact between the opposite sexes is not prohibited. The male visitors can only be met at a public open space and under watch of the university guards. Pregnancy tests are

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[2] Islamic University in Uganda-Females' Campus

conducted every start of the semester and a student has to log online to apply and obtain a pass document to leave campus. There is a threshold on the number of times a student can be allowed out of campus within a semester. The stringent rules derive from and meet religious and moral purposes, according to the university officials. Some students are not complaining because enrolment is voluntary. There is, however, some fun: students delight in sports, drama and other on-campus extracurricular activities she added (Nalubega, 2016b). While the university stated in 2008 with 440 students and eight years down the road in 2016, the current population is standing at 800 students as stated by the Director of the campus "Dr. Halimah Akbar" as cited in (Nalubega, 2016b). Under normal circumstance using a Compound Annual Growth Rate[3] (CAGR)there is stagnation in the growth in the number of students at females' campus.

Typically, failure to meet students' needs, benchmarks, necessitatesenrollment in different courses. Interestingly, is being evidenced in the reduction in number of students at campus making sustainability of the campus that survives only on tuition management a night mare. The core of theproblem, is the probability of success in university appears to be very low" and significantly reduces the chances of competition with mushrooming universities in Lubaga division. The statistics surrounding students'enrollment to the university are alarming, and weknow the factors that contribute to reduction in numbers are complex and vary from university to university or society to society, but what wedo not know is the students'lived experience at IUIUFC and how this affects their stay and learning help understand what the problem in terms of reduction in admissions and advise management on way forward in order to revive the glory of IUIUFC.

Globally universities are struggling with reduced student enrollment in higher institutions and Uganda is not an exceptional. Universities that will survive the test of time will have to understand that, the students are no longer mere students but rather customers and must be treated so. Following education liberalization in Uganda in the 90s, this has witnessed the mushrooming of private universities. Currently Uganda has 11 public Universities and 55 private universities (NCHE, 2011)all fighting for 30,000 students who seat and pass UACE certificate.

1.1 Contextual perspective

The decision to establish an Islamic University in Uganda came out of the Heads of State summit of the Oranisation of Islamic Cooperation (OIC) that took place in 1974 in Lahore, Pakistan. It was decided that two Islamic universities be set up in Africa; one in Niger to serve the French speaking African states and one in Uganda to serve the English speaking states.In the case of the Islamic University in Uganda, preliminary works began and it was decided then that the university would be set up in West Nile district of Arua at a place called Arivu. Unfortunately, the University never took off until the late Idi Amin Dada's government was overthrown.During the early 1980s, the then government changed the site of the University from Arua to Mbale and offered the premises of Nkoma Secondary School to accommodate the University(IUIU, 2016a).

The University did not start until 10th February, 1988 when it opened its doors to its pioneer students. As per the recommendation of the OIC-Uganda Joint Committee, the University started with 80 students of whom 15 were females. The University started with two faculties namely; Faculty of Islamic Studies & Arabic Language and the Faculty of Education. Initially, it was thought that the Faculty of Medicine would also be started, but when the Government of Uganda withdrew the School of Hygiene which it had previously donated, it became impossible to start a medical course then(IUIU, 2016b).

1.2Objectives of the University

a) To function as an academic and cultural institution within the Organisation of the Islamic Cooperation and Sub-Sahara Africa in accordance with its statute.

b) To promote and enhance the civilisation and scientific influence of Islam, to promote culture and modern science among African peoples and to contribute to rapport and solidarity between peoples.

c) To enable African countries to assimilate science and technology, to acquire scientific and technological know-how and to use it in the best interests of African peoples.

d) To train adequate human resources and secure the necessary facilities for higher education, scientific research and advanced studies in the various fields of knowledge.

e) To promote cultural, sport, social and scientific activities within the University and to award its own degrees, diplomas, certificates and other academic awards.

f) To eventually be economically self-reliant and sustainable through possession of endowments (Awqaf), involvement in money-generating activities, fees and;

g) To be accountable and transparent to the public in the management of the institution.

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[3]Is a business and investing specific term for the geometric progression ratio that provides a constant rate of return over the time period.

1.3 Evolution of Campuses at IUIU

Establishment of IUIU Campuses is an implementation of the IUIU Strategic Plan. Strategy 6.5, Sub Section (a) of IUIU Strategic Plan states, "Establishing new campuses/faculties within and outside Uganda to increase Muslim access to Higher Education."The legal backing for establishing campuses is derived from Section 4 of the IUIU Statute (1990). Pursuant to this, IUIU currently has four (04) campuses, namely; Main Campus, Kampala Campus, Arua Campus and Females' Campus.

In 2001, IUIU established a second campus which was named Islamic University in Uganda, Kampala Campus. By 2005, it had become a vibrant academic centre running two systems i.e. Semester & Quarter and has both Day and Weekend Programmes to enable the working class to have access to Higher Education. In 2007, IUIU established a third campus in the West Nile region which was named Islamic University in Uganda, Arua Campus. The campus runs both Day and Weekend Programmes. The campus has acquired more land and it is envisaged to establish a residential campus(IUIU, 2016b).

On 16th August, 2008, the Islamic University in Uganda (IUIU) established this campus named Islamic University in Uganda, Females' Campus. It was initially intended to run Day, Evening and Weekend Programmes. However, currently the campus runs Day Programmes on a Semester System. It is envisaged that Evening and Weekend Programmes will be introduced at the Females' Campus subject to available student numbers. The rationale for establishing a Females' Campus was to increase access to Higher Education for the female students from Uganda and other English speaking African countries, to create a conducive environment that will lead to more successful completion rates and participation by female students and also as a core value of Islam of as much as possible creating separate conducive environments for females. By virtue of the fact that campuses are separated from IUIU headquarters by long distances (campuses may also be set up outside Uganda) they require substantial autonomy and devotion of powers to operate effectively and efficiently(IUIU, 2016b).

1.3.1Vision and Mission of IUIU Females' Campus

The IUIU Females' Campus shares the overall vision of the IUIU, which is "To be a regional centre of excellence producing all-round self-disciplined individuals capable of participating fully in the knowledge and technology based society." The mission of"IUIU Females' Campus seeks to function as a premier University Campus that promotes academic excellence, moral uprightness and professional development through teaching, learning, research, good governance and affirmative action in favour of females." The Females' Campus Motto is "Educate Nations."

1.3.2Goal and Objectives

The goal of IUIU Females' Campus for the period 2013/14 – 2020 is to excel as a female University Campus providing training, research and services in the fields of Law, Business, ICT and Vocational Skills Development. Nevertheless, other areas of study will be running concurrently with these. In order to achieve this goal, the objectives are listed hereunder.

2.3.3 Objectives

The Females' Campus objectives for 2013/14 – 2020 are:
a) Develop and train morally upright females.
b) Strengthen the campus in its first stage of development.
c) Develop excellence in academic offering with special emphasis in Law, Business Studies, ICT and Vocational Skills Development.
d) Achieve financial sustainability.
e) Improve on remuneration and welfare of staff.
f) Achieve a balance between full-time and short term contract staff.
g) Promote staff development
h) Promote research & publication
i) Promote community service and partnerships.
j) Promote advocacy for females.

II. STATEMENT OF THE PROBLEM

Globalization has and will continue influencing all aspects ofhigher education (Flynn & Vredevoogd, 2010). The current trend of globalization hasinfluenced the demographics in higher educational institutions. Many higher educationinstitutions compete in a global academic marketplace, both locally and internationally.With the increase in globalization Altbach, Gumport, and Berdahl (2011)as mentioned that international diversitymay be substituted for domestic diversity where international issues bring a diverseperspective to a formerly centered perspective.Universities have partnerships with international

institutions that offerstudy abroad opportunities and educational partnerships. Higher education institutions serve the growingglobal student population at home institutions and provide global educationalopportunities for local students to study abroad, connecting students to local and globalcommunities. The increase in international students at Islamic University in Uganda(IUIU) substantiates a need to understand both the local and international student experience, whichwill aid the university in better integrating international students and local ones and help management to make strategic discussions. Inunderstanding the student's lived experiences at IUIU,educators can gain deeper insights in challenges the students face, their perception about the university in terms of its policies, needs, perspectives, engagement, earning and incorporate themin the strategic plan of the university.

While the total of students' enrollment in higher education is increasing (NCHE, 2011) the reverse is true for IUIUFC were it has been established that the number of students' enrollment is reducing (IUIUFC, 2016). Although a similar trend is true for both international and local universities, factors that explain this drop in enrollment is not knew thus the motivation to study the lived experiences of students in a females' only campus in Uganda under an Islamic setting. see table 1.1 below:

TABLE 2.1: ENROLMENT ANALYSIS FROM 2008 TO DATE

FACULTY	PROGRAMME	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Grand Total
ARTS AND SOCIAL SCIENCES	B.MASCOM	18	31	46	37	39	60	69	55	355
	B.SWASA	29	45	113	86	118	112	89	62	654
	BDS	30	50	82	57	60	64	49	27	419
	RP(ARTS)	2		7	6	9			7	31
ARTS AND SOCIAL SCIENCES Total		79	126	248	186	226	236	207	151	1459
EDUCATION	BAE	7	9	57	53	71	103	108	109	517
LAW	LLB	26	46	118	131	161	180	205	196	1063
MANAGEMENT STUDIES	BBS	14	41	89	80	89	90	82	66	551
	BHRM	14	46	76	83	88	120	115	86	628
	BPA	13	23	52	42	53	57	43	36	319
	BPLM	13	37	54	47	42	34	23	9	259
	BSAS	13	22	34	29	31	34	35	35	233
	DBA		4	12	12	14	12	1	5	60
MANAGEMENT STUDIES Total		67	173	317	293	317	347	299	237	2050
SCIENCE	BIT	8	29	95	103	76	72	70	56	509
	CLIS					13	12	1		26
	CRM							19	5	24
	DCIT	1	4	24	19	9	1			58
	DLIS						14	14		28
	DRM							12	27	39
	RP(SCIENCE)								22	22
SCIENCE Total		9	33	119	122	98	99	116	110	706
Grand Total		188	387	859	785	873	965	935	803	5795

(ERP Tool Islamic University Females' Campus, 2016)

While the number of education faculty has been increasing since 2008, the drastic fail in the number of students at Female's Campus the ERP tool indicates that science faculty is most affected compared to other faculties in terms of reduced numbers and some programs failed to be initiated until 2014 /15 academic year i.e Diploma in Library Information Science/ services (DLIS), Diploma in records management (DRM) and Remedial Program science (RP). In Bachelors Information Technology (BIT) numbers have reduced from 103 in 2011/12 to 56 in 2015/16, Diploma Computer Information Technology (DCIT) numbers reduced from 24 in 2010/11 to 9 in 2012/13 and reduced to zero in 2015/16 and Remedial Program science (RP) didn't have students until 2014/15 and has only 24 students (IUIUFC, 2016).

According to IUIUFC (2016) ERP system, faculty of management the number of students has reduced from 347 in 2013/14 to 237 in 2015/2016. Specifically, Bachelors of Business Studies (BBS) the number has reduced from 89 students in academic year 2010/11 to 66 in academic year 2015/16, Bachelor of Human Resource Management (BHRM) has experienced a reduction of 34 students from academic year 2013/14 to 2015/16, Bachelors of Public Administration (BPA) the number of students reduced from 57 in the academic year 2013/14 to 36 in academic year 2015/16 including missing an intake due to lack of students expressing interest in the course at the females' campus or the numbers that expressed interest were too few hence increased costs in the course management for the three years, Bachelor of Procurement Logistics Management

(BPLM) suffered a reduction of 45 students between academic year 2010/11 till 2015/16 including missing an intake and Bachelors Secretarial Administration Studies (BSAS) the number remained stagnant from 35 in 2013/14 to 2015/16.

The total number of the Faculty of Arts and Social Sciences has reduced from 207 in 2014/15 academic year to 151in 2015/16. Bachelors of Mass Communication (BMASSCOM) has experienced a reduction worth 14 students between 2014/15 and 2015/16 academic year and Bachelors of Social Works and Administration Studies (BSWAS) witnessed a drop of 56 studies between 2011/12 and 2015/16 academic year and Bachelors of Law (LLB) is aware of a drop of 9 students between 2014/15 and 2015/16 academic year (IUIUFC, 2016).

If the above mentioned situation is not addressed, the campus will grapple with its sustainability, as the numbers might continue to drop, students might de-campaign the campus, hence increased drop outs and failure to achieve the set objectives of females' campus.

III. RESEARCH OBJECTIVES
1. Establish the challenges that students encounter while at IUIU FC
2. Explain the factors that determine the choice to study at IUIU FC
3. To describe how the study environment,support your performance.
4. How are the policies at IUIU

3.1 RESEARCH QUESTIONS
1. What are the challenges that students encounter while at IUIU FC?
2. What factors that determine the choice to study at IUIU FC?
3. How does the study environment support your performance?
4. How are the policies of IUIU FC?

IV. LITERATURE REVIEW
Trahar and Hyland (2011) found that there was a lack of support by the administration, resources management, andrecognition for innovative of students, teaching and assessment practices in environments, treatment of stake holders, policies that created a cultural complex. Spiro focused on students and the cultural impacts on their learning styles (Spiro, 2011). Leask and Carroll (2011) confirmed that both formal and informalcurriculum is effective in enhancing the local and international students' experience increating a global perspective. Participants in mixed cultural groups (i.e., local,international) felt they had improved cross-cultural communication skills, and were moreprone to work and socialize with administration, fellow students and manage diversity due to different cultures (Leask & Carroll, 2011).

However, Volet and Ang (2012) found that even though both local and internationalstudents realized that their initial bias toward one another was not accurate and hadpositive mixed group experiences, students would still not choose to join culturally mixedgroups in the future and the treatment should for all students should be same with no bias. Volet and Ang (2012) concluded that interaction between local andinternational students was limited, and became more negative with more time spent in theuniversity due to selective implementation of policies among the local and international students.Past studies indicate social adjustment is the greatest challenge for international students (Dao, Lee, & Chang, 2007; Klomegah, 2006; Kwon, 2009; Nguyen, 2013; Novera, 2004; Özturgut & Murphy, 2009) and they focused on the cultural aspect and the challenges faced by the international students especially in Asian content and America.

The Institute of International Education (IIE) conducted a series of surveys in Africa, Asia, Europe, and Latin America to explore the reasons why students enter a U.S. institution of higher education (Chow, 2013). The study examined courses of study and barriers students encounter. There were 9,330 responses gleaned over a 2-year period.Tananuraksakul and Hall (2011) conducted a study in Australia examining English language performance and its effects on international students' psychological well-being. On the other hand, Tananuraksakul and Hall (2011) claimed students will have an easier transition if maintaining a positive attitude.

While passed studies focused more on international students and ignored the descriptive lived experiences with local students yet they are the majority in all higher institutions around the world, this research discouraged a gap to be addressed.

V. RESEARCH DESIGN
The present study is an exploratory, descriptive and contextual qualitative study in reproductive health. The researcher employed a phenomenological research design and methodology to achieve the objectives of this study.

5.1 Qualitative research

Refers to inductive, holistic, emic, subjective and process- oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning (Burns & Grove, 1993, 2008, 2010; Field & Morse, 1985). Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures(Morse, 1990, 1994; Morse & Field, 1995).

5.2 Phenomenology as a methodology.

Phenomenologicalresearchaninductive,descriptiveandinterpretiveresearchapproachdevelopedfromphenomenol ogicalphilosophy;itsaim is to describe an experience as it is actuallylived by theperson(Farber & Husserl, 1943; Heidegger, 2005).There are two distinct methods of exploring lived experiences: descriptive andinterpretive phenomenology (Creswell & Clark, 2007). Descriptive phenomenology, was related to consciousness, and was based on the meaning of the individual's experience (Creswell, 1994; Husserl, 1965, 1970, 1990, 1999, 2002, 2012, 2013)this type of research begins by utilizing phenomenological reduction.

Husserl (2013) believed that phenomenology suspended all suppositions, it was related to consciousness, and was based on the meaning of the individual's experience (Creswell, 1994). The experience of perception, thought, memory, imagination, and emotion, involve what(Husserl, 2012) called "intentionality", which is one's directed awarenessor consciousness of an object or event. Thus, the critical question for (Husserl, 1990) was: What do we know as persons? Consequently, (Husserl, 2012) developed descriptive phenomenology, where every day conscious experiences were described while preconceived opinions were set aside or bracketed (Karin, Nyström, & Dahlberg, 2007).

Phenomenology is an inductive qualitative research tradition rooted in the 20th century philosophical traditions of Edmund Husserl (descriptive) and Martin Heidegger (interpretive). Edmund Husserl (1859-1938), a German mathematician, founded the philosophical movement of phenomenology. Husserl believed that phenomenologysuspended all suppositions, was related to consciousness, and wasbased on the meaning of the individual's experience (Creswell, 1994). The experienceof perception, thought, memory, imagination, and emotion, involvewhat Husserl called "intentionality", which is one's directed awarenessor consciousness of an object or event. Thus, the critical question forHusserl was: What do we know as persons? Consequently, Husserldeveloped descriptive phenomenology, where every day consciousexperiences were described while preconceived opinions were set asideor bracketed (Karin et al., 2007).

McDOWELL (2002) explained Martin Heidegger (1889-1976), Husserl's student, rejected thetheory of knowledge known as epistemology, and adopted ontology,the science of being. Heidegger developed interpretive phenomenologyby extending hermeneutics, the philosophy of interpretation.He broadened hermeneutics by studying the concept of being in theworld rather than knowing the world. Hermeneutics moves beyond thedescription or core concepts of the experience and seeks meanings thatare embedded in everyday occurrences (Lopez & Willis, 2004). Thus, the critical question for Heidegger was: What is being? Heidegger, who was interestedin interpreting and describing human experience, believed thatbracketing was not warranted because hermeneutics presumed priorunderstanding (Karin et al., 2007).

Heidegger believed it was impossible to negate our experiencesrelated to the phenomenon under study, for he believed personalawareness was intrinsic to phenomenological research. Heidegger
rejected understanding how we know as humans, but accepted knowingas what it means to be (Karin et al., 2007). According to Karin et al. (2007), "Heidegger asserted that human existence is a more fundamentalnotion than human consciousness and human knowledge. Hisphilosophy makes it clear that the essence of human understandingis hermeneutic, that is, our understanding of the everyday world isderived from our interpretation of it".

When would a researcher choose to use either Husserl's descriptive(Husserl, 2013)or Heidegger's interpretive(Heidegger, 2005) phenomenology? Researchers whochoose to understand and conduct either descriptive or interpretivephenomenological research need to be interested in how an individual'sconsciousness perceives their description or interpretation of anobject or an event. Hence, in the moment of perceiving, the individualimplicitly describes or interprets the meaning of the experience throughpatterns that embody the gestalt of the phenomenon (Papp, Markkanen, & von Bonsdorff, 2003).Interpretive phenomenology is used when the research questionasks for the meaning of the phenomenon and the researcher does notbracket their biases and prior engagement with the question understudy. Descriptive phenomenology is used when the researcher wantsto describe the phenomenon under study and brackets their biases (Idczak, 2007).

5.3 Interpretative Phenomenological Analysis (IPA) is an approach to psychological qualitative research with an idiographic focus, which means that it aims to offer insights into how a given person, in a given context, makes sense of a given phenomenon(Heidegger, 1988, 2005; Husserl & Heidegger, 1987).

Evidence from the literature indicated that most studies following the 'descriptive approach' to research are used to illuminate poorly understood aspects of experiences. In contrast, the 'interpretive/hermeneutic approach' is used to examine contextual features of an experience in relation to other influences such as culture, gender, employment or wellbeing of people or groups experiencing the phenomenon. This allows investigators to arrive at a deeper understanding of the experience, so that caregivers can derive requisite knowledge needed to address such clients' needs (Matua & Van Der Wal, 2015).

Similar tobracketing, this process requires the investigator to initially identify thephenomenon that has found its way into their realm of wonder and curiosity.Next, private feelings, preferences, assumptions, and inclinations must beaddressed and overcome. Third, the phenomenon must be explored through anon-abstracting manner, which requires the investigator to lay aside all theoriesand conceptions that cloud his/her view (Dowling, 2007).

Conversely, interpretive (hermeneutic) phenomenology views each livedexperience as contextual and inclusive of individual world and life experiences(Creswell & Clark, 2007). For this reason, phenomenological interpretive methodologywas chosen to guide this research study. When exploring the lived experiencesof novice nurses, it was imperative to consider all possible influences and pastexperiences. Participants brought a unique and personal perspective to theirtransitional experience from nursing student to professional nurse. Individuals'educational and life experiences strongly influence many aspects of who theyeventually become, how they learn, and how they adapt to change and/orstressful situations(Cohen & Omery, 1994; Dowling, 2007; Giorgi & Giorgi, 2008). In accordance with Van Manen (2007) theory onphenomenological reduction, and to better understand the interest in thisphenomenon, both the role and assumptions of the researcher are discussed below.

5.4 Researcher's Role

The investigators for this study werestudents of Islamic University in Uganda Females' campus for thepast three -four years and were still at campus before completing their second semester examinations by May 2016 and encompassing all students from all courses including Law, procurement, public administration, Human resource management, Journalism, Public administration and secretarial studies. For the past eight years, many students progressed through the university with quite many rules and regulations especially permission to go leave the university. Ineach program, students study for three years in order to acquire a degree apart from Law that takes four years.The investigator has served as the faculty as a coordinator between main campus Mbale in the Eastern Region of Uganda commonly known as Mbale district. Over the last eight years, the investigator has witnessed several newgraduates begin their career in differentfields of study. Some have beensuccessful while others have not. This study explores the novice and continuingstudies' experience and perspective of studying in single Female's campus at university and how this impacts on their learning.

5.5 Research Design

A phenomenological, qualitative research design was utilized for thisstudy. Phenomenology describes the lived experience of several individuals(Creswell & Clark, 2007). In this study, Islamic University under graduate students who chose to study at Females' campus for their first degree where identified. Their firstprofessional under graduate experiences as new graduates studying in single females' unit and how this affects their learning were explored as a phenomenon.

5.6 Identification of sample

Inclusion criteria included students in their undergraduates courses especially those that where third and four year of study since they had stayed longer in the system and they were the right respondents to share their experiences.The first and second year's students were not included in this study. To focus solely on the exclusive aspects of how studying in single ladies University and getting out of campus required permission impacted on their learning abilities. The researcher believed it was important to gain insight from the students who had stayed longer in the university than others whoseprimary current and past responsibilities were read get the award of the degree. In addition, inclusion criteria also included the identified students who absolutely lived on campus full timewith more than two completed years of experience and were willing to share their story.

Purposeful sampling was utilized to identify prospective participants. Thisform of sampling allows the investigator to select individuals because they candeliberately offer insight into the phenomenon under investigation (Creswell & Clark, 2007).Although no approval from the appropriate internal authorities was sought, the researcher is a Post graduate diploma student of education and management at higher institutions of learning from the same university serving as a lecturer and she was required to write a term paper in relation to higher education teaching and management,the investigator informed students about the need for research and requestedthird and fourth year students to post their names if they were willing to shared their lived experiences

and out of those names the research selected the individual students who are assertive and likely to shared their story without fear or favor. Thiswas accomplished through an in-person visit with available to females' campus.

Focus group discussions were also involved due to time constraints given for paper submission to the university. Focus groups as a research method are popular in many fields research including in nursing. Similarly, phenomenology is a dominant methodology for nurse researchers globally. In medicine, a number of nurse researchers have combined focus groups and phenomenology although some academicians argue that they are incompatible due to the description characteristics (Bradbury-Jones, Sambrook, & Irvine, 2009).The focus group is a discussion-based discussion that yields verbal informationproduced via group interaction and interview. Focus groups target to build dialogue among members rather than exchange between the investigator (focus group facilitator) and individual participants, which would be affiliated to doing a 'round robin' exercise (L. Clark, 2009). It is the 'communication element' that is significant to accept how focus groups can be used to produce a very dissimilar type of substantiation than is conceivable from a one-to-one interview (Morgan, 2010). Verbal information is a qualitativetype of evidence and will be of critical interest in the type of individual interviewee's contributions and/or interchangehappening between participants(Halkier, 2010). The 'focus' of a group conversation can be everything, from the tangible (e.g. images, objects) to the intangible (e.g. shared activities, critical events and experiences). To safeguard that the discussion transpires in a focused way, it is achieved by an external mediator or interviewer who is able to control the group dynamics during the discussion session.

Face-to-face contact provides the opportunity to sufficientlyarticulate the studyand lay the basis for successful member involvement (Chenail, 2011; Padgett, 2008).The participants who had already agreed to be in the study suggested additionalindividuals who met the qualifications (Polit & Hungler). After initial contact with each participant, a formal invitation explaining theresearch was sent to those participants who expressed an interest inparticipating (Appendix D). It was explicit in all written and verbal communicationthat this was a voluntary experience. The document stated that there would beno more than three interviews with each interview lasting no longer than twohours. Upon agreement, a date and time were arranged. Interviews took placeoutside of the work environment in a quiet, mutually agreed upon, private setting. The investigator enlisted 25 participants who met the inclusion criteria but only 12 participated.

5.7 Data collection procedures. The investigator conducted semi-structuredinterviews using investigator-developed interview guides.This method of interviewing allows the participant to expand and reflect throughguided questions (Creswell, Fetters, & Ivankova, 2004; Moerer-Urdahl & Creswell, 2004). The discussions allowed theinterview to flow from what has already been said. Generally, the interviewer'sresponses are a means to follow-up, clarify, or confirm. Each new interview maycontain additional questions or thoughts based on responses from previousinterviews. A list of exploring questions or phrases was also available to theinterviewer as a way of gaining insight or clarification when needed. It was alsoimportant for the investigator to allow periods of silence during the interviewprocess(Moerer-Urdahl & Creswell, 2004). These reflective periods give permission to theparticipants to fully explain or reveal their thoughts, opinions, or feelings withoutfeeling rushed or constrained (Dowling, 2007; M Van Manen, 1990; Max Van Manen, 1990; Van Manen, 2007).

To maintain secrecy, the investigator asked participants top tag numbers before the focus group discussions started. Suggestionswere made with the goal of eliciting information that would assist inunderstanding the phenomenon.With permission, the interviews discussion was not audio taped due to low battery and the class were we conducted the interviews and focused group discussions didn't have an operating socket. Therefore, the researcher decided to take interview notes with the aid of some students support to write since the researcher and recruited research assistant could not manage to do the writing by themselves and then transcribedverbatim into themes. The subsequent transcripts were kept in a lockedarea at the investigator's place of employment. The Field notes were also used during theinterviews as a means of recording the investigator's observations and maincontent ideas without distracting from the interview itself. A copy of thetranscribed interview was then sent to each participant to offer the opportunity toclarify or add information and to confirm the data (Creswell & Clark, 2007; Max Van Manen, 1990) writes that it is imperative to the depth and quality of the interviews toallow participants to reflect and expand on what they have already contributed.

5.8 Content analysis. The transcribed interviews were read several times bythe investigator to ensure that the meaning and depth of each interview was fullyunderstood. From there, additional steps to identify relevant meaning and themesensued. First, (Hycner, 1985; Phillips-Pula, Strunk, & Pickler, 2011; Sanders, 2003) seven steps of data analysis were utilized:
1. Read all of the subject's descriptions, termed protocols, to achieveunderstanding.

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2. Review protocols to extract significant statements that directly pertainto the specific phenomenon and identify repetitions.

3. Formulate meanings from significant statements using creative insightto move from what participants said to what they meant, illuminatinghidden meanings without changing the original data and allowing thedata to speak for themselves.

4. Identified meanings are grouped into clusters of themes, allowing foremergence of themes common to all subjects" protocols. Validationachieved through referral back to original protocols to identify anythingthat is not accounted for in the clusters of themes and whether thethemes propose anything, which isn't implied in the original protocols.Discrepancies and contradictions are noted without dismissing datathat does not fit into clusters of themes.

5. A comprehensive description of findings is extracted from the results.

6. An exhaustive statement of study findings is formulated.

7. Internal validity is addressed by returning the protocols to theparticipants to review the findings. This step allows participants toidentify any discrepancies, add any missing or incomplete informationand remove sensitive information. Any relevant new data that emergesfrom this step must be integrated into the findings.

The data was analyzed using (Moustakas, 1994) steps of horizonalization by identifying and coding significant statements and quotes of the participants' experiences. Themes were drawn from this data and specific textural and structural descriptions were captured as the "what" and "how" of the experience. The data was then considered in relationship to the research questions and formed into a composite or overall essence of the experience. Finally, the data was triangulated to strengthen the study's validity and reliability.

5.9 Document Usage in Research

Documents form an appropriate tool for research (w Creswell, 2009)recognizes, qualitative research which typically gathers multiple forms of data, such as interviews, observation or documents. Within this research project, the use of semi- structured interviews is combined with review of internal documents and observation. The evaluation of relevant internal documents has two core purposes, (a) how are they implemented to know which (a) complaints students raised, (b) benefits of studying in the IUIU environment, (c) factors that determine choice of university to study in, (d) relationship between environment and (e) performance and examine the policies of IUIU. Documents can provide a useful form of information, offering an accessible and unobtrusive form of data, providing a source of information which has been compiled and produced by the participants for a purpose (Moerer-Urdahl & Creswell, 2004; w Creswell, 2009). It is important to recognize the potential limitations of documents as a source of data, including the ability of the researcher to identify and access the documents, the documents may be incomplete or inaccurate, and they are likely to have been produced for a specific purpose (w Creswell, 2009).

The usefulness and reliability of each document considered will follow criteria of authenticity, meaning, credibility, representativeness (Bryman, 2004). Authenticity focuses on whether the evidence is believed to be genuine and of unquestionable origin. However, official state or government documents, the credibility criterion is useful as it provides a frame to consider the biases within the document.

5.10 Reflexivity

w Creswell (2009)suggests a useful meaning, researchers reflect how their favoritisms, ethics, and personal backgrounds shape their understanding designed throughout a research. The grounded justification is created upon the interpretation that research cannot be value free but to ensure that there is free intrusion of values into the research process (Bryman, 2004). This needs credit that investigators are occupied with creation of novel information through the attitude that they assume in relation to what they experiment (Bryman, 2004).

5.11 Researcher's Assumptions

The underlying assumptions regarding the methodology held by theinvestigator were as follows:

1. Whether identified as a stressful period or not; the phenomenologicalqualitative research method successfully identified the stay in Islamic University in Uganda a transition with good ambiance for studies.

2. The data collection and analysis process successfully determined therelationship between the environment and the success that the students may or may not experience.

In summary, this study used a phenomenological, qualitative researchdesign to explore the experiences of students lived experiences in Islamic University in Uganda. Inclusion criteria required since the students study in different courses and picking from almost three thirds was a requirement to ensure balanced information in terms of students' judgment of the experience and data was collected until there was no new information coming in to explain the phenomenon. The purposive sample had a totalof 25 participants and five

focus groups of participants. After informed consentwas received, semi-structured interviews were conducted. Dataanalysis consisted of hand coding utilizing and theme generation (Hycner, 1985; Phillips-Pula et al., 2011; Sanders, 2003)seven steps of dataanalysis and NVivo 8 computer software for qualitative data analysis.

VI. DATA PRESENTATION AND ANALYSIS

There were twelve respondents (interviewees) and three focus groups all from IUIUFC, all respondents were femalecutting across all courses, and aged between 22-28 years and categorized as students from all five faculties namely (a) Arts And Social Sciences (B) Education (C) Law (D) Management Studies and (E)Scienceas seen in Table 6.1 below.

Showing the Respondents Demographic **No**	**Name**	**Sex**	**Codes**	**Age Group**	**Status**	**University**
1	WithheldSWASA	Female	C001	21-25	Campus student	IUIUFC
2	Withheld MGT	Female	C002	21-25	Campus student	IUIUFC
3	Withheld BDS	Female	C003	21-25	Campus student	IUIUFC
4	Withheld BAE	Female	C004	21-25	Campus student	IUIUFC
5	Withheld LLB	Female	C005	21-25	Campus student	IUIUFC
6	Withheld BBS	Female	C006	21-25	Campus student	IUIUFC
7	Withheld HRM	Female	C007	25-28	Campus student	IUIUFC
8	Withheld BPA	Female	C008	21-25	Campus student	IUIUFC
9	Withheld BPLM	Female	C009	21-25	Campus student	IUIUFC
10	Withheld BSAS	Female	C010	21-25	Campus student	IUIUFC
11	Withheld DBA	Female	C011	21-25	Campus student	IUIUFC
12	Withheld BIT	Female	C012	21-25	Campus student	IUIUFC
13	Withheld FG1	Female	C013	21-25	Campus student	IUIUFC
14	Withheld FG2	Female	C014	40-60	Campus student	IUIUFC
15	Withheld FG3	Female	C015	35-50	Campus student	IUIUFC
16	Withheld FG4	Female	C016	40-60	Campus student	IUIUFC

Data was analyzed using themes and sub themes that were generated out of individual interviews and focus group discussions.

Challenges
Academic

Lecturers have knowledge and skills, respondents recalled a case where students boycotted attending classes for one of the lecturer who the students did not want to teach them. Fortunately, the issue was submitted to the deputy dean management faulty who later forwarded it the director of the campus and the lecturer was changed and taken back for further training. There is a streamlined way of dealing with issues concerning teaching and non-teaching staffand lecturers are not expected to be biased to the level of failing students because students complained about pedagogy. Students are free to ask questions & it's a lecturer and students responsibility to ensure that learning takes place.

Overexcitement, naivety and desperation to yarn for freedom after completing the course to face the unobstructed access to the luxuries of life. The campus now has open access students have liberty to commute from outside campus. The campus is open to both residential and non-residential students. This change in policy has given students more freedom in decision making.

Lack of exposure to the outside world and failure to connect with employers while at campus since the university does not allow working women to join. The campus used to be completely a day time university business which closes out weekend and evening sessions that would accommodate working class. The environment could be detrimental to one's ability to worksince parents incline to offer all for the ladies and this puts means that they do not have to stretch themselves to find ways of how to endure on their own and ultimately this suppresses their attitude towards work. The campus now operates day, evening and weekend courses to avail time for working women to study while working.

The lack confidence while speaking to male counterparts. It's rather thought-provoking. One of the out spoken lady among the team that was interviewed confessed that; exclusive communication with only age-mates of the same sex for a three years averts growth of self-confidence in the exterior world. She added it'smore challenging when interacting with the male sex especially in the post-university lifetime. The females' campus currently allows open pass outs to all students who are interested in going off campus. The interest of the university is the information in terms of the status of the student i.e., is she on or off campus? Students are now from to indicate the days they will spend off campus in the pass out.

There is protection of whistle blowers, when students report lecturers who do not turn up for lectures, the academic registrar projects students' interests and lecturers are requested to explain why teaching and learning does not go on smoothly which can lead to the termination of the lecturer's contract.

Library, majority of the books up to date even though there are not enough for the students. The university's policy allows access to the library to only registered students hence it is student's payment that contributes to its well-being.

Sometimes management makes changeson the timetable and the lecturers and the changes are communicated timely to the students and this facilitates teaching and learning in the University.

Permission is given to students who express desire to go for data collection off the campus. In the same line the coordinators of faculties liaise with the warden to expedite pass which enablestimely completion of their research reports.

Students with tuition balances with a registered status can enable a policy of pay as do policy. In this policy a parent and student commit in writing on when they will pay the outstanding balances and the student is allowed to write exams as the parent deposits money following the agreed timelines.

Registration cards are delayed and the registration process is slow.

This is attributed to delayed payment by the students, majority of students respond to deadlines. This crowds the bursary and academic registrar's office hence leading to delayed issuing of registration cards. Students have been encouraged to ensure that they register early enough to avoid any inconveniences caused during late registration.

Tuition fees has reduced by 42% and this reduction was communicated to students this brings happiness among students, management and parents. The university's objective was to change the lives of girls in Uganda, East African Region, Sub Saharan African, Africa and internationally. The university has contributed to the vision 2040 under mainstreaming gender in education.

The accommodation charges are very low compared to other private universities. Given the killings in the country, the university provides a safe place for the girl child education in Uganda since the hostels are within the campus premises with tight security.

The university has three computers laboratories most of them are functioning and up to speed. Although given the planned increment of student numbers, there might be to procure more computers for the campus.

Policies

Policies are out dated; the punishments are not riming the crime that is committed for example when the student is found pregnant she is expelled hence increasing on the number of Muslim school drop outs.

Gate pass, entirely depends on the student. The university administration expects ladies to behave in a mature manner and have self-control.There is no intimidating and inhuman allowed in the university. All issues related to time management from acceptance of gate pass, to printing and pinning on the notice board and the gate are now done in a timely manner.

On residence policy, the campus takes on both residents and non-residents and the campusopened up to non-residents who need to work part time to supplement on their tuition fees since their parents are unable to pay for the full dues.

There is no discrimination in the implementation of university policies. The university has 800 students from 15 countries. All policies apply to the entire student's body.

Dressing code policy is Hijab and all students whether Christians or Muslims are required dress in a decent manner. This policy does not discriminate among.It is punishable for students to dress indecently.

Male visitors are allowed on campus as long as students keep some distance. This policy has allowed some relief from the female students and they are now happier.
The respondents alleged that, "the environment is now favorable, friendly and supportive".

Communication

There is good communication between the students and university management for example deduction in tuition fees, sending student's tuition balances via sms, meeting the director of the campus every semester and maintaining an open door policy, has enhanced communication.

Feedback on the issues that students present to management. Management ensures that all students' affairs are addressed in a timely manner. The range of students issues range from; internet access, water, electricity, cleaning services, food, accommodation and teaching and learning.

Currently, there are a lot ofopportunities for students to attend outside seminars and workshops. Students are now exposed to public speaking therefore, there is no excuse to failure to speak in public and students are now well exposed.

Diversity

The university manages diversity among students from different countries using university stand by policies. The university has an international coordination office for international students where their welfare is managed including student visas.

Daawa

The university has a good budget for daawa activities and students go outside the campus on Fridays, Saturdays and Sundays to different places and mosques in our community for spiritual growth and training. Daawa component is a key success factor for the university bearing in mind that it was on agenda one following the university establishment in 1998.

Services

The students can access luggage handling services, when students come from home, they are allowed to use the cars, bodaboda or security officers to take their language to their halls of residence especially during arrival days, hence facilitatingthe carriage their luggage to the halls.

The university provided by the electrical engineer on campus wiring service are provided especially when students have a desire to fix an antenna of the television since they are ladies they fail and engineers use the warden's office to seek permission to access the halls of residence.

Student are at liberty to cook using charcoal stoves in designated kitchens on every hall at campus. one kitchen accommodates one hall of residence hence enough for the students. The warden ensure that cleaning takes place on a daily basis.

Accommodation services

Accommodation services are relatively good i.e., Walls are generally clean and painted without cracks and no ceiling leaks. All halls have doors and the wardens key one key for every room for emergency access. While some halls of residence are generally old, they are well maintained and the university embarked on building new halls of residence in a bid to give a good service. Toilets are well maintained with a dedicated cleaning service providers called master cleaners who ensure that the places are well kept.

Food

Food is expensive although there is a variety. The university has four food service providers and 10 snacks service providers, this allowed competition for better service delivery.Halwa and mashallah food restaurantsprovidetasty food, this coupled with canteens to cater for the student population. One respondent was quoted saying,

"the food they cook is tasty and this is attributed to open competition among service providers and enhances customer care and reduced prices which is a good deal for the student".

Water

Water services are provided with a guarantee. There is an on station plumber who ensure that water is continuously provided to the students and the staff from the independent water source on the campus.

Electricity

Electricity is constantly provided and where we register a fault, a standby generator is available with fuel to ensure that its business as usual. Thestudents are provided with electricity bulbs in their halls and rooms of resident.

Health

Health issues are managed in the health unit and at all times there are basic drugs, although they do not provide all services including cancer screening services, those who are in need of the service are given permission to visit Referral government hospitals.The nurses are well trained in customer service to really mind the business of the students rather than their own business to avoid giving out wrong medication.

Social life

The campus provides for full facilitation of sports activities both on and off campus e.g. transport costs, accommodation, meals and sports attires. The university sports participants engage in local and regional leagues and competitions. This markets the university to the outside world and fulfils the co-curricular activities. Swimming services are stable and the university pays a full time swimming coach to train and ensure saves lives of students who enjoy swimming. The pool is always maintained in good hygiene and the university ensure availability of sports tutor to manages the sports departments and its related activities. Students are cautioned not dress in bikinis while swimming although leggings as swimming suits are allowed.

The university offers coaches for all the different sports activities provided on campus.

The students are provided with a full time counsellor "senga" (aunt) where students go and air out their frustration to the lady who later advises them professionally.

The campus no longer boring, there are a number extra co-curricular activities and students visit other universities. This reduces that boredom and enhances happiness during their stay at the campus.

There are no restrictions on networking especially that fact that male visitors and students from same and different universities are allowed to visit.

The university in support of the students' association collects the associations' monies that paid later in semester two to enable associations carry out change of leadership parties.The university supports associations to accomplish their objectives. There is no bureaucracy involved and students are encouraged to collect the money and account for it. Standing committees are instituted to ensure that there is proper accountability.

University gives condolences in case there is loss of a staff, relatives to staffs and students. Sometimes students find it suit to collect money among themselves to go and attend a burial ceremony since the university provides a vehicle and fuel.

The provides debates and moot courts prepared with other universities and encourages role models to speak to the ladies to inspire them and boost their moral.

Benefits of studying in IUIUFC Kabojja environment
Its conductive environment for reading, quiet and isolated and convenient for academics and facilitates students 'concentration.

Increased on the number of natured religious students in the community hence development of the nation.

There is security at campus and students are safe and secure

Learnt some extracurricular activities like swimming and volley ball.

Internet is provided and has improved over time.

The library is somewhat equipped with a good number of relevant books although those that are physically lacking are provided by the university using e-book access

The university facilitates acquiring of relevant knowledge both circular and religious.

The university facilitates acquiring of computer skill since we are required to take a course in computer.

Descent dress code and no competition among students in terms of dressing so a student can survive with three dresses.

Learnt good morals and behaviors hence improved discipline.

Got a better insight about the Islamic religion as a Christian I thought that all Muslims are terrorists and all Muslims are bad which not the case is.

Factor that determine choice of the university
The majority of students are here because of their family, i.e., parentsrequest or persuade them, guardians, sponsors and relatives.

Very few students chose to study from IUIUFC.

One respondent said, IUIU was generally her choice but IUIUFC was her fathers' choice.

A friend to her father is the one who influenced the father to bring her to IUIUFC.

My elder brother influenced my parents because he is an Alumni of IUIU KC.

Parents had to take time to convince her to accept and join IUIU FC because OGs have no kind words for the campus.

The culture at IUIUFC attracted her to apply for the course.

My brother convinced me to join but generally I liked studying from females' campus.

Genreally her choice was IUIU Mbale campus but the brother transferred her to IUIUFC without her permission which didn't like.

She had a sister at IUIUFC who told her about the good conducive environment and mainly it's quite and I hate noise that made me like the place. The environment makes you read hard and its good for studies.

IUIU Mbale was her choice but the university forcefully transferred her to IUIUFC which she didn't want but she learnt when it was too late to apply to other universities.

To describe how the study environment supports your performance
It's a progressive learning and environment it's quite, conducive, safe and convenient for studies but stressful when it comes to abusing human rights.

The environment brought out the best in us since it creates reading competition among ladies which positive.

The environment is too strict with no benefit of doubt to students and mistrust which forces ladies to burst out on un professional individuals like the warden hence n continuity in studies in the same university, poor retention measures of students and increasing on the number of school drop outs.

With slight adjustments on leisure activities, this environment would be better than it is now and it will nurture a good lived experience.

Examining the policies in IUIUFC
Policies are out dated; the punishments are not riming the crime that is committed for example when the student is found pregnant she is expelled hence increasing on the number of Muslim school drop outs.
Generally,some policies like gate pass, zero balance policy un fair to the students from poor families and need to be revamped. For example, if a student has paid 95% allow them to sit for and complete exams which leads to delayed completion of the course.
On residence policy, considerations were made and university opened up the campus to students who need to work part time to supplement on their tuition fees since their parents are unable to pay for the full dues.

How do you want to see IUIUFC in future?
Free entry, free exist has supported student enrollment. The university opened up than closing other customer segments outside the market.
One of the interviewee argued management to; to include students in decision making of the university. They requested for a participatory. Administration should consider students' opinion.
Improve communication in terms policies and use all modes of communication to avoid putting students in trouble.
Embrace change and bend some policies to accommodate more students by choice. Because if you refuse change will later force you to change.
Consider referral making. The one you train will bring others students to the campus after all it's the cheapest and incur less resource inputs.
Drop the stick and use the carrot method you taught us what you can't implement. And improve on your listening skills student also have rights stop pushing us on the wall.
Desire to have a medical and warden team that is very professional and treats students as a customer's rather than students and second citizens. Also we look forward to an equipped medical unit with enough drugs with no stock outs, planning is a key success factor.
Loosen up on the dressing code especially when it comes to students' parties pretend you have not seen…. Long descent dress surely should be acceptable.
Students demanded that aunt (sengas) are given ample time to address females' students on campus to address ladies and what is wrong with that?
Students should be given enough time in an Islamic manner to have detailed conversations with their male counter parters.
Customers deserve to be treated well by all stake holders if the university will continue.

RECOMMENDATIONS
The status, prestige and great success IUIU enjoyed during the monopoly period in the 80s is insufficient protection to the new competitive forces in the market place now. As globalization, marketization, massification of higher education, new competitive forces, mushrooming universities and regulators forces themselves in the market place now, survival has been exaggerated with increased students' demand and sustainability is a key success factor. IUIUFC cannot afford the cost of acquiring new customers yet retention of existing is cheaper, the university cannot afford to be left behind and therefore there is need to increase on the budget of publicity. Departmental heads need to be up to speed especially:ICT by creating a live website, update from time to time, giving information to the public, feed forward and feed back to all stakeholders, advertise the campus on line and ensure accessibilityand visibility which will be a great advantage to IUIUFC. Its increasingly becoming tough to remain competitive and therefore there should be thoughtful strategies on the sustainable ways to improve publicity of the campus like reaching out to mosques and Imams in the country and expanding the social networks country wide. There should be a team of motivated IUIU staff to go out in remote places in the country to market the university.

Some courses have fallen below the required enrollment that supports the breakeven point. Either we accept to change the dynamics of the game, bend a little to suit the competition and meet the requirements of our customers or be protected from managing unjustifiable courses just like it is with many universities globally(Greer & Heaney, 2004).

IUIUFC needs to identify its niche, and concentrate on that niche to beat its competitors with improved lived experience there is still hope that the lost glory can be recovered(Burt & Talmud, 1993; Carlson & Wilmot, 2006; Etzkowitz, Webster, Gebhardt, & Terra, 2000).IUIU has survived for the last 30years of existence and IUIUFC for 10 years. This justifies that the university can live the test of time given its quality services, values and training of holistic students.

Use sustainable ways of looking for students to join the university for example, the university should go to all Muslim schools especially girls only secondary schools in Uganda and unveil to the female students at the secondary level the advantages of studying at Females campus. This could be advanced by approaching all mosques in Uganda and advice the parents to bring their girls to IUIUFC. Another strategy would be the use alumnus to help position the university and market it in Uganda, Region and internationally.

Market the campus to enable the public know that, the campus allows both residents and non-residents.The needs to be educated that, the campus currently handles evening and weekend programs to enable increase on the numbers.

Segmentation of accommodation charges i.e, provide services to the rich, average and the deprived by restricting the number of students in the rooms. Some students come from luxury families and do not want to be packed in one room or even shared accommodation. This will provide a choice in accommodation charges hence prompting students to make a choice depending on their back ground or availability of funds.

Now that you know what your customers want, the ball is your court to provide it and IUIUFC is good to go. No institution can survive the test of time unless you provide the service that customers want and the way they want it. Times have gone competition is not only local but global students do not need permission form NCHE to go and study abroad. The time is now or never the missing link was the university management did not know what students want and what they go through while at campus and since this bridge has been provided, the only missing gap is aligning policies and implementation and IUIU will rock like it did during the good golden days(Davenport, Mule, & Lucker, 2011; Gitomer, 1998; Pine, Peppers, & Rogers, 1995; Stershic, 1990).

Training all students in soft skills such as, confidence building and negotiations skills and other life skills for ladies to learn when to say no or yes without feeling guilty. This will reduce the unexperienced interaction with male counter parts and shyness in them while dealing with opposite sex during their post university life(Nalubega, 2016a).

Small is beautiful and it's an advantage to IUIUFC and it should be used to create a long lasting and personalized lived experiences that will delight and turn them into royal customers and this area should be exploited(James, 2001; Rogers, 1992).

The wardens need to be trained in course such as management, counselling and customer care service and care. Since warden's department is the department that deals with students on a daily basis, understanding the type of customers they deal with is a critical success factor. They are sensitive and young therefore being professional is a key success factor and appreciating that it's not the words you say but how you them matters. Warden can turn down a pass out request on condition that they do that politely explains to the student why they have taken that decision.

Wardens need to be more positive to accept drastic change in the behaviors of the students and counsel them or else those who fail to comply may be transferred. It's not rocket science for the wardens to know that students are stakeholders and they are the reason why the institution exists and the nature their treatment has significant impact on the sustainability of the university(B. R. Clark, 2003; Murphy & Hallinger, 1987; Oldfield & Baron, 2000).Wardens should be strongly cautioned to act with maximum professionalism while handling students' as the only strategy to handle a girl child.

Need to use various forms of communication between management and other stake holders including staff and students. IUIUFC management is now more open feedback especially from students. Students complaints should be given priority since the students are the customers.Other communication channels like suggestion boxes have been put in place in every hall and block. What is left to do is to ensure that the suggestion boxes should be monitored and all complaints should be channeled to the director's office were they should be given priority. Students' complaints should be addressed instantly depending on the priority and intensity of the problem, open door policy should be encouraged and students should be listened too at all levels. They should make the structure flexible and reduce on the bureaucracies involved when students report their complaints(Garvey, 2014; Goldsmith, 2004; Higgins, Hartley, & Skelton, 2001; P. Lee, 1995).

Establish a compliant management procedure.ie. there should be a systematic way of reporting a complaint.For example they should be registered, sent to the relevant department for solution and if the department fails, they put alarm bells to middle management at the campus and later to senior management of IUIU(Gilly, Stevenson, & Yale, 1991; Johnston & Mehra, 2002) and treat feedback as a key success factor (Lapidus & Schibrowsky, 1994; Pomerance, 2001).

There is also need to design and enforce service level agreements(SLAs). Performance standards should be established in all departments and after approval they should be communicated and displayed in their offices for the stakeholders both internal and external to be kept in the loop of what is happening(Goo, Kishore, Rao, & Nam, 2009; Skene, Lamanna, & Emmerich, 2004).

Policies need amendments, they should be communicated and criteria used to implement them should not be inclusive and positive. Therefore there is need for standardization of policy implementation in the

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University otherwise it can cause grievances among students(Goldfarb & Henrekson, 2003; M. N. Lee, 2004; Nagata, 1980; Sivalingam, 2006; Slaughter & Leslie, 1997).

There is need for equal treatment of students whether local or international. Justice in implementation of policies exists and the international students should be informed clearly that they are not an exceptional because university rules apply to all the students(Kitchener, 1985; Mullins, Quintrell, & Hancock, 1995; Tenerowicz, 2000).

There is need to intensify evaluation of lecturers at the end of the year and feedback should be provided to enable them know their performance. Lecturers need to come out of their comfort zones and appreciate their role in ensuring sustainability of the campus as well as management of the campus appreciating its role in supporting them(Moses, 1986, 1988).

Management of the campus needs to appreciate that students are the customers; their lived experiences is a key to referral marketing of the campus. Since referral marketing is among the cheapest methods of marketing,the campus needs to change the way they treat the students for sustainability to prevail. IUIUFC needs to delight its customers and try to make it a university of choice(Davenport et al., 2011).

From the findings it's clear that some policies are complex to administer and give students a lot of headache "pass out". Management has relaxed this policy to fit the customers. The perception that existed in form of control is no more. Management should further establish whether students are now comfortable with the relaxed policy. Benchmarking is a key success factor for the growth and development of the university.

Stakeholders like lecturers should be sensitized to know their frontline role, collective responsibilitysince they interact with students on a daily basis.

Allow open days especially to students that have permission from the parents' at least once in the fortnight this will build confidence among the ladies. It's important that management builds a sense of trust in and prepare them to face the challenges in their post university life.

Corporate image needs to be boosted, IUIUFC has been misperceived by the public (a few who know about it) talk less of poor publicity with competition next door. Unless all stake holders wake up to take collective responsibility from acquiring new customers, retaining them, ensuring a good experience to make them royal customers, follow them up after they have left and ask them to assist in marketing the university.

Advertisement customization to IUIUFC both within the campus, in the country and abroad. The campus needs testimonies of students lived experiences on the IUIUFC website. The is need to get sponsorsfor some needy students as a way to market the campus and try corporate social responsibility around the country.

The student experience is always high on the agenda for any educational establishment. The word of mouth plays a big part in the marketing of any product or service and education is no different. If students don't have a positive and enjoyable experience, which they believe meets their needs and offers value for money, a university is likely to notice a fall in applicants and reputation. There are five tips to help IUIUFC revamp its image; (i) management should clarify roles of engagement by the students at the university, (ii) be serious about the student voice, (iii) understand sources of satisfaction and dissatisfaction, (iv) be bold enough to make systemic change, (v) consider how technology can wrap the institution around the learner and (vi) avoid suppressing students who raise their voices on issues that affect them.These sixfootsteps are offered not as the recipe for success, but as reflection points on our journey so far. The concerns presented in this study by the students if IUIUFC are all achievable there is need for management to commit and make IUIUFC a campus of choice for education sustainability.

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