

**EXAMINING THE INTERPLAY BETWEEN NIGERIAN UNIVERSITY ONLINE
WEBSITE PRESENCE AND STUDENT ENROLLMENTS**

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Abstract

This study examined the relationship between Nigerian university websites and student enrollment decisions in Ebonyi State, Nigeria. Guided by the Technology Acceptance Model (TAM) and other related constructs, the research developed hypotheses aligned with specific objectives. A survey research design was adopted, and data were collected from 296 respondents using a structured questionnaire. The data were analyzed using multiple linear regression with the aid of the Statistical Package for Social Sciences (SPSS) version 15.0. The results revealed that the perceived enjoyment of higher education institution (HEI) websites had a significant positive effect on students' intention to use them. Conversely, the information quality of HEI websites exhibited a negative but statistically insignificant effect on usage intention. Notably, the system quality of HEI websites had a significantly negative influence on students' intention to use the websites. However, facilitating conditions for HEI website usage significantly enhanced students' intentions to use them for enrollment purposes. These findings suggest that students' willingness to adopt educational technology is more influenced by perceived enjoyment and ease of use than by the technical aspects of the system. Consequently, universities and marketers should emphasize engaging and user-friendly website features when deploying digital platforms. The study recommends removing barriers to technology adoption by ensuring the availability of resources such as online assistance, appropriate hardware and software, reliable internet access, user training, and technical support.

Keywords: Higher Educational Institutions, Websites, Higher Education Marketing, Student enrollment, behavioural intentions.

INTRODUCTION

The internet has fundamentally reshaped how organizations operate and interact with their audiences. In today's digital era, information is transmitted globally within milliseconds, removing geographical barriers and enhancing organizational reach and engagement (Dwivedi *et al.*, 2021). For consumers including students this has enabled real-time access to information, interactive experiences, and swift feedback loops. As such, the web has become a pivotal tool for businesses

and institutions, offering visibility, accessibility, and efficiency in service delivery (Alarcon-del-Amo *et al.*, 2018).

For universities, particularly in developing countries like Nigeria, websites have transitioned from being optional add-ons to strategic assets. They now function as the digital face of the institution, conveying its identity, values, and mission. University websites provide essential information such as academic offerings, tuition fees, faculty profiles, hostel accommodations, and admission requirements (Aguillo, 2014; Isaac & Imade, 2020). They serve as both informational and transactional platforms for stakeholders especially prospective students—who increasingly rely on these digital channels to guide their higher education choices.

Understanding what drives student enrolment has become crucial for university administrators and marketers, especially as competition intensifies locally and globally. Research consistently shows that prospective students engage in a complex decision-making process influenced by a variety of factors academic reputation, cost, location, and increasingly, digital presence (Chapman, 1981; Moogan & Baron, 2003; Maringe & Carter, 2007). For many students, particularly those unable to physically visit campuses, the university website serves as the first and sometimes only point of contact (Mogaji, 2016). Consequently, the website's usability, content, and visual appeal can significantly shape students' perceptions and decisions.

While traditional marketing tools like brochures and campus visits remain relevant, they are often expensive and logistically limiting. This is especially true in Nigeria, where travel costs, safety, and infrastructure challenges can hinder in-person outreach. Moreover, studies show that printed promotional materials often have limited influence on decision-making (Newell *et al.*, 1996). In contrast, a well-designed, informative, and interactive university website offers a cost-effective and far-reaching alternative, making it a vital marketing and recruitment channel (Hartley & Morphew, 2008; Dennis *et al.*, 2021).

University marketing today extends beyond mere promotion; it involves continuous engagement, research, and branding. Effective university marketing strategies emphasize the value proposition of the institution teaching quality, research output, and community service—and seek to build trust and emotional connections with students and their families (Hemsley-Brown &

Oplatka, 2006). A key component of these strategies is digital engagement through the institutional website. However, in Nigeria, many universities still lag in digital readiness. Issues such as inconsistent web domains, outdated content, lack of usability, and the absence of web governance frameworks hinder their online effectiveness (Isaac & Imade, 2020).

These shortcomings have real consequences. Poor website design and functionality can reduce visibility on search engines, limit access to key information, and ultimately deter prospective students. As Aguillo (2014) notes, domain instability and multiple web addresses weaken a university's digital footprint. This is further exacerbated by the absence of institutional policies guiding web management, leading to inconsistencies that erode trust and credibility. Despite the growing significance of university websites in student decision-making, research exploring the specific factors influencing students' use of these platforms especially in Nigeria is limited. While some studies highlight general online behaviour (Tate *et al.*, 2009), little is known about the motivations, expectations, and usage patterns of students when navigating university websites. This gap is especially important because students represent the largest and most critical group of users.

This study, therefore, seeks to examine the key factors influencing students' frequent use of university websites in Nigeria. By centering on students the primary stakeholders of these digital platforms the research aims to uncover insights into user behaviour, preferences, and expectations. Understanding these dynamics is essential for enhancing website functionality, improving digital engagement strategies, and ultimately boosting student enrolment. The findings will help validate investments in web presence as a strategic marketing and recruitment tool, particularly in the context of Nigerian higher education.

Review of Literature

For a nation to flourish, education is the key that opens doors. It is an essential human right, igniting potential and propelling societal progress (DFID, 2018). In developing nations, enrollment is on the rise, with innovative educational policies gaining traction (Mordaunt, 2018). The African Higher Education Summit sets an ambitious goal: a 50% enrollment rate by 2063. To achieve this audacious target, they have crafted rigorous action plans to elevate higher education across the

continent over the next half-century. Olaleye, Ukpadi & Mogaji (2020) assert that African nations must invest heavily in higher education, beef up research budgets, foster global academic connections, and enhance coordination of educational initiatives (ICEF, 2015).

Home to over 180 million residents, Nigeria stands as Africa's most populous giant. Despite formidable challenges, it strives to enhance its education system (Olaleye, Ukpadi, & Mogaji, 2020). The government has launched ten new federal institutions within an ambitious plan to construct roughly 80 new schools. Yet, funding for existing higher education establishments remains alarmingly low (Krishi, 2018). A high demand for higher education clashes with limited supply, pushing students toward private universities and creating a fiercely competitive educational landscape.

These market dynamics underscore the urgent need for new higher education spaces for eager learners. Public universities are stretched thin, often lacking essential resources and infrastructure. Justifying the role of private institutions alongside state universities is a murky proposition. Many aspiring students dream of studying abroad, feeling unfulfilled by local universities. This ongoing debate over the quality of higher education continues to evoke strong opinions and uncertainty.

Websites are the digital bridges connecting stakeholders to a wealth of information. Once merely known as starting points for internet explorers, renowned navigation sites have transcended their humble beginnings, evolving into intricate web portals as highlighted by Warner (1999) and Winkler (2001) in Manouselis *et al.* (2009) and Fathema (2013). In the present day, the majority of organizational websites empower stakeholders by offering a treasure trove of integrated information from various sources.

These web portals act as gateways to a universe of knowledge, where university websites, whether nestled in the US, the UK, or beyond, become the ultimate source of academic resources, serving students, faculty, and staff alike. They host a plethora of online activities, from course registration to library access and bill payments. As Snider and Martin (2012) assert, a university's website is its most visible asset a vibrant representation of its offerings that speaks volumes to both stakeholders and casual visitors. With authorized access, users can tap into a range of features,

including institutional email, learning management systems, library databases, blogs, chat forums, announcements, and much more.

However, according to Mechitov *et al.* (2001), the Web is more than a simple repository; it's a multidimensional information ecosystem that resists purely objective evaluation. Crafting and maintaining a website is akin to an art form both time-consuming and resource-intensive, as noted by Bringula and Basa (2011). While web portals boast abundant information, creating user-friendly, content-rich sites presents a formidable challenge. Alarmingly, previous research reveals that many websites, including academic ones, suffer from poor design and navigation difficulties, as documented by Sandvig and Bajwa (2004). Initially overlooked, design and quality issues have grown critical as websites now play a pivotal role in knowledge acquisition and dissemination (Seethamraju, 2006).

Intriguingly, user behavior on websites remains a relatively unexplored territory. Much of the research has fixated on commercial sites, which differ considerably in goals and standards from academic platforms, as Mechitov *et al.* (2001) point out. Nonetheless, insights gleaned from studies on commercial websites provide a glimpse into broader digital interactions. The literature indicates that a variety of factors influence website adoption behavior, highlighting the need for more research focused on the elements impacting how university students navigate cyberspace. End users, as Marchionini (1997) observes, are driven by goals to swiftly unearth the information they seek online. As they toggle between various sites, users expect seamless navigation, often without prior training (Ratner, 2002). Aladwani and Palvia (2002) break down website quality into three essentials: technical suitability, web content, and visual appeal, thereby constructing a framework to evaluate these aspects. Palmer (2002) reinforces this by noting that effective websites prioritize informative content, while Udo and Marquis (2001) underline that a website's efficacy hinges on download speed, navigation ease, visual engagement, and interactivity.

Seethamraju (2006) introduces a six-component model to gauge perceived website value, which includes trust, personalization, accessibility, content quality, information relevance, and appearance. Research by Pearson and Pearson (2008) confirms that easy navigation and user-friendliness are vital for determining a website's usability. Aljukhadar and Senecal (2009) echo

these sentiments by identifying accessibility, information, and interactivity as key influencers of user attitudes towards websites. In a rare peek into portal usability, Bringula and Basa (2012) assert the information content significantly impacts user experience.

Research on how users perceive university websites is scant. In a comparative study of 13 academic sites, Mechitov *et al.* (2001) found that accessibility to information and design flaws are pivotal in shaping student perceptions. Features like virtual campus tours and engaging multimedia can enhance overall entertainment value. Conversely, limited information availability, sluggish loading times, and a lack of visual appeal are often met with student disdain. This underscores the pressing need for a structured design approach in developing university websites. In a related exploratory study, Sandvig and Bajwa (2004) discovered a strong correlation between user perceptions of information accessibility and website efficiency. Tolentino (2011) applied the Technology Acceptance Model to assess professors' intentions to use university online portals, noting that perceived usefulness significantly influences behavioral intentions. Likewise, Atkinson and Kydd (1997) found that graduate students prioritize usability when selecting websites for coursework.

Yet, despite being labeled as the Internet generation, it is misleading to presume all students are tech-savvy (Henshaw, 2008). Disturbing inconsistencies exist in students' technological know-how, as highlighted by Kaminski, Seel, and Cullen (2003). Some may navigate the web with ease, while others grapple with basic IT principles. This variation suggests that beyond technical issues, students' self-efficacy in using the web influences their attitudes toward university websites. The substantial factors affecting users' perceptions are now clearer than ever, warranting further exploration in the realm of academic web usability.

In the race for student recruitment, many higher education institutions find themselves in a tight squeeze. With marketing finesse, these institutions can unlock doors to draw in eager young minds. In an economy as fierce as a lion, HEIs must unearth the secrets of effective recruitment strategies that shine a spotlight on their offerings. They need to boost their reputations, widen their nets, cultivate more leads, and attract quality applicants who are ready to enroll. As competition hones its claws, institutions are urged to adopt bold marketing strategies. To captivate both local

and international students, HEIs must navigate the many facets influencing students' choices about the perfect alma mater (Nuseir & El Refae, 2020).

For admission directors, the challenge of successful student recruitment looms large—a puzzle begging to be solved. With 170 universities vying in Nigeria's dynamic educational arena, it's a crowded battleground (Sasu, 2023). Not only do they face fierce rivals, but they also grapple with a world that never stops spinning. Economic shifts, demographic changes, dwindling government support, and the financial burdens shouldered by families make the landscape ever more complex, complicating the path to enrollment.

According to Wolski and Jackson (1999), TAM is a specialised modification of TRA for the context of technology implementation. To "provide an explanation of the determinants of computer acceptance that is general, capable of explaining user behaviour across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified" (Davis *et al.*, 2003, p.985). The antecedents to the use of technology are referred to as TAM (Davis *et al.*, 1989). Providing a foundation for tracking the influence of outside circumstances on internal beliefs is one of the main goals of TAM (Davis *et al.*, 2003, p.985). Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Towards Technology (ATT), Behavioural Intention to Use Technology (BI), and Actual Use of Technology (AU) are the five main elements of TAM (see Figure 2.3). TAM establishes the causal connections between these five main constructs, PEOU, PU, ATT, BI, and AU. According to TAM, the primary determinants of consumers' adoption of technology are two variables, PU and PEOU (Davis, 1989). Because Fishbein and Ajzen (1975, p. 304) admitted that "subjective norm" is one of the least known aspects of TRA, TAM leaves out the subjective norm components of TRA. In the form of PEOU and PU, TAM borrows the "beliefs" ideas of TRA (Igarria, Guimaraes, & Davis, 1995a). It is presumptively true that PEOU and PU predict the ATT, which affects the BI. TAM proposes that users' ATT and BI of utilising the technology in question both PU and PEOU influence the AU of the technology. TAM assumes that AU is decided by BI, much like TRA. TAM, however, differs from TRA in that it makes the assumption that ATT and PU jointly determine BI.

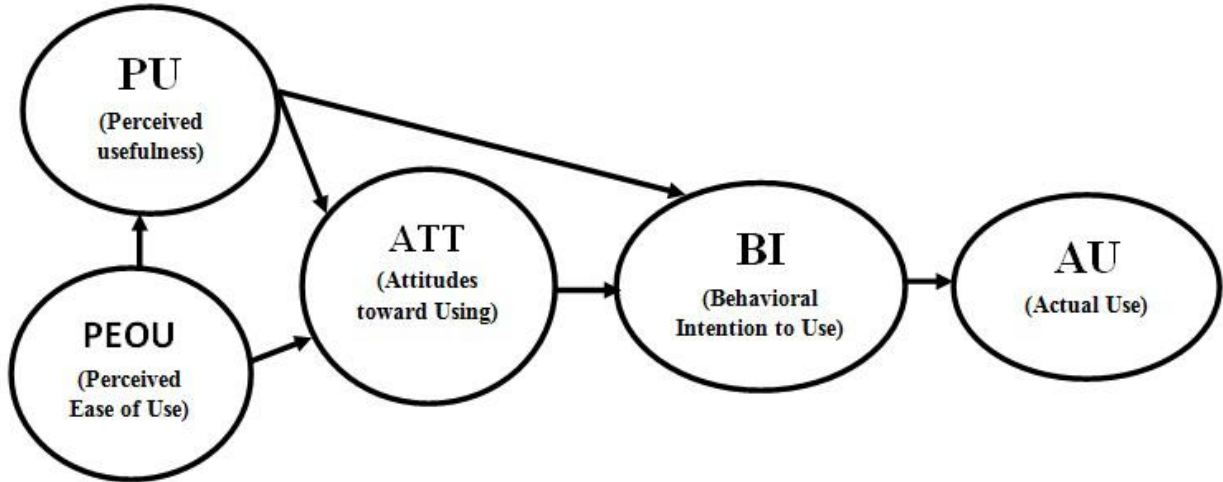


Figure 1. Technology Acceptance model (Davis, Bagozzi & Warshaw, 1989, p.985)

Methodology

This study adopted a cross-sectional survey research design, appropriate for collecting data at a single point in time to understand perceptions and behavioral patterns (Saunders, Lewis, & Thornhill, 2009). The approach allowed the researcher to draw conclusions from a sample that represents the broader population. According to Nwogu (1991), survey research is suitable for examining characteristics within a group through systematic data collection and analysis. Both descriptive and inferential statistics were applied to interpret the data. The study was conducted in Ebonyi State, located in Nigeria’s South-East geopolitical zone, with a focus on Abakaliki, the state capital. Abakaliki was selected due to its concentration of higher education institutions and tech-savvy student population familiar with website usage for academic decision-making. The target population included residents of Ebonyi State who had previously used a university website to inform their enrolment decision. Because the total number of such individuals is unknown, the population was treated as non-finite.

populations:

$$n = \frac{Z^2 pq}{e^2}$$

Where:

- Z = 1.96 (for 95% confidence level)
- p = 0.5

- $q = 0.5$
- $e = 0.05$ (margin of error)

The study employed a combination of convenience and purposive sampling techniques. Convenience sampling enabled quick access to available participants, while purposive sampling ensured only individuals with relevant experience (i.e., those who had used university websites to aid enrollment) were included. This dual approach enhanced both the efficiency and the relevance of the sample (Hair *et al.*, 2010; Akerejola, Asikhia, & Soetan, 2018).

Data were collected using a structured questionnaire adapted from validated scales in existing literature. The instrument measured five constructs:

1. Perceived Enjoyment
2. System Quality
3. Information Quality
4. Facilitating Conditions
5. Behavioral Intention

A total of 16 scale items were developed using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Demographic questions were placed after the main scale items. The questionnaire was self-administered and collected concurrently. Data were collected over a three-month period, during which all 384 valid responses were screened for completeness and consistency

Data were analyzed using SPSS version 20.0. The analysis included three key components:

- Descriptive Statistics (mean, standard deviation, frequency, skewness, and kurtosis)
- Reliability and Validity Testing
- Multiple Regression Analysis

Initial checks were performed to identify data entry errors and assess distribution properties. Normality was assessed using skewness and kurtosis, following Kline (1998) and Elbedweihy (2014), with acceptable ranges within ± 2 for skewness and ± 7 for kurtosis. Multicollinearity was examined using Variance Inflation Factor (VIF) and tolerance values. As per Hair *et al.* (2010),

VIF < 5 and tolerance > 0.10 indicated no multicollinearity issues. The scale items underwent construct validity and reliability testing:

- **Indicator Reliability:** Factor loadings ≥ 0.50 (Hulland, 1999)
- **Internal Consistency:**
 - Cronbach's Alpha ≥ 0.60 (Hair *et al.*, 2014)
 - Composite Reliability ≥ 0.70 (Bagozzi & Yi, 1988)
- **Convergent Validity:** Average Variance Extracted (AVE) ≥ 0.50 (Bagozzi & Yi, 1988)
- **Unidimensionality:** Verified through factor analysis with significant loading on theoretical constructs (Gefen & Straub, 2005; Hosany *et al.*, 2015)

Regression Analysis

Multiple regression analysis was used to examine the influence of the four independent variables—perceived enjoyment, system quality, information quality, and facilitating conditions—on the dependent variable, behavioral intention. This technique helped determine the predictive strength of each variable and assess the overall model fit. The regression assumptions of linearity, independence, normality, and homoscedasticity were satisfied (Taylor, 2023). This methodological approach provided a rigorous framework for examining how Nigerian university website characteristics influence students' enrollment intentions. By integrating established constructs and robust statistical techniques, the study aimed to generate insights relevant for higher education digital marketing and recruitment strategies.

Results

The descriptive analysis showcases its findings through a vibrant tableau of tables, frequencies, percentages, means, and standard deviations, all abiding by the protocols established in Chapter Three. Additionally, the retrieved dataset underwent a normality check using skewness and kurtosis statistics, as it dove deep into the waters of descriptive analysis, ensuring it could swim with parametric statistical techniques. To navigate multicollinearity issues, we employed the tolerance value and variance inflation factor, surveying the terrain for any lurking problems.

Variable/demographic factor	Categories	Count	Percentage (%)	Skewness statistic	Kurtosis statistic
Gender	Male	160	54.1	0.164	-1.987
	Female	136	45.9		
	Total	296	100.0		
Age bracket	16-20 years	48	16.2	0.676	1.087
	21-26 years	192	64.9		
	27-31 years	44	14.9		
	32-36 years	12	4.1		
	Total	296	100.0		
Educational qualification	Post Secondary	0	0	1.987	5.427
	Undergraduate	267	90.2		
	Postgraduate	29	9.8		
	Total	296	100.0		
How did you learn about the university/higher institution you are attending?	Website/Blog	59	19.9	-0.316	-1.175
	Social Media handle	49	16.6		
	Friend	68	23		

	Parents/Guardian	109	36.8		
	Others	11	3.7		
	Total	296	100.0		
Frequency of Website visits	Less than a week ago	173	58.4	1.620	1.518
	One month ago	64	21.6		
	Two months ago	6	2.0		
	Three months ago	29	9.8		
	Six months ago	6	2.0		
	One year ago	18	6.1		
	Total	296	100.0		

Field Survey, 2024

In essence, this meticulous examination sought to unveil the foundational properties of the data, presenting a clear view before we ventured into the labyrinth of complex analytical tools. It was also essential to determine whether the dataset was fit to fuel parametric statistical analyses during our hypothesis testing. Let's face it: larger groups inevitably boast higher percentages—it's just the nature of the beast. This insight underscores that our sample offers a robust representation of these categories. The analysis of counts and percentages in Table 3 danced to this logical tune. Moreover, the gold standard for data normality asserts that the absolute values of kurtosis and skewness must stay beneath ± 7.0 and ± 2.0 respectively, as laid out in Chapter Three. This benchmark guided our interpretation of the data's normalcy, laying the groundwork for using parametric methods.

Thus, we arrive at the conclusion of the results chapter in its entirety, where the four main hypotheses from Chapter One step into the limelight. Using SPSS software, we put our hypotheses under the microscope with a linear regression lens. The threshold for either accepting or rejecting the null hypothesis—claiming no effect with coefficients equal to zero—was firmly set at $p < 0.05$, as stated in Chapter Three. It's particularly illuminating when a p-value dips below that

benchmark; it signals that the null hypothesis is on shaky ground. Conversely, if the t-value fails to shine at the 0.05 level, we accept the null hypothesis and reject the alternate, which proposes that there is an effect.

Hypothesis testing

Hypothesised relationship (Research hypotheses)	Beta weighth (β)	t-value (t)	p-value	Result
H0 ₁ : Perceived enjoyment → behavioural intention	0.158	2.137	0.033	Not supported
H0 ₂ : Information quality → behavioural intention	- 0.071	-1.039	0.300	Supported
H0 ₃ : System quality → behavioural intention	0.114	1.358	0.176	Supported
H0 ₄ : Facilitating conditions → behavioural intention	0.100	1.966	0.050	Supported

This information points to a low p-value independent variable as a key player in enhancing our model. On the flip side, lofty p-values suggest no substantial changes in the dependent variables as influenced by independent factors. Alongside these findings, we're guided by path coefficients, also known as beta weights. These coefficients illustrate the expected change in the dependent variable for each unit shift in an independent variable, keeping everything else static at zero. Hence, we present a decision rule to navigate our hypotheses with clarity:

Decision rule: Reject H0 and embrace H1 if $p < 0.05$; Reject H1 and welcome H0 if $p > 0.05$.

The table above neatly packages the results from testing the four hypotheses sprouted in Chapter One, accompanied by a graphical portrayal birthed from SPSS.

H01: Perceived enjoyment significantly negatively impacts students' behavioral intentions to enroll in a HEI via their websites.

Yet, Table 16 reveals otherwise: perceived enjoyment tied to HEI website technology exudes a positive and statistically significant influence on behavioral intention ($\beta = 0.158$, $t = 2.137$, $p = 0.330$). Since the p-value sits comfortably below 0.05, we pivot away from the null hypothesis, concluding that perceived enjoyment significantly boosts behavioral intention.

Test of Hypothesis Two

H02: Information quality negatively influences students' intentions to enroll in HEI through their websites.

In a twist from H01, the test results uphold this null hypothesis. Specifically, the quality of information on HEI website technology reveals a negative and statistically insignificant effect on continued usage ($\beta = 0.059$, $t = 1.203$, $p = 0.229$). With a p-value soaring above 0.05, we accept the null hypothesis, signaling that information quality negatively sways behavioral intention.

Test of Hypothesis Three

H03: System quality has a significant negative impact on students' behavioral intention to enroll in HEI through their websites.

Our findings affirmatively accept this null hypothesis, lending credence to the alternate hypothesis. The evidence showcases system quality's significant negative effect on behavioral intention ($\beta = 0.114$, $t = 1.358$, $p < 0.175$), with the p-value exceeding 0.05. Thus, we wholly accept the null hypothesis.

Test of Hypothesis Four

H04: Facilitating conditions significantly negatively influence students' behavioral intentions to enroll in HEI through their websites.

These hypothesis test findings bolster the acceptance of this null hypothesis while supporting the alternate. More specifically, the facilitating conditions of HEI websites present a notable negative effect on behavioral intention ($\beta = 0.100$, $t = 1.966$, $p < 0.050$). As the p-value hits the mark of 0.05, we embrace the conclusion: the null hypothesis holds true.

Discussions and Conclusions

The study investigated how students in Ebonyi State, Nigeria, engage with Higher Education Institution (HEI) websites, using the Technology Acceptance Model (TAM) alongside four additional variables. It found that perceived enjoyment had a generally positive influence on behavioral intention, with a mean score suggesting moderate user satisfaction. However, this influence was weak, implying that while students found the websites somewhat enjoyable, this alone was not enough to drive enrollment intentions significantly. Enjoyment, though subjective and personally interpreted, plays a motivational role, but its limited impact means it should not be the primary concern for university web managers. In contrast, the study discovered that information quality had a slight negative influence on students' intentions to use the websites.

Though not statistically significant, this suggests that while some users care about accurate and timely information, overall, it doesn't heavily sway their decisions. Despite its weak effect, prior research emphasizes that information quality still contributes to user satisfaction and system appeal.

System quality also revealed a negative relationship with behavioral intention. This means that how well the HEI websites function, from a technical or user-experience standpoint, did not strongly influence whether students would use them to enroll. Although the effect was minimal, system quality may still matter to individual users depending on their preferences and expectations. The most significant finding emerged from the assessment of facilitating conditions—such as ease of access, support tools, and usability features—which showed a strong and positive influence on students' intentions to use HEI websites. This supports the idea that while technical quality and information content may not be decisive, the practical convenience and enabling infrastructure of a website are critical to students' continued engagement and enrollment decisions.

In summary, while enjoyment, information quality, and system quality each had limited or negative influence on students' enrollment intentions, facilitating conditions stood out as the most influential factor. Therefore, improving the user-friendliness and support features of HEI websites may be the most effective way to boost student engagement and enrollment through digital platforms.

Recommendations

Based on these findings, the following recommendations are made:

1. Students' intentions to use technology depend more on its perceived usefulness than on enjoyment. Since enjoyment varies among students, marketers should add features that engage users beyond just enjoyment.
2. Marketers should not assume HEI websites provide enough information for potential students. They must ensure that all necessary information is available and updated regularly.
3. Careful attention should be given to the efficiency of websites and technological tools used for student recruitment. This may require enhanced operational skills and intelligence.

4. Technology, especially for student enrollment, should be free from barriers that affect usability. This includes ensuring access to online support, hardware, software, internet connectivity, training, and technical assistance.

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