

STUDENTS' INDEBTEDNESS AND THEIR REPAYMENTS:

THE CASE OF GHANA TECHNOLOGY UNIVERSITY COLLEGE

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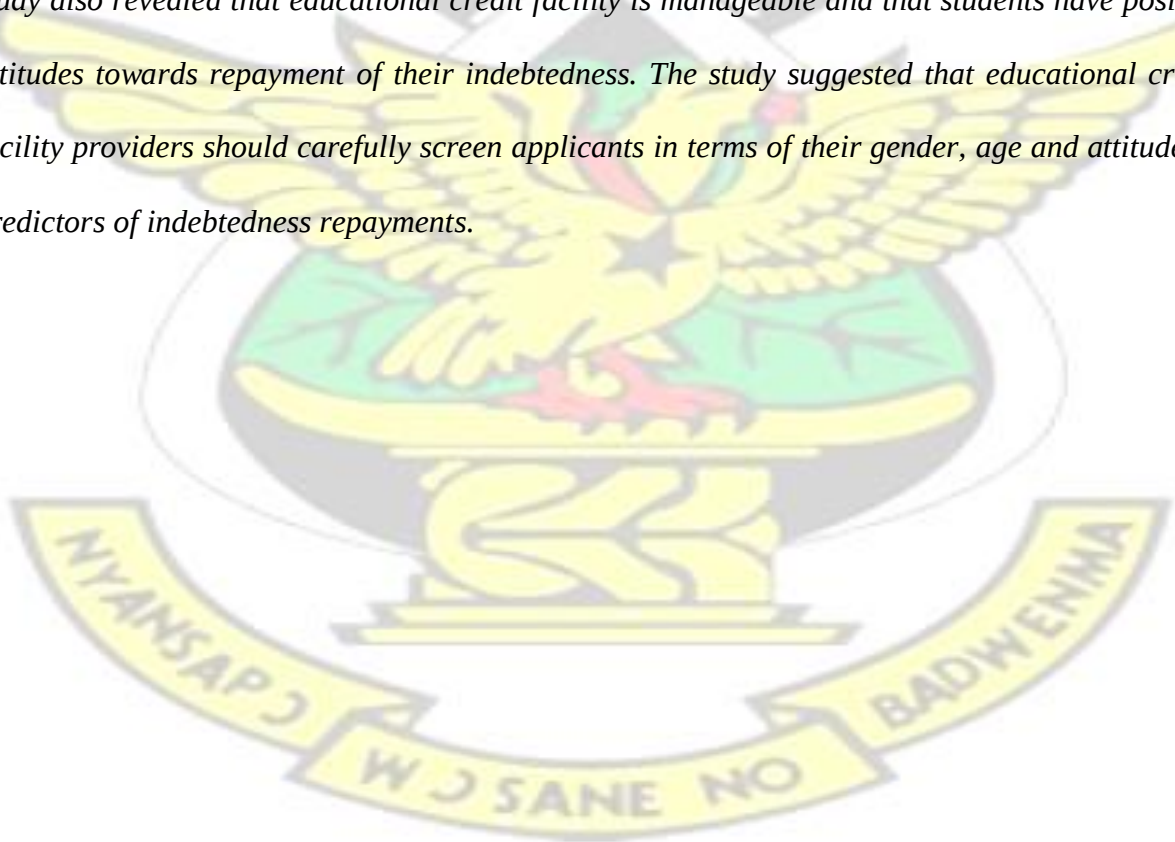


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ABSTRACT

Several kinds of students' educational financial aid in operation with the aim of guaranteeing students the chance to afford higher education regardless of the student's financial and economic background. The study sought to examine students' indebtedness and their repayments. It also explored the impacts of student debtors' gender, age and attitude on repayments of indebtedness. The study was quantitative in nature and fell on primary data via questionnaire to gather data from 169 respondents out of 300 student beneficiaries of educational credit facility provided by Ghana Technology University College. The findings of this study indicated that students' indebtedness and their repayments varied across gender, age and attitude. The study revealed that students who fall above 18-22 age category had higher rates of indebtedness repayments. Moreover, female student debtors have slightly higher indebtedness repayments than males. This study also revealed that educational credit facility is manageable and that students have positive attitudes towards repayment of their indebtedness. The study suggested that educational credit facility providers should carefully screen applicants in terms of their gender, age and attitude as predictors of indebtedness repayments.



DEDICATION

To my family, friends, love ones and all my well-wishers, I say thank you for your unconditional support with my thesis. I am glad that you are mine. Please do not ever change. I love you all.

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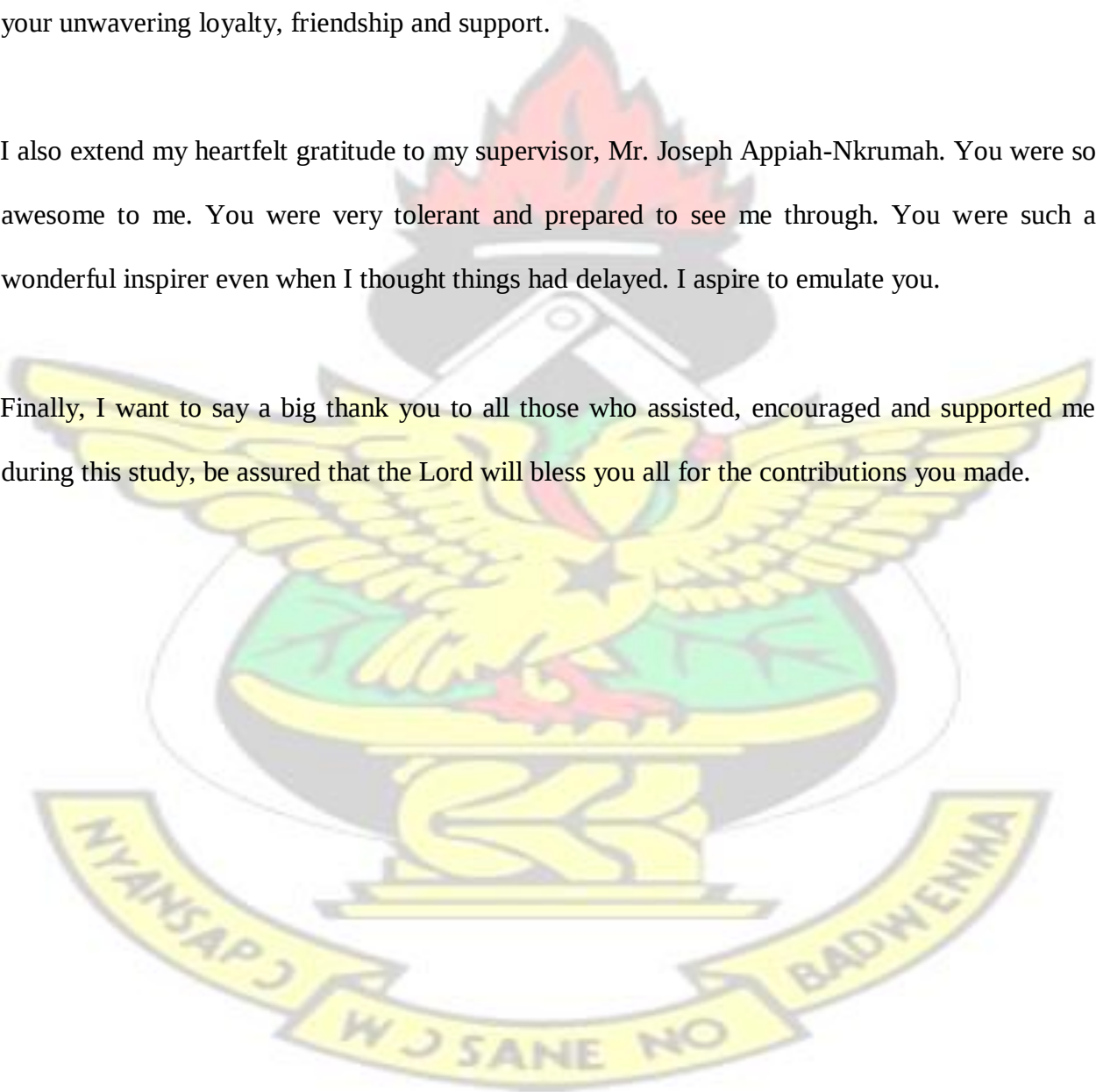
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Finally, I want to say a big thank you to all those who assisted, encouraged and supported me during this study, be assured that the Lord will bless you all for the contributions you made.



DECLARATION

I hereby declare that this dissertation is the result of my own original study and that no part of it has been presented for another degree in this university or elsewhere. All references used in the study have been fully acknowledged.

I therefore bear full responsibility for any weaknesses.

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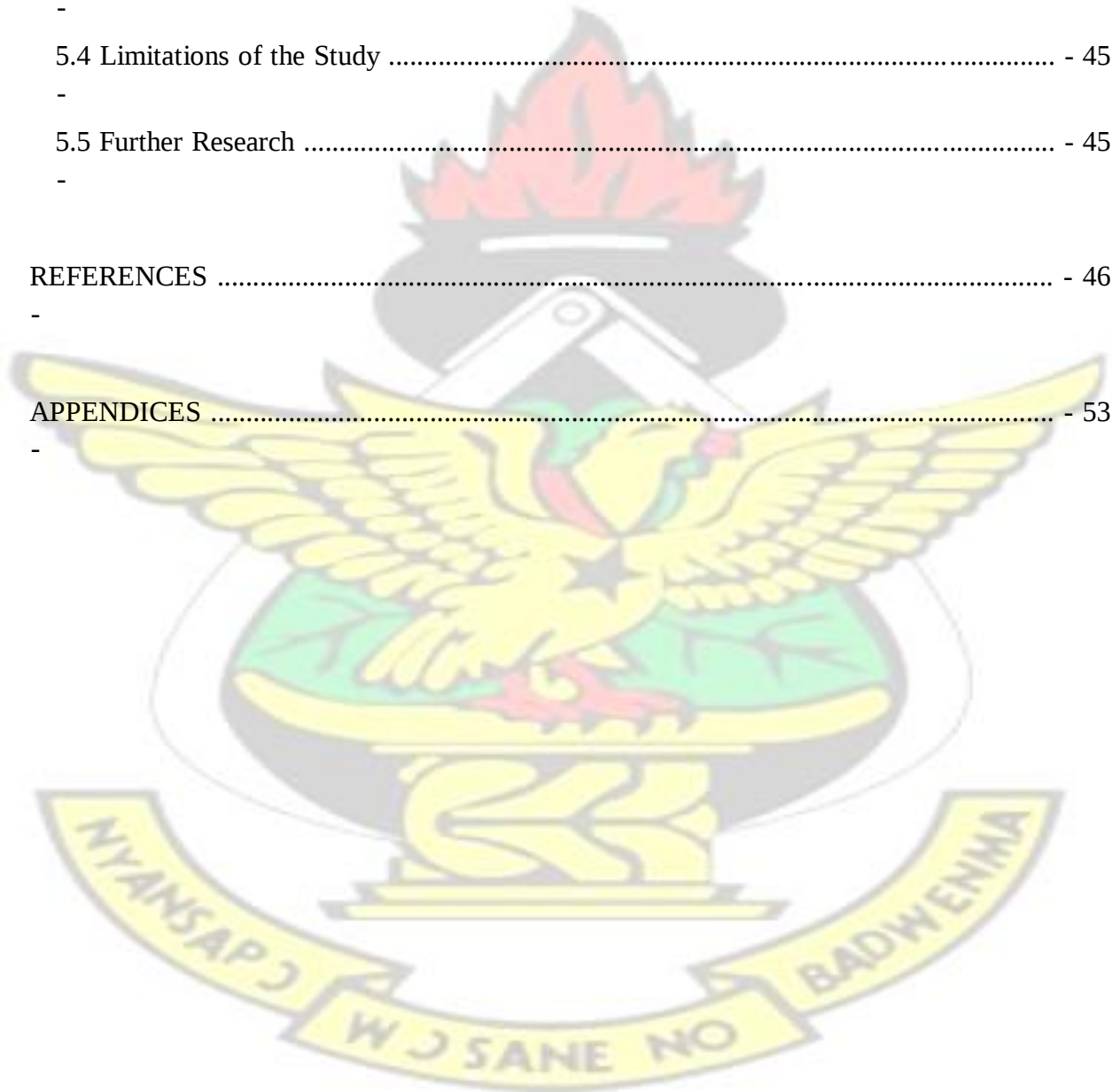
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Up-flying higher education (HE) cost, mostly tuition fees, has led to many students embracing indebtedness as an option to pay for and enjoy HE. The HE sector of Ghana over the past decade has witnessed a tremendous growth. This can be explained largely by the greater number of second-cycle school leavers who apply to be enrolled in the tertiary institutions. Access to educational credit facilities is believed to be the catalyst for the growth in the educational circles.

Up-flying tuition fees also explains why rising indebtedness of students is an alternative means of enjoying HE as students get to benefit from credit facilities. This indebtedness of students has become a worry to the nation, the institutions providing the credit facilities and also to the student debtors as the students do not only graduate with just diplomas, certificates or degrees but also with indebtedness which has to be repaid (Rothstein and Rouse, 2011).

Akers and Chingos (2014), argued that, one good side of students' indebtedness is to have an educational credit facility in order to attain a higher level of education as it smoothen's career path, and in the longer term makes the once indebtedness economically worthwhile.

Students' indebtedness becomes a bad when a student debtor does not graduate and also when the student debtor incurs more indebtedness than s/he can pay back. This indebtedness sometimes comes about, as some students do not actually understand the implications of their decisions at younger ages when they accumulated that indebtedness.

It is in line of the above that, Dillion and Carey (2009), pointed out that increase in students' indebtedness is linked to up-flying tuition fees and other related costs of HE. Many students must

now take on significant levels of indebtedness to pay for their education. No wonder HE students are the ones with huge levels of indebtedness' and these in aggregate add up to the overall indebtedness of a nation and in this respect, Ghana. The indebtedness of these graduates has become a serious issue as many of these students face difficulties in repayment of their educational indebtedness (Hayhoe, 2002).

With the undisputed importance of college education, many believe that it is worth its cost. The demand for advanced skills and training required to enter the workforce, is driving many to pursue HE. Countries universally acknowledge that they could only develop if the needs, competencies and efficiencies of human resource in the various sectors of these economies are enhanced, and therefore, HE has now become a necessity to survive in today's labour market (Tonyi, 2012).

The increasing taste for HE or university education leaves scholarships, grants and state funding unable to keep up with the pace of tuition fees. The fall in state funding, which happens to be the main alternative funding provider for university education has resulted in an appreciable growing educational cost which is being pushed onto individual students in the form of high tuition fees. Reports in the past decades showed that tuition fees gallop are higher than the rate of inflation (McMahon, 2012).

Many HE students in Ghana including that of Ghana Technology University College (GTUC) now fall on indebtedness as a form of financial assistance to cover their educational cost. Tuition fee has grown to the extent that, students are not able to finance their education with only earnings from their work and/or other means of sponsorship, and this has left many of the graduating students with indebtedness to pay (College Board, 2014). The swift rise in the blocks of students'

indebtedness in recent years has received much attention among researchers, economists, politicians as well as the media (Stebner 2013; Associated Press 2012; CBS News 2012).

Studies have it that dependence on indebtedness to finance education implies the postponement of total effect of high tuition fees until and after one graduates from the university but his indebtedness nonetheless compounds (Finnie and Schwartz, 2001). Repayment of these indebtedness become worsened by the current problems of major macroeconomic variables as high unemployment, low Gross Domestic Product (GDP), volatile exchange rate, flying inflation rates and power-energy crisis in Ghana as the indebtedness remain unpaid. These indebtedness are now becoming obvious by leaving much broader effects not only on the individual student debtor but also on the economy in general (Grammling, 2009).

1.2 Statement of the Problem

As in many other countries, Ghana's HE is confronted with challenges including but not limited to accessibility, affordability, and increasing demand for HE accounted for by high student enrolments. As a result, students incur indebtedness when they enrol in HE and they continue to enjoy HE. With the increase in demand for HE and the cost of education which keeps flying higher connotes more borrowings, and hence an increase also on the thought of students' ability and/or their attitudes towards the repayment of these indebtedness.

Ismail and Singh (2010) agreed with Dillon and Smiles (2010) and posited that institutions of HE are grappling with high levels of students' indebtedness coupled with recent economic hardships singling out fewer job avenues, which exacerbate the plights of HE students who have welcome educational indebtedness and are unable to make required repayments. This comes as no news to

GTUC as with tuition fees rising, management of the College placing herself in the position of her students, came up with a strategy to ease the cost of HE. This is by the fact that education is important to economic mobility, development and growth, and thus this strategy became worthwhile via its affordability to access GTUC's education. To that end, management focused on increased access to student educational credit facilities, in the form of deferred tuition payment. This idea therefore led to the birth of Ghana Technology University College Credit Unit (GTUCCU) to manage and operate the credit facility.

However, the credit support, designed to improve access to the college has had the unintended consequence of low repayments and high defaults despite many attempts and efforts by the University College to increase indebtedness repayments. The attempts and efforts took the forms of charging penalty on outstanding indebtedness, withholding educational certificates and other documents, sending reminders via text messages, emails and notices. Table 1.0 shows the rate of indebtedness repayments in GTUC as at May 2015.

Table 1.1: Rate of Indebtedness Repayments

Year	2011	2012	2013	2014	2015			
Repayments Rate	60%	53%	48%	42%	40%	36%	35%	33%

Source: GTUCCU Report (2015)

Numerous studies (Zhan, 2010; Abu Bakar, Masud and Jusah, 2006; Grable and Joe, 2006; Gross, Cekic, Hossler and Hillman, 2009; Dwyer, Randy and Laura, 2013) have described relationships between students' indebtedness and their repayment. It must however be noted that many of these works were not carried out in less developed countries (Grabble and Joe, 2006; Dwyer et al., 2013). Although, these studies believe other factors and not limited to culture and/or religion account for

a significant variation in indebtedness repayments, these studies outcomes could not be compared empirically with other studies with different context. This results in a contextual gap.

Brown and Caldwell (2013) were of the view that although universities may have common organizational culture, different schools exhibit different attitudes and cultures. Also, there are only a handful of studies (Abu Bakar et al., 2006; Christman, 2000; Flint, 1997; and Livingstone and Lunt, 1992) that have focused on student debtors' attitude in indebtedness repayments. More so, few existing studies have managed, or even attempted, to focus on demographic variables such as gender and age of the student. It is therefore in this regard that this study was designed to determine how student debtor's traits impact repayment in GTUC touching on gender, age and attitude as measures.

1.3 Objectives of the Study

This study examines as its general objective, indebtedness repayment as influenced by student debtor's traits in GTUC taking into account gender, age and attitude as measures.

To achieve the above general objective, the study sought to:

1. assess the impact of student debtor's gender on indebtedness repayments.
2. examine the impact of student debtor's age on indebtedness repayments.
3. determine the impact of student debtor's attitude on indebtedness repayments.

1.4 Questions of the Study

This study asked the questions below;

1. does student debtor's gender impact indebtedness repayments?
2. does student debtor's age impact indebtedness repayments?
3. does student debtor's attitude impact indebtedness repayments?

1.5 Hypothesis of the Study

This study, based on the objectives developed three hypotheses to yield empirical proofs on the magnitude to which students' indebtedness repayments are affected and mediated by student debtor's gender, age and attitude.

The following hypothesis were structured and tested:

H₁ student debtor's gender directly impacts indebtedness repayments.

H₂ student debtor's age directly impacts indebtedness repayments.

H₃ student debtor's attitude directly impacts indebtedness repayments.

By using the 20th version of Statistical Package for Social Science (SPSS), a regression analysis of the hypotheses were tested with the aim of establishing a causal association between;

1. gender of student debtor and indebtedness repayments.
2. age of student debtor and indebtedness repayments..
3. attitude of student debtor and indebtedness repayments.

1.6 Significance of the Study

This study's significance is viewed along the stands of research, practice and policy. With regard to research and echoing that clearly, although there are many studies on students' indebtedness and their repayment (e.g. Nyahende, 2013; Dwyer et al., 2013; Callender and Jackson, 2008; Baum, 2003), there are very few studies that have been undertaken in the Ghanaian setting, as this study has done.

Aside this study providing a rich literature on students' indebtedness and their repayment in

Ghana, the findings serve as a good material for further research on the subject, as the knowledge that the various demographic variables such as gender and age of students impact their indebtedness repayment is important information for the field of management of indebtedness research.

With regard to practice, the findings reveal to the credit management unit of GTUC on how gender, age and attitude of different students contributes to repayment of students' indebtedness. To policy makers, like Students Loan Trust Fund (SLTF) and management of the University College, the study provides insight and more reliable guide to information on student debtors' traits that can signal the repayment of his /her indebtedness.

1.7 Scope of the Study

This study focused on students' indebtedness repayment using GTUC as a case study. GTUC is accredited and among the leading HE institutions in Ghana and inaugurated on the 15th of August 2006. Currently, the school has a population of about 8,883 students, 268 teaching staff made up of full-time and adjunct lecturers and 318 non-teaching staff comprising regular and contract workers. The university has eight campuses across the country with three in Accra.

1.8 Disposition of Chapters

This study is organized under five main chapters. The first chapter covers the background, statement of the problem, objectives, questions, hypotheses, significance, scope and organization of the study.

The second chapter deals with review of relevant literature. This chapter will cover concepts such as models on education and/or investments and how gender, age and attitude predict indebtedness repayments.

The third chapter contains the methodological approaches of the study. It examines the research design, population, sample and sampling procedure, measurement of variables, research instrument, pre-testing, data collection data preparation, data analysis as well as ethical considerations.

The fourth chapter presents the results of statistical analysis for the data collected and the discussions of the finding of the study and then compared to relevant literature.

The fifth chapter gives the summary, conclusions, recommendations for policy and management and further studies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Students' Indebtedness Repayments

Over the last 20 years, students' indebtedness has risen considerably. The variable has been studied with many other variables that include but not limited to attendance and career choice (Choi, 2014; Zhang, 2010), enrolment (Millet, 2003), marital status (Givecha, 2012), workforce (Minicozzi, 2005), graduate school (Zhang, 2010), perceptions of debt (Baum, 2003), and the effects of race, class, and gender on student indebtedness (Grable and Joe, 2006; Dwyer et. al., 2013).

Baum and O'Malley (2003) opined that student debtors have varying traits that affect the magnitude of their indebtedness repayments. These traits were categorized as pre-college, incollege and post-college. Pre-college traits are developed by the student debtor even before s/he is admitted into the college; in-college traits are developed while the student debtor is still in school; and post-college traits are the ones the student debtor forms after they have graduated or out of school and all these traits include gender, age and attitude.

2.2 Students' Attitudes

Bain (1928) in his study agreed with Hart (1927) and explains attitude as ideals, opinions, value, standards, judgments, practice and/or acts and the treatment of understanding. Attitude also implies the extent of which one's behaviour is favourably or adversely valued (Ajzen, 2006). World English Dictionary (2009) adds up from another angle and says attitude implies how a person

views or perceives something and/or reacts to it but often in an assessment way. An individual's attitude may be influenced by his or her beliefs and this triggers how the individual reacts to a particular object (Miniard and Barone, 1997). An individual's attitude is tied to his or

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her beliefs and assessment of reactions associated with the beliefs, which in turn influences the degree of the individual's repayments (Gross et al., 2009). In this study, students' attitudes toward indebtedness repayments refer to students' attitude, which could influence their rate of repayments.

2.3 Theoretical Review

i. Human Capital Model

Theodore Schultz in 1960 propounded the human capital model, (HCM). Since its formulation, it has developed into one of the most powerful theories in the world of economics. He defined it as an "Investment in Human Beings". The model rests on the assumption that all human behaviours rest on the economic self-interest of individuals who are operating within a freely competitive market (Fitzsimons, 1999).

At the level of individual decision-making, the HCM views HE as an investment that yields financial and/or non-financial rewards over the lifetime of the individual. At every point in time, each individual decides whether to be in employment or to go to further education by comparing the net present value of attaining a HE to the net present value of being employed/working. The cost HE consists largely of foregone rewards or earnings, although that cost may be relatively low in times of low employment (Finnie and Schwartz, 2001).

Quiggin, (1999) agreed with Mincer, (1958) and posited that, the HCM is an in-depth explanation of common sense idea that institutions of higher learning exist as trainers and teachers of students, and these they do by equipping them with the needed skills and information that will place value on them at a later time. Just like any other investment, sacrificing a present consumption of income or wealth in the form of goods and services that the individual could produce if they were actively

and economically engaged is acceptable in order to yield monetary and non-monetary returns in the future (Schultz, 1961).

According to Leroy, (2011), HCM stresses the significance of education as the key to participation in the global economy. The individuals make the decision of investment in education according to comparison of the discounted costs and future returns of an additional year of education (Hans and Steiner, 2004). The HCM sees the investment to be in the form of cost of HE and comprise tuition fees to be paid, study materials to be bought and other indirect costs like forgone engagement in the labour market (Erik and Andreas, 2004).

Benjamin, Gunderson and Riddle (1998), adds further that the expenditure on education and training are investments that will generate capital in an individual in terms of knowledge and skills. As pointed out by Bartlett (2004) and noted by Nerdrum (1999), “although it must be appreciated in general that human capital build up is linked to knowledge reproducing activities, it is also considered in health care, migration and in job hunt activities as these are collectively expected to improve labour’s productivity and finally their earnings. Hence, education augments abilities that are demanded in the labour market” (Bedard, 2001, p.749).

However, Eicher and Chevailler (2002) argued that human capital through education necessarily does not result in improved output as an outright reward, as personality traits, motivation as well as job satisfaction can go a long way to affect labour’s performance and output. With education as a driving force to economic growth and development, the need to develop human capital cannot be over emphasised. As such, efforts by institutions to help students enjoy HE should be upheld. Students’ credit setups in many growing countries face low repayments and even nonpayments at

times. If low repayment continues to be the order, then these setups will end up collapsing because of low-income generation, which goes a long way to deteriorate the economy.

There is therefore the need to put in place measures that will mitigate and increase students' indebtedness repayment by paying attention to demographic variables such as age, gender and attitude.

For a developing country like Ghana, a sustainable credit facility provision institution like GTUCCU is that which drives enjoyment of HE to improve and add on to human capital to bring about growth in the economy.

ii. Cultural Capital Model

This model, that is the Cultural Capital Model (CCM), assumes that academic investment is not only an economic investment but also an investment of culture and culture capital (Bourdieu, 1986). Bourdieu (1973) again posited that higher educational achievement positively depends on the cultural capital of student as well as his or her willingness to spend and invest on education.

Dumais (2002) introduced 'gender' as a variable suitable to examine how cultural capital influences higher heights in education and how an individual's social status and gender interact to yield variations in cultural capital benefits.

According to Bourdieu (1984), CCM is of more importance to women than men because women apply CCM to acquire husbands but men are more obsessed with and to use CCM for higher academic qualifications as well as getting employed. Zhu (2011) mentioned that the cultural environment may influence family members' thoughts, attitudes and manners toward their children's academic motivation and aspiration. Cultural capital in a family depends on the parents' education (Nowicka, 2015).

iii. Signalling Model

The Signalling Model (SM) of education is attributable to Michael Spence in 1973 and this is distinguished from the HCM of education based on its premise that labours' output level are brought to light by their years of schooling rather than developed by them. In simple terms SM says that a more educated labour will receive higher pay or reward because education has provided him credentials, rather than acquired skills. The SM has further proven to be useful in the description of behaviour. This is felt when two entities own different sets of information where one party, the sender chooses when and how to relay or signal the information, and the other party, the receiver chooses how to interpret the signal.

Once again Bartlett (2004) agrees with Spence (1974; 1973), and posited that a signal is an observable indicator with an unobservable quality and in order to consider an indicator as observable, it should in the first place respond to manipulation, at least partly by an individual and in the second place an additional cost in terms of the difficulty in acquiring the indicator must be negatively correlated with the individual's level of ability.

Intuitively, Spence (1973), in his theory, SM, used the labour market to model the signalling function of education. Employers do not have adequate information about the quality of a job applicant. The only way the applicant can signal his quality is through education. This proves to be a reliable signal as lower quality applicants would not be able to go through the difficulties and unpleasant conditions of higher education. Weiss (1995) adds that SM contrasts HCM by lowering the role of education as increasing labour's productivity and emphasizing rather on education as a medium of communicating otherwise unobservable traits of the job applicant.

2.4 Empirical Studies

2.4.1 Students' Indebtedness and Repayments

Students' indebtedness engulf because of student getting access to credit facility to pay off or take care of educational related expenditure mainly tuition fees. Gender, age and attitude of students play a great deal in the repayment of their indebtedness. Nguyen and Luu (2013) pointed out that when it comes to indebtedness repayment by the student debtor, motive does not solely come to play for there are other factors such as the environment that the student has to cope with by adaptation, socio-economic influence, and political factors.

Volkwein and Szelest, (1995) opined further that indebtedness repayments can be talked of not only in relation to gender and age but also attitude, as the student debtor's attitude could influence his or her indebtedness repayments or indebtedness repayment is viewed as how an individual handles experiences of indebtedness (Walker, 1996; Livingstone and Lunt, 1992). Continuing studies indicate that HE is a worthwhile venture that an individual commits resources towards (Goldin and Katz, 2008); and this raises the output contribution of the labour force as a whole (Moretti, 2004). Literature points to a wide range of variables that trigger indebtedness repayments with most resting on student debtor's traits (Nyahende, 2013; Christman 2000; Volkwein and Szelest, 1995).

2.4.2 Student Debtor's Demography

Other works linked and studied students' indebtedness repayments with student debtor's traits and/or demography. The common association found in literature is the relationship between age and the indebtedness of students that is mostly attributable to indebtedness accumulation with respect to years the student debtor enjoys HE (Davies and Lea, 1995).

However, gender and age have been highlighted to trigger indebtedness repayment just as security or stock of a credit accumulates, a student also enjoys by forfeiting future cash flow in the event that the student debtor's educational years increases with time (Norvilitis, Merwin, Osberg, Roehling, Young and Kamas, 2006).

i. Student Debtor's Gender

Nyahende (2013) agrees with Hayhoe, Leach Turner, Brian and Lawrence (2000) and according to their study, an individual's gender as a mediating factor triggering indebtedness repayment is a bit blurred. Female student debtors in other studies were found to be of appreciable financial practices in the areas of planned spending, savings and budget adjustment. This notwithstanding, other studies also found that male students command higher knowledge in finances, and that female students carry more indebtedness as they spend more on cloths (Armstrong and Craven, 1993).

Davies and Lea (1995), asserted that indebtedness repayment of male students have been found to be lower than female students as male students continuously eat outside the home, spend more on entertainment and electronic appliances. Whiles other works point out that indebtedness repayments are higher in females (Davies and Lea, 1995), some found similarities in gender with respect to indebtedness repayment (Norvilities et al., 2006).

Extant study has examined students' indebtedness and their repayment. For instance, Dwyer, Hodson, and McCloud (2013) conducted an empirical study on college students' indebtedness and postgraduate plans in the United States of America. Their study revealed that women are more likely to be indebted than men as their work revealed 40% of women and only 34% of men become indebted each year.

Furthermore, Buchner, Fitzgerald, Goodhue and Leydon (2013) investigated the effect of students' educational indebtedness on their lives after HE. They randomly sampled 202 to study students' traits toward educational indebtedness and after school career options. Their study also found female students to earn less during their lifetimes than their male peers, their indebtedness in college therefore present more of a constraint on their future financial situations.

ii. Student Debtor's Age

Extant study has found the age parameter to influence indebtedness repayment (Ismail, Serguieva and Singh, 2011; Steiner and Teszler, 2005; Harrast, 2004; Podgursky et al., 2002; Woo, 2002; Christman, 2000; Flint, 1997). Herr and Burt (2005), found an inverse association to exist between student debtor's age and repayment of indebtedness. He further posited that the young are more likely to make higher repayments of indebtedness as they have less or no financial responsibilities that may take the form of placing food on the table or to cater for the family.

Also in another study by Harrast (2004), the older were found to be more likely to make low repayments of indebtedness because per their age, they have accumulated more indebtedness compared to their younger counterpart. Steiner and Teszler (2003) interestingly, reported in their study that older student debtors are three times more possible to make higher repayments of their indebtedness than younger student debtors are.

iii. Student Debtor's Attitude

This study adopts and defines attitude as student debtor's approach towards indebtedness repayment that could either be high or low (Gross et al., 2009). According to Abu Bakar et al., (2006), attitude towards repayment in general was found to be inversely related with indebtedness.

This adverse relationship influences indebtedness repayments as confirmed by his study that had 51% of the respondents admitting repayment was not easy.

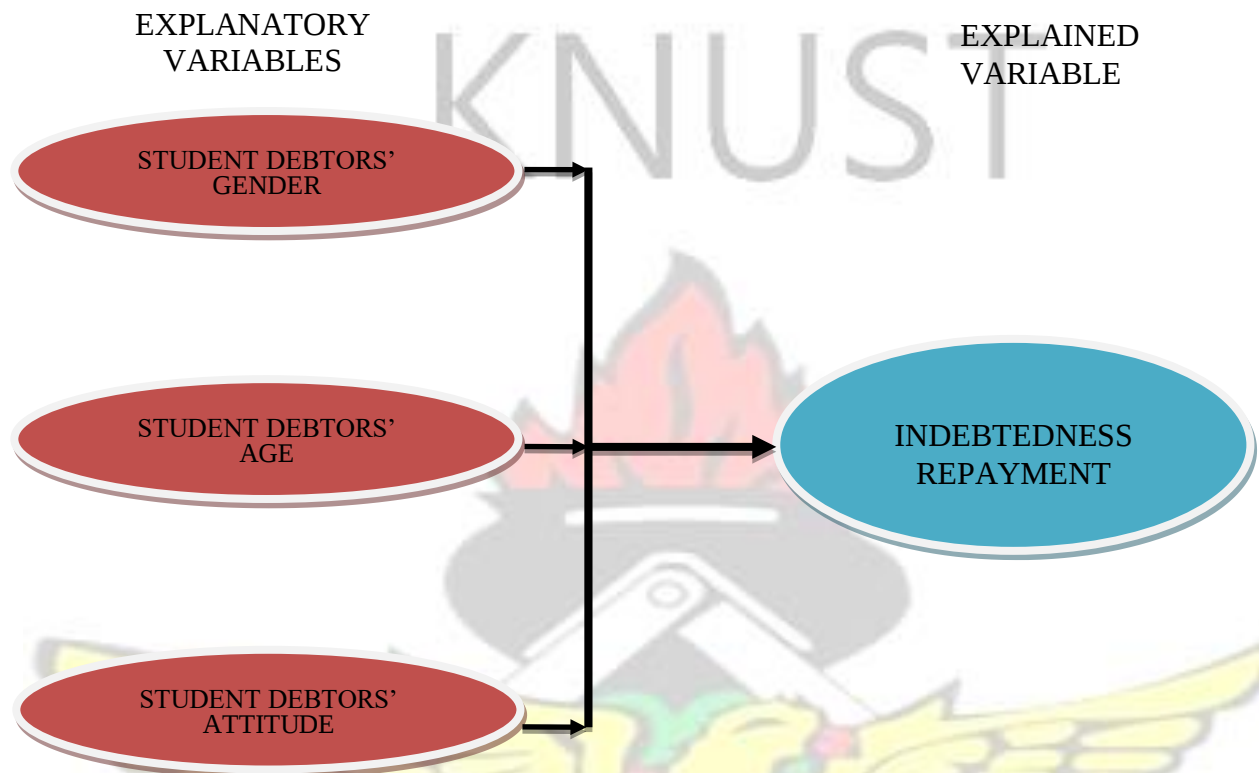
In Davies and Lea's study in 1995, they opined that HE students are able to accept indebtedness more easily. Their indebtedness as such increases with each passing time spent during education. Earlier studies have also brought to light that attitude predicts repayments of indebtedness (Nyahende, 2013; Flint, 1997; Davies and Lea, 1995; Livingstone and Lunt, 1992). For instance, Abu Bakar et al. (2006) carried out a study in the University of Putra in Malaysia focusing on only undergraduate students to find out in total whether the student debtor has a negative attitude towards indebtedness repayment. Ismail et al., (2010) criticized the study that despite it been carried out in a developing nation like Malaysia, student debtor's attitude was not well dealt with in the areas of discussion.

It is interesting to be note that other variables such as ethnicity, marital and employment status (Kitaev et al., 2003; Chien and Devaney, 2001) all play a part when it comes to the repayment of students' indebtedness and not only attitude, gender and/or age as considered for this study. The willingness and ability of the student debtor can also not be left out as a study by Monteverde (2000) showed that female student debtors tend to have a positive repayment attitude towards their indebtedness however same cannot be said for male student debtors (Buchner, Fitzgerald, Goodhue and Leydon, 2013)

2.5 Conceptual Framework

This study examined students' indebtedness and their repayment using gender, age and attitude as measures. Reviews of studies confirm that the three measures have an effect on indebtedness repayment as such the conceptual framework below. Figure 2.1 on the next page, depicts the impact of student debtors' traits on indebtedness repayments.

Figure 2.1 Conceptual Framework



Source: Nyahende (2013)

Grounded on reviews of theoretical and empirical literature the study developed a conceptual framework. Figure 2.1 shows that there is relationship between student debtors' traits and indebtedness repayment. Finally yet importantly, the framework further shows that gender, age and attitude of the student debtor affects indebtedness repayment.

CHAPTER THREE

METHODOLOGY

3.1 Design

Nyahende (2013) agrees with Saunders, Lewis and Thornhill (2007) and posited that the design of a research is a framework that is used to seek answers to research questions by serving as a guide

in gathering and analysing data. The researcher used descriptive cross-sectional survey for the study as this yields an accurate and detail information at any point in time of a study on a population (Cohen, Manion and Morrison, 2004). Descriptive design is in relation to how data are mainly captured by questionnaire (Bryman and Bell, 2007). In cross-sectional studies, Sproull and Neuman (2003) discussed that once finding variables of interest in a sample of subjects are examined, the researcher determines any relationships at that moment of time.

3.2 Data Sources

Data used for this study was from primary source even though the study had access to secondary data. Primary data are collected for studies from the site in question (Sekaran, 2003). Primary data collection was done through structured; closed-ended questionnaire. Secondary data are not primary data and have been collected for some earlier studies (Zikmund, 2003)

3.3 Target Population

According to Creswell (2003), the population of a study is the finite number of units, such as individuals. Beneficiaries of GTUC's credit facility on her Accra campus from the faculties of Business, Engineering and Informatics constituted the study's population. This comprised 300 students. But the target population was regular and weekend students. The researcher did not include distant students even though the University College had a good number of them. This is because distant students are not easily accessible.

3.4 Sample Size

Bryman and Bell (2003), refers to sample as simply that subset of the targeted population that has been chosen for a particular study and believed to provide intended results. Sampling was essential

to ensure a more generalised measure for the whole population as the targeted population was too large for the study and this helps save time and financial resources. Hence, the sample size of 169 from the targeted population of beneficiaries of the educational credit facility, by applying Krejcie and Morgan formula of 1970;

$$S = \chi^2(N)(P) \frac{1 - P}{d^2(N - 1)} + \chi^2(1 - P)$$

Where;

S = Size of the sample (169)

χ^2 = Value of Chisquare from table; at 1⁰ of freedom

N = Size of the population (300)

P = Proportion of the population; at 0.50 presumed to yield maximum size of sample

d = level of accuracy; defined as a percentage (5%)

3.5 Sampling Procedure

According to Sekaran (2003), sampling has to do with the selection from the target population, an appropriate number of elements in order to deduce an understanding that will ensure a reasonable generalization of the features of the elements of the population under study. A list of student debtors was obtained from GTUCCU. The questionnaires were self-administered at a regular semester meetings after an email had been sent requesting beneficiaries of the educational credit

facility to convene. The rationale for using this method was that it was the most efficient way to gather the data directly from campus.

By this the questionnaires were administered with ease as the population was located at Tesano in Accra. None of the questionnaires was discarded because they were all properly filled. Babbie (1989) posited that for any study, a response rate of 50% is enough; 60% is good; 70% is very good whilst 90% raises no objection for analysis and/or reporting.

Non-random probability sampling approach was used for this study because the sampling took place in classroom settings where student beneficiaries of the educational credit facility were assembled. This study used purposive sampling because the purpose was to obtain an equitable number of males and females in general on their attitudes towards indebtedness repayments. Hence, the selection of respondents from the target population of 169.

3.5.1 Student Debtor's Gender and Age

Groupings between gender and age were of essence as student debtors do provide varying responses on indebtedness repayments with respect to their gender and age category.

The study therefore grouped student debtors by gender into either male or female. Females were coded 1 and males 0.

Further, participants reported their ages at the time of the study. Age groupings among student debtors in this study are into five from 18 – 22 years, 23 – 27 years, 28 – 32 years, 33 – 37

years and 38 years and above. Five 0 to 1 indicators were then created. The indicators took the value '1' if the respondent reported an age in the relevant category and was coded '0' otherwise.

The study expected that due to variations in gender and age, the grouping of student debtors or beneficiaries of the educational credit facility will yield varying responses on: declaration of indebtedness; whether they started repayment of indebtedness; that the credit facility is meant to be revolving; that they make repayment on time; whether they follow repayment procedure; that they want to have a good repayment record; and the willingness to repay indebtedness after completion.

3.5.2 Student Debtors' Attitude

Student debtors' attitude among student debtors or credit beneficiaries in this study were grouped into five-point Likert scale measuring participant's attitude ranging from one (*never*), to five (*always*). Survey questions were informed by literature and theory regarding gender, age and attitudes toward indebtedness repayments. Grouping based on the level of attitude was of essence as student debtors do provide varying responses on indebtedness repayments with respect to their attitudes.

The study expected variations in student debtors attitudes toward indebtedness repayments to yield varying responses on: declaration of indebtedness; whether they started repayment of indebtedness; that the credit facility is meant to be revolving; that they make repayment on time; whether they follow repayment procedure; that they want to have a good repayment record; and the willingness to repay indebtedness after completion.

3.5.3 Student Debtors' Indebtedness Repayments

Students' indebtedness repayments rate is an explained variable. This study expected rate of indebtedness repayments to be affected by gender, age and attitude among students' debtors which are explanatory variables. Measurement of rate of indebtedness repayments is in totality from the educational credit facility scheme itself which is operating under the management of GTUCCU.

3.6 Research Instrument

Questionnaire was used as the instrument for gathering primary data. This was structured to retrieve responses from the beneficiaries of GTUCCU. According to McClelland (1994), survey questionnaires present participants in a particular study with a friendly atmosphere. This warrants questionnaires an edge over interviews, focus groups and on-site observations.

Again, Sekaran (2003) asserted an efficient instrument necessary and sufficient for the gathering of data is the questionnaire, provided the study points out clearly what actually is required and how variables of interest are to be measured. Although the researcher fell on secondary data on the tactics and techniques employed by GTUCCU to increase indebtedness repayment among the student debtors, the study did not include that in its analyses. GTUCCU made available a list of student debtors from 2008 to 2014.

The questionnaire consist closed-ended questions and divided into three main sections;

Section A covered respondents' demography: gender, age, faculty of study, year of study, marital status, number of children and employment status.

Section B sought respondents' view on their indebtedness repayment attitude. A five-Likert scale type of questions consisting of seven closed ended statements was developed and used to measure student debtors' willingness and ability to repay indebtedness. The rating scale was "1=Never; 2=Rarely; 3=Sometimes; 4=Very often and 5=Always". An example of the questions is "I always declare my indebtedness".

Section C solicited respondents' views on indebtedness repayments. A five-Likert scale closed ended questionnaire of six statements was used to measure how student debtors view educational credit facility provider's efforts to ensuring indebtedness repayment. The rating scale was "1=Never; 2=Rarely; 3=Sometimes; 4=Very often and 5=Always". An example of the questions is "GTUCCU is employing enough strategies to increase repayment of indebtedness."

3.7 Pilot Study/Validity and Reliability

In this study, Neuman's guidelines for increasing reliability were followed: conceptualizing constructs, using a more precise measurement level, using multiple indicators, and using pilot tests. Each measure in the survey tests a single concept (i.e. student indebtedness, etc.).

For Likert indicators, five response options were given to increase the level of measurement, therefore, increasing the reliability of the measure. For the main concepts, the study included multiple indicators in order to ensure that a single systematic error does not skew the research findings. Finally, the survey pretested questions on other participants of the population. This was done in order to gauge if their responses were consistent across questions that would indicate that the measures have a higher degree of reliability.

3.8 Data Analysis Procedure

The researcher personally administered the questionnaire. Data received from respondents were thoroughly investigated to identify and address possible omissions and blunders that were likely to occur to ensure accuracy and consistency among respondents. Emory and Cooper (1991) opined that raw data from a study is useless until same data is converted into information for the purpose of decision making.

The questionnaires were coded by assigning numerical values and analysed by the 20th version of SPSS. The regression technique was adopted because of its widely acclaimed, easy and accurate estimation of linear relations among variables (Saunders et al., 2007).

This study utilized descriptive statistics in analysing participants' demography. Pallant (2001) argued that descriptive statistics expresses the features of that study's sample via statistics summary provisions like mean, median and/or standard deviation.

Prior to analysing data related to a specific research question, preliminary data analysis was conducted. Hypotheses were tested with a simple linear regression. This sought to establish a linear association between the individual trigger variables (termed explanatory variables) and the explained variables. Any error (termed disturbance or residual) is normally and evenly distributed, uncorrelated with other errors and with any explanatory variable (Keller and Warrack, 1999; Leech, Barret and Morgan, 2005).

By generalizing, the multiple-linear-regression model is;

$$REPMT = \beta_0 + \beta_1 GEN + \beta_2 AGE + \beta_3 ATT + \varepsilon_i \dots \dots \dots (A)$$

Where:

$REPMT \Rightarrow$ Explained variable; rate of indebtedness repayments

$\beta_0 \Rightarrow$ Constant factor / intercept

β_1, β_2 , and $\beta_3 \Rightarrow$ Parameters to be estimated

$GEN \Rightarrow$ Explanatory variable; student debtor's gender (I)

$AGE \Rightarrow$ Explanatory variable; student debtor's age (II)

$ATT \Rightarrow$ Explanatory variable; student debtor's attitude (III)

$\varepsilon_i \Rightarrow$ Disturbance/Error term

Linear regression model assumptions of linearity, normality, independence and homoscedasticity were tested.

3.9 Ethical Consideration

The researcher enquired the interest and approval of the University College in regard of the study. The views of individual participants were also welcome prior to the distribution and administration of questionnaires to them as this aided in the answering of the questionnaires in a willingly manner. The researcher further ensured that privacy and confidentiality of participants were protected. Cross and Sim (2000), says the secret keeping of information solicited from respondents is termed confidentiality. The act of doing this ensures professional relationship and the most privileged circumstances. This was not compromised by the researcher as respondents were told not to provide their names and/or addresses on the questionnaire. This provided the assurance that participants could not be traced by a particular questionnaire (Babbie and Mouton, 2001).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Demography

This study considered frequencies and percentages of frequencies of participants' features such as gender, age, faculty of study, year of study, marital status, number of children and employment status.

4.1.1 Gender of Participants

Table 4.1: Gender

	Frequency	Percent	Cumulative Percent
Male	97	57.4	57.4
Female	72	42.6	100
Total	169	100	

Source: Field data (2015)

Table 4.1 shows participants' gender expressed as frequencies and percentages. 97 (57.4%) being majority share of total participants of 169 were males and the remaining 72 (42.6%) females.

Although, there was a strong show of females, the study revealed that respondents are dominated by males. This implies that there are more male beneficiaries of the credit facility in the college than females and that more males than females have indebtedness to be repaid. It also supports a study that concludes that females tend to drop out more as they move up the educational ladder.

4.1.2 Age of Participants

Table 4.2: Age

	Years	Frequency	Percent	Cumulative Percent
	18-22	27	16.0	16.0
	23-27	68	40.3	56.3
	28-32	42	24.8	81.1
	33-37	21	12.4	93.5
	38 and above	11	6.5	100
Total		169	100	

Source: Field data (2015)

Summarizing participants' age, Table 4.2 provides frequency distribution. The study revealed that, out of the 169 respondents, majority of them were between 23 years to 27 years of age showing 40.3% of whole sample while between the age ranges 18 to 22 were 27 (16.0%). The 33 – 37 year category recorded 21 respondents(12.4%).

With regards to age, the least, 11 respondents representing 6.5% were 38 years or more. However, the highest percentage of participants was in the 23 – 27 age range. This indicates that most of the indebted students are in the youthful age group indicating that most of the youth are relying on credit facilities to support their education and this goes to support the HCM.

4.1.3 Faculty of Study of Participants

Table 4.3: Faculty

	Years	Frequency	Percent	Cumulative Percent
	Business	72	42.6	42.6
	Engineering	43	25.4	68.0
	Informatics	54	32.0	100
Total		169	100	

Source: Field data (2015)

From Table 4.3, a greater share of the participants, 72 in number and constituting 42.6% of the total, were found to be reading Business. 43 of the participants to be pursuing Engineering and 54 to be reading Informatics representing 25.4% and 32.0% respectively.

4.1.4 Year of Study of Participants

Table 4.4: Educational Level

Year	Frequency	Percent	Cumulative Percent
1	18	10.7	10.7
2	45	26.6	37.3
3	61	36.1	73.4
4	40	23.7	97.1
More than 4	5	2.9	100
Total	169	100	

Source: Field data (2015)

Table 4.4 above, provides frequency distribution of the current year of study of participants. Majority of respondents, 61 in number and constituting 36.1% of the total, were found to be in their third year; 18 respondents fell under the year 1 and 40 under the year 4 category representing 10.7% and 23.7% respectively. Furthermore, 5 representing 2.9% were found under the more than year 4 category.

4.1.5 Marital Status of Participants

Table 4.5: Marital Status

	Frequency	Percent	Cumulative Percent
Married	54	32.0	32.0
Single	101	59.8	91.8
Divorced	5	3.0	94.8
Separated	7	4.1	98.9
Widowed	2	1.1	100
Total	169	100	

Source: Field data (2015)

Table 4.5 reveals majority of participants, 101 in number and constituting 59.8% of the total sample was found to be single; 5 respondents fell under the Divorced category and 2 under the Widowed representing 3.0% and 1.1% respectively. Furthermore, 54 representing 32.0% were found under the Married category and 7 respondents representing 4.1% were found to be separated. Majority of the respondents were single and this could be attributable to the fact that most of the respondents were between the ages of 18 – 22 and 23 – 37. Culturally, it is not unusual in Ghana for such age groups, particularly 18 – 22 age groups, not to have married yet.

The highest percentage of single student debtors confirms the earlier finding that students at GTUC are dominated by the youth.

4.1.6 Number of Children of Participants

Table 4.6: Number of Children

	Frequency	Percent	Cumulative Percent
One or More	60	28.2	28.2
None	109	71.8	100
Total	169	100	

Source: Field data (2015)

As can be inferred from Table 4.6 above, 72% of participants out of total 169 have no children. The remaining 22.8% have one or more children. This is justifiable because majority of the respondents were single. Also most of the respondents were between the ages of 18 – 22 and 23 – 27 age categories.

4.1.7 Employment Status of Participants

Table 4.7: Employment Status

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------

Full time	11	6.5	6.5
Part time	70	41.4	47.9
Full time and Part time	50	29.6	77.5
Unemployed	37	21.9	99.4
Working, not for pay	1	0.6	100
Total	169	100	

Source: Field data (2015)

From Table 4.7, most of the participants (70 in number and constituting 41.4%) are working part time, 37 respondents, representing 21.9%, are unemployed while the other significant figure of 29.6% (50 students) was for students who work full time and part time. 11 of them, representing 6.5% and 1 respondent constituting 0.6% are working full time and not for pay, respectively.

4.1.8 Model

Table 4.8: Model Summary

<i>Model</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Standard. Error of the Estimate</i>	<i>Durbin Watson</i>
1	0.938	0.868	0.884	3.1703	1.831

Source: Field data (2015)

In studying the magnitude of association between the explanatory variables (gender, age and attitude) and the explained variable (repayments of indebtedness), the simple multiple regression technique was employed.

The *R*-value explains the strength of association between the explanatory variables (gender, age and attitude) and the explained variable (indebtedness repayment). This is better if the *R*-value lies between 0 – 1 (Ibrahim, Joseph and Ibeh, 2006). The *R*-value near to 1 shows a strong association between explanatory variables and the explained variable and vice versa. From Table 4.8, the *R*-value is 0.938 and this depicts a significantly direct or positive association between the

explanatory variables and the explained variable($p < 0.05$): this tends to be a strong one. Table 4.8 shows that the explanatory variables (gender, age and attitude) are responsible for and explain about 86.8% of the variations in the explained variable (repayments of indebtedness). Also, other variable(s) (disturbance or error), not captured by the model explain(s) only 13.2%. Hence a strong relationship exists between the explanatory variables and the explained variable($R^2 > 0.5$). In another sense, the R^2 value of 0.868 from Table 4.8 implies that 86.8% of the variability in student debtors' indebtedness repayments is being influenced by gender, age and attitude.

The value of 1.831 for Durbin-Watson as can be seen from Table 4.8 implies a strong and an appreciable level of association between the explanatory variables (gender, age and attitude) and the explained variable (repayments of indebtedness). This gives a firm stance that the disturbance terms are not statistically correlated and also by the fact that Durbin-Watson's value of acceptability lies between 1.50 and 2.00 (Durbin and Watson, 1951).

4.1.9 Correlation

Table 4.9: Correlation Results

		<i>AVGEN</i>	<i>AVAGE</i>	<i>AVATT</i>
<i>AVGEN</i>	Pearson Correlation	1.000	0.234**	0.064**
	Significance (2-tailed)		0.000	0.000
	N	169	169	169
<i>AVAGE</i>	Pearson Correlation	0.234**	1.000	0.008**
	Significance (2-tailed)	0.000		0.000
	N	169	169	169
<i>AVATT</i>	Pearson Correlation	0.064**	0.008**	1.000
	Significance (2-tailed)	0.000	0.000	
	N	169	169	169

**Level of Correlation significance is at 0.01 (2-tailed)

Source: Field data (2015)

Where;

AVGEN: Average of Gender

AVAGE: Average of Age

AVATT: Average of Attitude

4.1.10 ANOVA

Table 4.10: ANOVA Results

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean of Squares</i>	<i>F</i>	<i>Significance</i>
1	Regression	5889.813	4	1472.4533	1.3079	.000 ^c
	Residual	185755.647	165	1125.7918		
	Total	191645.460 ^d	169			

Source: Field data (2015)

a. Explanatory Variables: (Constant), GEN, AGE, ATT

b. Explained Variable: REPMT

ANOVA tests in Table 4.10 depicts statistically significant results since the p – value is below 0.05 i.e. $p < 0.05$. Also, F – value rests in a position which augments a positive effect. The F value helps to determine the fitness of the model. Table 4.10 shows that, the model in whole was significantly fit; thus, $F = 1.3079$; a significant value of 0.000 and lesser than 0.05. This signifies an association between the explanatory variables (gender, age and attitude) and the explained variable (repayments of indebtedness). Although an F value of 1.3079 was reported, an overall significant level of 0.000 and less than 0.05 is achieved. It is therefore concluded that the model is fit and correctly specified, and that, the explanatory variables explained much of the variation in the explained variable.

4.1.11 Coefficients

Table 4.11: Coefficients

Unstandardized Coefficients	Standardized Coefficients	Collinearity Statistics
--------------------------------	------------------------------	----------------------------

Constant	.0154	.0953		.1616	.9730		
GEN	.4312	.0913	.2101	4.7229	.0000	.8895	1.1242
AGE	.3421	.0836	.1815	4.0921	.0000	.9037	1.1066
ATT	.4554	.1067	.3641	4.2680	.0000	.9568	1.0452
Source: Field data (2015)							
<i>Model</i>	<i>β</i>	<i>Std. Error</i>	<i>β</i>	<i>t</i>	<i>Sig.</i>	<i>Tolerance</i>	<i>VIF</i>
a. Explained Variable: AVREPMT							
b. Note: <i>R</i> = .938, <i>R</i>² = .868, <i>F</i> = 1.3079							

$$*** REPMT = 0.0154 + 0.2101GEN + 0.1815AGE + 0.3641ATT$$

4.1.12 Descriptive Statistics

Table 4.12 below presents descriptive statistics of all measured variables. Results from Table 4.12 show that all variables under study are normally distributed. Hair et al (2010) opined that statistical tests are deemed invalid from distributions with sufficiently large variations. Mean refers to the centre of distribution of scores while standard deviations is to an estimate of the average variability of a set of data measured in the same unit of measurement. The mean for attitude and indebtedness repayments range from 3.80 to 4.23 and 4.01 to 4.13 respectively. The standard deviation for attitude and indebtedness repayments range from 0.66 to 0.87 and 0.65 to 0.86 respectively.

Table 4.12: Descriptive Results

Items	N	Mean	SD
	Statistics	Statistics	Statistics
I always declare my indebtedness.	169	3.95	0.79
I have started repayment of my indebtedness.	169	3.80	0.87
I know that the credit facility is meant to be revolving so that others can also benefit from it.	169	3.93	0.83
Given the precise information from the relevant authority I prefer to repay my indebtedness timely.	169	4.04	0.79
If there was a need to maintain a good repayment history, I would declare my indebtedness timely.	169	4.22	0.69

I always follow the procedures to repay back the students credit facility.	169	4.23	0.66
I am willing to repay my indebtedness after completion of my studies.	169	3.96	0.79
GTUCCU is employing enough strategies to ensure that previous indebtedness are recovered to increase repayment.	169	4.06	0.75
GTUCCU is increasing repayments by having a committed management in indebtedness repayments.	169	4.03	0.71
GTUCCU is using repaid amount to covers administration costs without depending on government subsidies.	169	4.10	0.65
Mechanism used by GTUCCU to identify the loan beneficiaries, to recover the already given out funds are effective.	169	4.12	0.74
GTUCCU is employing enough efforts to collect debts given to beneficiaries since 2008.	169	4.01	0.86
GTUCCU policies and procedures for collecting the already issued funds are effective.	169	4.13	0.76

Source: Field data (2015)

a. Note: SD = Standard Deviation

4.2 Discussion

This study focused on students' indebtedness and their repayments and unearthed significant and interesting relationships. Earlier studies reported that increased students' indebtedness is linked with increased tolerance of indebtedness (Nyahende, 2013; Boddington and Kemp, 1999; Davies and Lea, 1995). This study showed that, the more students pursue HE, the more indebtedness they have to repay. This suggests that student debtors see education as an investment that is different from all forms of investments. HCM suggests, HE plants cost today and reaps benefits and/or rewards tomorrow.

4.3 Data Screening and Checking Assumptions

Just like any other analyses of a study, data were fine-tuned and assessed using the 20th version of SPSS to ensure the accurateness of data captured, missing, inappropriate and misplaced values as

well as the non-violation of the assumptions of linear regression and multicollinearity. Hence, a preliminary analysis was conducted to verify the assumptions of multiple regressions.

4.4 Assumptions of Multicollinearity

Collinearity diagnostics of the explanatory variables were determined by noting tolerance values and variance inflation factor (VIF). Collinearity diagnostics measure how explanatory variables are related and how the stability and variance of the regression estimates are affected. Low tolerance values (those approaching zero) indicate that multiple correlation with other explanatory variables is high, suggesting the possibility of multicollinearity.

Multicollinearity exists when the correlation between an explanatory variable and the other variable(s) is strong, that is approaching 1.0 (Hair et al., 2010; Gaur and Gaur, 2009). As such multicollinearity is present when the value of tolerance for an explanatory variable is less than 0.10. By investing the assumption of multicollinearity, the correlation matrix was employed for this study.

Table 4.11 provides tolerance values for all the explanatory variables. As can also be inferred, the tolerance values for the explanatory variables are all larger than 0.10. The findings indicate that the tolerance values for the independent variables are quite respectable as the VIF values of the explanatory variables are well below the threshold of 10. Hence, multicollinearity is not a problem in this study as its assumptions were upheld.

4.5 Testing Research Hypotheses

The first research objective was to assess the impact of student debtors' gender on the indebtedness repayments. In view of the above objective, it was hypothesized that student debtor's gender directly impacts indebtedness repayments. The study findings revealed that student debtors' gender had significant positive relationship with repayment of students' indebtedness ($\beta = 0.2101$; $p < 0.05$). The regression coefficient (β) of value 0.2101 for student debtor's gender (AVGEN) depicts that for every percentage change in student debtor's gender, there is 21.01% change in indebtedness repayment. With $p = 0.000$ implies $p < 0.05$, and therefore the null hypothesis can be rejected for H_1 to hold. Hence, hypothesis 1 which says that student debtor's gender directly impacts indebtedness repayments was confirmed.

The findings brought to light that female students have slightly higher indebtedness repayment than their male counterparts. This result agrees with earlier research (e.g. Buchner et al., 2013) and inconsistent with others (e.g. Gibbs, Fergusson and Horwood, 2008; Davies & Lea, 1995).

More so, this study did not find common grounds with Norvilitis et al. (2006) whose study revealed that 'no' gender differences does not impact indebtedness repayment. The possibility of high indebtedness repayment among student debtors increases by virtue of being a female than being a male. This can be linked to CCM.

CCM says, males crave for power, enjoy competition and their desire for material well-being is insatiable. Females are therefore likely to have a higher rate of indebtedness repayment as they place high value on the goodness of life and relationships, hence, a higher repayment of indebtedness. Replicating earlier studies satisfied the purposes of chosen sample was normally distributed and conformed to earlier studies. Also the methodology employed by this study wields the statistical authority to achieve at least an intended result.

Dwyer, Hodson, and McCloud (2013) conceded that their findings could have been different if their study was conducted using a different sampling procedure or in a less developed country. However, it is important to consider the fact that many of these studies were carried out beyond the shores of Ghana in developed economies where various forms of educational credit facilities are easily accessible. The researcher wondered whether these results would have been different if the study was conducted in more than one higher level of educational institution.

The second research objective was to examine the impact of student debtors' age on indebtedness repayments. To achieve this objective, it was hypothesized that student debtor's age directly impacts indebtedness repayments. The results in Table 4.11 show quite an association between student debtor's age and indebtedness repayments ($\beta = 0.1815$; $p < 0.05$). The regression coefficient (β) of value 0.1815 for students' debtors' age (AVAGE) depicts that for every percentage change in the student debtor's age, there is 18.15% change in indebtedness repayments along the same path be it a rise or a fall. With $p = 0.000$; $p < 0.05$ the null hypothesis can be rejected for H_2 to hold in so far as p – value is below 0.05.

Briefly, hypothesis 2 which says that student debtor's age directly impacts indebtedness repayments was supported. The study's findings unearthed that age directly influences student debtor's indebtedness repayments. The findings of this study are inconsistent with earlier studies (Nyahende, 2013; Ismail, 2011; Steiner and Teszler, 2005; Herr and Burt, 2005; Harrast, 2004; Podgursky et al., 2002; Woo, 2002; Christman, 2000; Flint, 1997; Davies and Lea, 1995) that age has an inverse impact on indebtedness repayments. The analysis of the results also indicates that the older the student debtor, the greater the repayment of indebtedness since the student debtor with his wider circle of networks which increases with time, is likely to get help from family,

friends and caregivers This may increase indebtedness repayment. Hence, indebtedness repayment among the older student debtors is higher as compared to the younger ones.

This finding contrasts Nyahende, (2013) who revealed in her study that older student debtors are more likely not to have higher indebtedness repayments because their financial obligations increase and that ties with family and friends to support financially weakens as the student debtor ages. Again this study shows that younger students with their 'socialization' attitude tend to have greater financial commitments which reduce indebtedness repayment.

However, the findings of this study agrees with Steiner and Teszler (2013), whom in their study posited that younger student debtors are three times more likely to have lower indebtedness repayments than older student debtors. Some possible reasons for such outcome may be by the fact that most of these studies applied different tools in measuring the age of students as well as indebtedness repayment. It is important to consider the fact that most of the studies reviewed were conducted outside Ghana and in single institutions. Perhaps variations in the university's, culture and learning environment might also have contributed to the differences in findings. It is also possible that usage of more than one credit providers and universities in their studies could have contributed to the differences in the findings.

The third research objective was to determine the impact of student debtor's attitude on indebtedness repayments. In view of this objective, it was hypothesized that student debtor's attitude directly impacts indebtedness repayments. The findings of this study indicated positive significant relationship between students attitude and repayment of debt ($\beta = 0.3641$; $p < 0.05$). This suggests that for every percentage change in students debtors' attitude there is a 36.41% change in the degree of indebtedness repayment. For $p = 0.000$; $p < 0.05$, the null

hypothesis can be rejected for H_3 to hold in so far as p – value is below 0.05. In short, hypothesis 3 was supported and that the study findings indicated that student debtor's attitude directly impacts indebtedness repayments. From the study an individual student debtor with a positive attitude towards indebtedness repayments measures as 'Always'. However, students with negative attitude tend to have adverse indebtedness repayment and those with positive attitude, a favourable indebtedness repayment.

The findings of this study are consistent with earlier research (Chien and DeVaney, 2001; Kitaev, et al., 2003; St. John, 1998; Monteverde, 2000) that student debtor's attitude impacts the repayment of student's indebtedness. However, the study findings do not support earlier research (e.g. Yieh, 1996) that females have a negative attitude towards indebtedness repayment.

A possible explanation for such a result is that most of these studies used different tools in measuring student debtor's attitude and indebtedness repayment. The use of different sample sizes in the various studies could have also contributed to the differences in the findings. It is also possible that the economic conditions in the different settings might have affected the responses of participants.

The differences in economic and cultural background may also have an influence on the responses of participants. The findings of Abu Bakar et al., (2006) showed that students generally have an adverse attitude when it comes to indebtedness and same adverse attitude impacts repayments. This supported in part by the researcher despite the revelation that an adverse attitude would negatively impact indebtedness repayments. Students in general have a positive attitude towards indebtedness repayments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

This study had in total 169 participants. On the whole, 57.4% of the participants were males with the remaining 42.6% being females. This was explained by the fact that more females than males drop out as they up the educational ladder. Most of the respondents were single 101 (59.8 %), a few separated (4.1 %), 54 (32.0 %) married, 2 (1.1 %) widowed and the remaining divorced. Also this study highlighted that many of the participants were 'youth', and about 26.6% of the participants are currently their third year of studies.

In this study, the impact of student debtors' gender on repayment of their indebtedness in GTUC was examined. It was found that students' debtors gender impacts their debt repayment positively. It was found that female student debtors have slightly higher levels of indebtedness repayment as compared with their male counterparts.

Furthermore, the relationship between student debtors' age and repayment of their indebtedness in GTUC was investigated. The findings revealed that students' age has significant and positive relationship with indebtedness repayment.

More so, the study examined the impact of student debtors' attitude towards the repayment of students' indebtedness. The findings of this study indicated positive significant relationship between students' attitude and their indebtedness repayments.

5.2 Conclusion

The study of students' indebtedness and their repayments was worthwhile for the researcher and the society as up-flying cost of HE coupled with difficult economic situations make educational credit facilities the foundation upon which many university and college students can finance their education. Throughout tertiary education, students accumulate not only knowledge but indebtedness as well. However the repayment of indebtedness seemed not a priority for some student debtors as the study showed.

The results of this study are clear. In general, the study concluded that students' gender, age and attitude influence their indebtedness repayment. It was also ensured that students' demographics play a vital role in encouraging students in the repayment of their indebtedness, in which it was consistent with other studies in different colleges and countries. A clearer and a much more transparent assessment of students' indebtedness and their repayments would help mitigate the increasing dependence on educational credit facility, precisely, on students who show signs of vulnerability in order to increase indebtedness repayments.

Despite the goodness of the role of 'educational loans', concerns have it that, over indebtedness may influence students preferences especially educational and career choices in the absence of financial barriers. The HCM highlights that, spending on education is indeed an investment (Barr, 2009).

5.3 Recommendation

To policy makers, like Students Loan Trust Fund (SLTF) and management of GTUC, the study provides insight and more reliable guide to information on student debtors' traits that can signal indebtedness repayment. Policy makers should give priority to applicants above and aging over

the age bracket of 18 – 24 since those students were found to have the willingness to repay their indebtedness. Stringent conditions must be set against male applicants by educational credit facility providers to ensure that they will repay back their indebtedness.

Also only guarantors with proper identification such as Social Security and National Insurance Trust numbers and adequate collateral security should be eligible to guarantee for the beneficiaries and that guarantors undertaking to repay indebtedness if applicant defaults.

Policy makers should make it a point to educate student debtors to increase indebtedness repayments. They must create if none exists and constantly reminding the repayments of indebtedness. This they can do via organizing intensive seminars and talks more particularly the first year student debtors since this study found younger student debtors more likely to have low indebtedness repayments.

A careful evaluation of the provisions, conditions and clauses of the educational credit facility must always be carried out. Also, the educational credit provider should systematically screen all indebtedness application, design and structure.

Other areas could examine amount of indebtedness to be applied for, criteria for eligibility, conditions and terms of repayments of every application. Beneficiaries of the educational credit facility should be educated by the credit facility providers on the need to keep the credit facility revolving and also to decrease uncertainties on indebtedness repayments, procedure and processes.

Providers of educational credit facility should undertake tests on possible attitude among the credit facility applicants prior to the provision of the educational credit facility. This they can do via

personal interviews and observations by employing the services of competent staff and applicants with adverse signs towards indebtedness repayments should be rejected and declared ineligible.

5.4 Limitations of the Study

Firstly, time was a major limitation as the researcher had to combine lectures and this study and hence the study's scope to only regular and weekend students. This limited the responses of other students who also are beneficiaries of the financial assistance. Again, because of the limited time, only quantitative method was used by the study. The use of mixed method could have probed further on the response of respondents for triangulation purpose. The use of only questionnaire made it difficult to determine the true cause relationship since respondents could not provide further explanations. Thus, a mixed method would have best suited the study.

Secondly, since the study was confined to only students at the main campus. The findings of the study could not be generalized to students in other universities or campuses because, although the same country, the setting of GTUC can impact on student's indebtedness repayment.

5.5 Further Research

Although this research confirmed the relationship between student debtors' traits and their indebtedness repayment, future research should include both questionnaires and interview sessions together as this will provide more comprehensive outcome. Further research could use a qualitative approach in order to analyse all issues related to both concepts (student indebtedness and their repayment) rather than to measure each of them.

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APPENDICES

QUESTIONNAIRE

The goal of this questionnaire is to get information on Students' indebtedness and their repayments. The questionnaire particularly covers students who are debt beneficiaries in Ghana Technology University College (GTUC). The outcome of this research will be used solely for academic purposes. You are kindly requested to complete this questionnaire promptly as directed to enable timely accomplishment of the study, kindly note that the information provided will be treated as confidential and neither will it in any way be conveyed to any other person.

For Section A, B and C: please TICK ☒ correctly SECTION

A: Student debtor's demography.

Gender Male [] Female []

Age 18-22 years [] 23-27 years [] 28-32 years []
33-37 years [] 38 and above []

Faculty Business [] Engineering [] Informatics []

Year of Study Year 1 [] Year 2 [] Year 3 []
Year 4 [] More than Year 4 []

Marital Status Single [] Married [] Separated []
Divorced [] Widowed []

Number of Children None [] One or More []

Employment Status Full-time [] Part-time [] Full and Part-time []
Unemployed [] Working, not for pay []

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = VeryOften; 5 = Always

SECTION B: Students debtor's attitude.*What describes you to show willingness and ability to repay indebtedness?*

	1	2	3	4	5
I always declare my indebtedness.					
I have started repayment of my indebtedness.					
I know that the credit facility is meant to be revolving so that others can also benefit from it.					
Given the precise information from the relevant authority I prefer to repay my indebtedness timely.					
If there was a need to maintain a good repayment history, I would declare my indebtedness timely.					
I always follow the procedures to repay back the students credit facility.					
I am willing to repay my indebtedness after completion of my studies.					

SECTION C: Students indebtedness repayment:*What describes facility provider's efforts to ensure indebtedness repayment?*

	1	2	3	4	5
GTUCCU is employing enough strategies to ensure that previous indebtedness are recovered to increase repayment.					
GTUCCU is increasing repayments by having a committed management in indebtedness repayments.					
GTUCCU is using repaid amount to covers administration costs without depending on government subsidies.					
Mechanism used by GTUCCU to identify the loan beneficiaries, to recover the already given out funds are effective.					
GTUCCU is employing enough efforts to collect debts given to beneficiaries since 2008.					
GTUCCU policies and procedures for collecting the already issued funds are effective.					

THANK YOU FOR YOUR TIME AND CO-OPERATION