

**FACTORS INFLUENCING STUDENTS' DROPOUT IN BACHELOR'S
DEGREE FACULTY OF EDUCATION
KALIKA MULTIPLE CAMPUS**

**A Mini Research Submitted to the Research Management Cell
Kalika Multiple Campus, Pokhara-14, Kaski.**

**Submitted by
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Lok Nath Subedi has prepared this Mini Research entitled **Factors Influencing Students' Dropout in Bachelor's Degree at Faculty of Education in Kalika Multiple Campus** under my guidance and supervision.

I recommended this mini research for acceptance.

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ABSTRACT

This report primarily aimed to analyze the factors influencing students' dropout in Faculty of Education in Kalika Multiple Campus and identify the reasons behind students' dropout. A descriptive design had been taken to describe the dropout rate and 15 dropout students of bachelor's degree faculty of education were selected as the respondents through judgmental purposive sampling procedure. Unstructured telephone interviewing was used as the tool for collecting the required information. This study bases on the theoretical tenets of Maslow's Hierarchy of Needs, Motivation and Engagement, and Cognitive Load Theory. This study found that student-related indicators, campus-related indicators and family-related indicators play highly significant role in determining students' dropout. The main reasons of students' dropout explored from student-related indicators were their low academic achievement in examination and irregularity in class; campus-related indicators were lack of academic support, feedback, motivation and encouragement from teachers, and problem of institutional information system; and lastly, family-related indicators were lack of financial support from home and, different family problems. The implication of this study is to solve the problem of students' drop out in the development of higher education programs in Nepal.

Keywords: cognitive load, dropout, hierarchy of needs, higher education policy and motivation and engagement.

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Chapter I: Introduction

The proposed study 'Factors influencing students' drop out at faculty of Education in Kalika Multiple Campus' consists of background, statement of problem, objectives, research questions, significance, delimitation and organization of the study under this chapter.

1.1 General Background

Dropping out in higher education is a global phenomenon and it affects virtually in all universities (UNESCO, 2004). That is why higher education institutions have researched the kinds of drop-outs, their causes and consequences ever since the early 20th century and in particular since the 1970s. Duran Aponte and Pujol (2012) argue that university drop-outs can be classified under one of three heads: voluntary (voluntary or forced drop-out); temporary (whether initial, early or late); scope (internal, institutional or from the education system). However, research currently under way on the phenomenon tends to focus on initial or early voluntary drop-out (that is to say, during the first year of university). That is because this is when most drop-outs tend to occur (Castano et al., 2004, Willcoxson, 2010; Belloc et al., 2011). Also, for practical reasons most studies focus on internal drop-outs (or change of degree) and institutional drop-outs (where students leave the university concerned but do not necessarily stop studying, whether at a university or other institution). There are various types of opinion on factors influencing dropout rate in higher education in Nepal that create a debate on whether college education should be in open learning model or not. Some people argue that college education should be skill based or technical. So, this study tries to explore the factors which affect dropout rate in bachelor's degree in Nepal.

Detailed study of the factors involved in university drop-out has both given rise to different explanatory models of the phenomenon and revealed its complexity. Some models focus solely on the possible influence of economic variables (Jensen 1981; Donoso and Schiefelbein 2007). Other models focus on the various psychological characteristics of students who drop-out (Fishbein and Ajzen, 1977; Belloc et al.,

2011). Yet others stress the influence of sociological factors that go beyond the individual (Pincus, 1980) or that affect the education institution itself (Kamers, 1971). There are several reasons why some level of college non-completion is expected. For example, students make their decision to enter college based on limited information, and some students on the margin of college entry may need to experience one year of college to obtain more information. Alternatively, students may experience unforeseen shocks during college that cause them to exit early. However, failing to complete a degree may negatively affect student outcomes. Students lose years of workforce experience and may graduate with student loan debt, yet have not earned a wage-increasing credential to justify these sacrifices. The current high college drop-out rate is likely harmful to both students and the economy.

Higher Education Policy

Higher Education (HE) is the sign of economic and social development in the country. It helps in preserving and developing the historical and cultural heritages of the nation (UGC Annual Report, 2018/19). Similarly it helps in producing competent manpower in the global context and it promotes research in the different areas of education. As per the multi-universities policy adopted by the Government of Nepal, altogether eleven universities and six academies, as equivalent to deemed universities, are currently in operation (UGC Annual Report, 2018/19).

The Goals of Higher Education (UGC Report, 2021) are:

- Producing capable, scientific, innovative and globally competent and research oriented human resources who can successfully lead diversified sectors to construct knowledge based society and economy through access and enhanced quality of higher education. (8.5)
- Enhancing in all layers and types of education by developing criteria and standards based on national and international experiences and practices. (8.10)

With the increase of colleges, the number of university constituent campuses has reached 137. Whereas, there are 508 community and 780 private colleges affiliated to universities. Thus, the total number of colleges has reached 1425. The number of

students leaving the country in search of quality education and subsequent employment is increasing due to the lack of quality of education and the opportunities to study technical subjects. The data of 2017/18 B.S. shows that 60000 students left the country for higher education abroad. This figure will reach 90000 if those students who have gone to India for higher education is added. This has led to an increased flight of huge amount of capital to foreign countries. Unless quality education and assurance of employment is not available within the country, the trend of students leaving the country to pursue higher education abroad is less likely to abate.(UGC Annual Report, 2018/19).

The policy has prioritized on the establishment of the institutions in the areas like forestry, bio-diversity, renewable energy, small and medium sized industry, and tourism development, which have direct link to the economic development of the nation. The HE policy has focused on technical and vocational education, which is good in the overwhelming context of current general education.

As the innovation in HE is concerned, the research, development, and innovation as well as the establishment and operation of the QAA system are the milestones for the overall quality enhancement of the HEIs and their education in the country. In relation to impart innovative higher education, the policy has focused in the coordination by the higher education commission to conduct the following seven different types of studies:

- Agriculture and forestry
- Water resources and hydroelectricity
- Natural disaster management
- Climate and balance in natural environment
- Biodiversity
- Tourism and mountaineering
- Natural heritage, culture and tradition

Thus, quality higher education is an innovation in Nepalese higher education sector (Higher Education Policy 2072 BS).

1.2. Statement of the Problem

People are changing themselves with the change and new invention in the field of science and technology. Most of the new generation prefers to study in the college and universities that focus on the new information technology. Students prefer that subject that is focusing on the technical and vocational education. But most of the college and universities could not focus on such types of subjects. So, today's college and societies have serious consequences for higher dropout in the higher education level. It impacts on the high risk of unemployment and lowers earning rate than the student who passes the higher education. As a result, the student who dropouts are more likely engage in illegal activities, dependent welfare, health problems.

In the context of Nepal, most of the higher educational institutions have been facing the problems of students dropping out. Previously, no researches had been conducted on students' dropout in the context of faculty of education. So, this study will focus on the dropout problem and the best strategies for building an early warning system that can signal which factors/ institutions are most in need of controlling dropout problem. On the other hand, the study will also be helpful for the guardian of the students to understand the internal and the external reasons of dropout and to give them an idea about their role to minimize drop out at different levels of students. An effective measure to control drop out will significantly improve our overall education system and the nation will be benefited from it. Kalika Multiple Campus has also been facing students' drop out as one of the major issues without completing their bachelor's degree. Therefore, this study will be a bridge to fulfill the gap by investigating the factors influencing high dropout in Kalika Multiple Campus.

1.3. Objectives of the Study

The present study has the following objectives:

- i. To analyze the factors influencing dropout rate in bachelor's degree, faculty of education.
- ii. To analyze the dropout structure in bachelor's degree, faculty of education.
- iii. To recommend strategies for reduction of the drop out problems.

1.4. Research Questions

This study will be oriented to find out the answer of the following research questions:

- i. What are the factors that influence dropout rate in bachelor's degree?
- ii. What kinds of factors are contributed most to the dropout situation?
- iii. What strategic measures are needed to address the dropout problems?

1.5. Significance of the Study

As the main objectives of this study is to find out the factors and causes of students dropout in academic area, this study will be of greatest interest to those who are interested and involved in the development of higher education programs in Nepal. Specially, this study will be the key interest to all the individuals and organizations that play vital roles in the establishment, expansion, and operation of higher education in Nepal. This study also be a guideline for those researchers and students who have high interest in the field of students motivation towards the higher education.

The findings of this study will be of significant to higher educational planners, policy makers, educators, parents, community leaders, teachers and campuses administrators.

By providing insights into why students leave their higher education without completing their bachelor's degree at Kalika Multiple campus, this study may, therefore, assist other campuses to understand the issues, to refine their problems and to choose effective measures.

1.6. Delimitations of the Study

The study was limited to the following points:

- i. The study was limited to Kalika Multiple Campus.
- ii. The population was selected from bachelor's degree, faculty of education as the sample for the study.
- iii. This study was focused only on dropout students.
- iv. The sample population was only selected from the faculty of Education.
- v. Research instrument was only telephone call and interview.

1.7. Organization of the study

This study consists of five chapters. Chapter One includes the details background of the study, statement of the problem, objectives and significance of the study. Chapter two consist review of theoretical literature, empirical review and conceptual framework of this research. Chapter three deals with methodology adopted to carry out the research. It focuses on design of the study, population of the study, sampling procedure, data collection tools, data collection procedures and delimitation of the study. Chapter four represents the analysis and interpretation of the data. Chapter five includes the research by summarizing its findings and presenting recommendations based on these findings and outlining the potential contributions of the study, followed by limitations of presents study as well as making recommendations for further research.

1.8. Operational Definition of the Key Terms

Dropout: A person who stops going to campus before completing his/her bachelor's degree

Factor: Something that causes to dropout such as educational, psychological, social, factors etc.

Dropout rate -It is the percentage of dropouts in a given year out of the total number of students enrolled in a program in the same year.

At-risk student: Students who exhibit low self-esteem and low academic performance. These students are not experiencing any success in campus and are potential dropouts.

Graduate: a person who has completed a course of study and has earned a degree or diploma from university, or college.

Participation – It means giving opportunity to involve in their educational activities.

Chapter II: Review of the Related Literature and Conceptual Framework

This chapter deals with theoretical review, empirical review and conceptual framework.

2.1. Review of Related Theoretical Literature

Review of theoretical literature refers to the review of existing theoretical body of knowledge in the area of researcher's interest. This chapter tries to generate the various theoretical perspectives related to factors affecting students' dropout.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs theory is that every person has basic needs that must be met. Within the campus building, the students' needs are what educators are striving to accomplish. These needs are self-actualization, self-esteem, love and belongingness, safety and security, and physiological. According to the theory, the higher education institutions should fulfill the needs of students to minimize dropout rate (Maslow, 1943, 1954).

When looking at the theory of Maslow's Hierarchy of Needs, a student's needs must be provided by the campus through teacher-student engagement, campus climate, and the learning environment. If these needs are lacking, then many times it results in students lacking success, and failing to complete high school (Carter, 2013).

According to Fisher & Roster (2016), Maslow's needs of self-actualization, self-esteem, safety and security, and physiological needs play vital role in the success of students.

Motivation and Engagement

It is a theory that grew out of researchers Edward L. Deci and Richard M Ryan's work on motivation in the 1970s and 1980s. According to motivation theory, theorists within the field of psychology have conducted studies on motivation in order to learn about human behavior. Throughout these studies they have found ways to encourage positive behaviors as well as eliminate negative behaviors. Educational psychologists have used these studies to get a deeper look at what motivates students to learn. They

have identified that the motivation to learn is broken up into two groups--intrinsic and extrinsic. Intrinsic motivations is earning to learn for natural reasons, self-fulfillment, and to master the skill. Extrinsic motivation is desire to perform for an incentive or specific outcome (Huitt, 2011). Educators often try to learn as much about student motivation and student engagement in order to improve student achievement.

According to Glasser (1998), behaviors are chosen, and as humans we are driven to meet five basic needs: love and belonging, survival, freedom, power, and fun. The construction of these five necessities forms the core for behavior and motivation of a person. Students store pictures in their brains that create their "quality world," and individual needs can be satisfied only by creating those pictures, choosing to act, at that time, the way they think will fulfill their needs as shaped by these pictures.

In this way, motivation plays one of the largest roles in academic success and completion of graduation. Teachers are one of the leading resources for motivating students, and motivation comes from certain aspects that the teacher portrays such as: teacher body language, behavior, style of instruction, relationships with students, and assignment relevancy.

When searching through the literature linked to campus dropouts, student engagement appeared to be a reoccurring aspect that contributes to the dropout problem. Student engagement is not a solo activity, and it is about interaction and relationship. It involves participation during instruction and campus work along with the overall community life of campus. Behavior indicators of engagement are participation in class, attendance, effort in classroom activities, and low number of disciplinary problems.

Behavioral engagement is another factor that is linked with campus dropouts. If students are engaged in behaving according to the rules and expectations of teachers and administrators, they are more likely to have higher academic achievement (Hammond, 2001). Other indicators for psychological engagement are interests and enthusiasm, a feeling of belonging, and identifying campus relation with community.

Academic engagement is defined as being actively involved within class. Successful participation in class and attending class consistently are interrelated with academic engagement (Hammond, 2001). Engaging academically can portray indicators that

signal lack of interest in school including lack of eagerness, dropping grades, and feelings towards campus. The combination of behavior in the classroom, dealings with the subject instruction and the teacher are critical to academic engagement. Professional development on how to detect early signs and how to further engage students during instruction can assist in decreasing a lack of academic engagement (Hammond, 2001).

Psychological disengagement involves a feeling of uncertainty. A feeling of “not belonging” and a “dislike in campus” are also indicators of psychological disengagement (Hammond, 2001). He recommended that additional study on those who succeed, in spite of psychological engagement, could provide information on how campus can mediate when there is a lack of belonging and student behaviors and attitudes are poor (2001).

Engagement portrays that attachment to campus is vital for students to have success in the classroom. Students who feel secluded from parents, teachers, and peers lack any encouraging relationships. Peer groups that unite students and campus have the potential to decrease the dropout rate (Brewster, & Fager, 2000). As research has shown, student engagement is an important and seemingly instrumental issue when looking at factors that cause students to dropout. Higher education institutions need to create favorable environment for students' motivation, good personality, and academic skills in order to minimize dropout rate.

Therefore, the dropout problem is a complex and multifaceted problem that is not easily resolved. An analysis of research showed that student engagement and motivation play huge roles in academic achievement. Engagement can be broken up into four different categories. These categories are academic engagement, behavioral engagement, psychological engagement, and social engagement. The research showed that engagement in campus was what kept students motivated to learn. As soon as disengagement began, then the downward spiral is what causes students to fall behind and eventually leave campus. Understanding what causes the different types of disengagement and how to prevent them from occurring are the stepping stones to solving the epidemic of dropouts. Motivational theories also support the need to create environments that encourage successful students. Motivational theories can show how some educational practices are detrimental to students' futures.

Cognitive Load Theory

Cognitive Load Theory states that learning is initially processed in working memory (Sweller et al. 1994). Working memory is short term, low in storage capacity and can only process a very limited amount of new information at a time. Learning complex or technically demanding material requires building mental models or cognitive schemas about the subject being studied or the skill being developed over time. New material processed in working memory is progressively added or incorporated into these schemas. The schemas or mental models provide a knowledge structure into which the new learning can be fitted and integrated. This cognitive architecture is built through a lifetime of learning and experience and serves to free up resources in working memory.

Learning new material or a skill, for which a schema in long term memory is undeveloped or nonexistent, can cause working memory to quickly overload its limited capacity. This overloading can result in a learner becoming highly anxious and losing confidence, which in turn can lead to the learning process, in effect, freezing and the learner being unable to continue.

While Cognitive Load Theory has mostly been concerned with how instructional design of learning materials, assessment activities and teaching approaches can ameliorate or mitigate cognitive overload in the learning of new and complex material, it is argued here that it applies equally to the multiple learning tasks that form the early part of the learning journey of a first time learner. It stands to reason that the scale and scope of the new learning required can easily overload learner's working memory.

2.2. Review of Related Empirical Literature

It depicts the existing literature associated with dropout rate in higher education. The review identifies and clarifies the factors influencing dropout rate in campuses, in order to set the context for this study. This is followed by a discussion of the various elements that have been identified as influencing factors of dropout rate in different campuses. As very few studies with a focus on the dropout students are carried out before, review of such studies could not be comprehensive enough to either support or

discard the findings of the study. The following paragraphs present a brief review of the limited studies based on the dropout situation of the college students.

There is a gap, however, between what is known and what researcher intends to find out. Hence, there is a need to identify where and why a gap in knowledge exists, and then decides what research needs to be undertaken to address this lack of knowledge and why it has arisen. Hence, this study intends to contribute to the 'gap analyses' by investigating different aspects, as well as by determining the reasons that impact upon the dropout rate at Kalika Multiple Campus, as this has not previously been conducted within this context. Therefore, this study aims to address this unexplored situation, through an original research analysis of the existing gap in the available literature, showing that answers to this study's investigative question have yet to be addressed.

In a longitudinal study conducted by Ekstrom, Goertz, Pollack, and Rock (1986) 248 girls and 247 boys were followed from grades 7-12. The researchers examined behavioral, cognitive, and demographic factors. They concluded that students who were previously known to have demonstrated high levels of aggressive behavior issues and scored lower academically were those that became dropouts (1986).

In a longitudinal study conducted by Cairns, Cairns, and Neckerman (1989), relationships between behavioral, cognitive, and demographic factors were analyzed. They assessed 248 girls and 247 boys and observed them from grade 7 through either dropout or completion of high school. The study included individual interviews to assess the 14% who left school before grade 11. The researchers concluded that 82% of the males and 4% of the females with increased aggressiveness and low performing academics in the seventh grade had decided to drop out.

An early study on behavior and academic achievement while attending school and its' effect on dropping out was conducted by Roderick (1993). She analyzed three dropout indicators for students starting in fourth grade through the completion of high school. The study showed reasons that can be used when determining the factors in dropping out. The three indicators included performance in class work, engagement in school, and social background. In her study she compared dropouts with non-dropouts. She used history analysis to look at academic records including grades and attendance. She found a pattern displaying two separate types of dropouts: the early ones who left between 7th and 9th grade, and the other dropouts that left later between grades 10

and 12. The findings showed that these two types of dropouts had very different academic performances through their educational careers. The students who left early showed poor academic performance as early as 4th grade. The dropouts who left later had the same performances in 4th grade, but showed tremendous regressions during the transitional years into middle and high school.

In a study, conducted by the California Dropout Research Project, it was confirmed that 30,000 juvenile crimes would have been prevented and more than \$550 million dollars would have been saved if the dropout rate were reduced by half. The same research project studied the effect of dropouts on the state's economics, and determined that \$46.6 billion are lost by the state for each group of 20 year olds that drops out (Belfield & Levin, 2007).

In the report, *The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning*, Bottoms and Fry (2009) found that school systems have to advance working environments and support for high school administrators. Without improvements, the nation will continuously be plagued by the increasing dropout rates and the ill prepared workers for the job market. The report also found after interviewing administrators from both high and low performing schools that relationships between curriculum supervisors and high school administrators can advance or decrease the principal's ability to efficiently lead a school in order to receive higher achievement levels.

According to Wells et al (1989), family related factors are more likely the cause of students leaving school. Parental support, parenthood, and other home life related factors are the very ones that contribute to a student's decision to leave or stay in school. Wells et al (1989) explained that a lack of parent support along with an abusive home is connected with a higher incidence of dropping out.

According to Wells et al (1989), community indicators played a role in influencing students to stay or leave school. Community factors include things such as their ethnicities, cultures, environment, social class and community support. A student's background and identity play a huge role in their decision to leave. Poverty is a community related factor that is often correlated with the dropout rate.

The UNESCO study (1984) of some countries in the Asia-Pacific region pertaining the dropout situation in primary education has recognized dropout as a particular problem to the attainment of universal primary education and the most critical form of wastage. Outlining the common causes of dropout, the case study report said that factors like inadequate basic physical facilities, insufficient number of trained teachers, rigid evaluation/examination system, school failure, insufficient learning/teaching materials and equipment, over and under age and geographical location have contributed to worsen the problem of dropout.

A team of researchers made up of Wells, Bechard, and Hambly (1989) found that a combination of factors, which they identified into four broad categories influence students' decisions to leave prior to graduation. These categories, which are student related, campus related, family related, and community related, are used within this chapter to categorize the factors that were identified throughout this study.

The purpose of this study is to explore a variety of factors related to students' dropout rate in bachelor's degree in Education at Kalika Multiple campus.

2.3. Implication of the Reviewed Literature

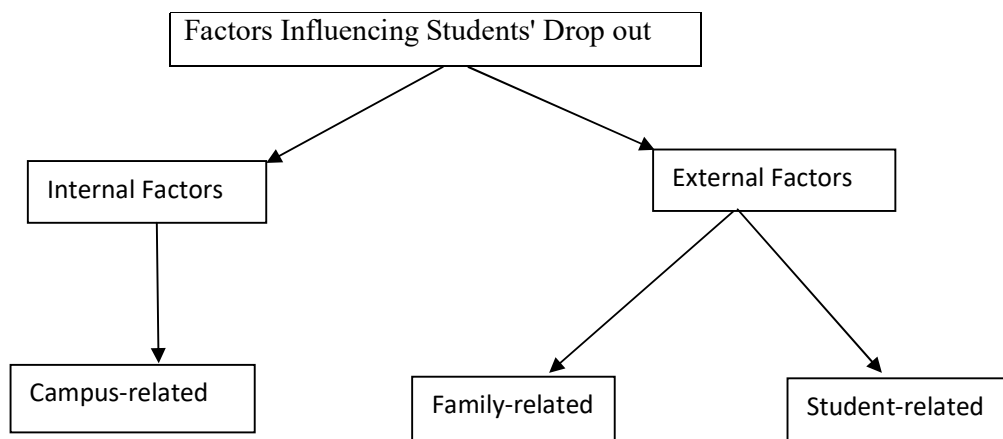
Reviewing the related literature is one of the most important parts of any study. The above mentioned reviews of related literature are supportive document for this research. It also helps the researcher to be familiar with technicalities, procedures, and practicalities of conducting research. The review of theoretical literature provided researcher with a theoretical background and has broadened knowledge base in research area. It informed about the several issues; problems related to factors affecting dropout in higher education institutions. Similarly, the review of empirical literature helped to develop the conceptual framework and bring clarity and focus to the research problems. While reviewing the different studies, I found many ideas about the factors affecting dropout in higher education which helped researcher to great extent.

Many researchers have conducted research related to the factors affecting dropout rate in campus and school level. The above mentioned studies and research works are only some examples. These studies are to some extent connected to this study. The researcher got so many ideas from the above reviewed literature. So, the above

mentioned reviews helped in so many ways, from refining methodology to developing research tools. The main focus of literature review is to examine and evaluate what has been said before on a topic and establish the relevance of this information to this research. All the researches reviewed were immensely resourceful to this study.

2.4. Conceptual Framework

The study on "Factors Influencing Students' Dropout in Bachelor's Degree" is based on the following conceptual framework:



Chapter III: Methodology of the Study

The following methodology was adopted in carrying out the research:

3.1. Research Design

The study was carried out in a qualitative research design. The nature of the study was descriptive one. A descriptive approach to research had been taken to describe the dropout rate in bachelor's degree. A descriptive research approach was used to be the most appropriate for the present study for a number of reasons.

According to Wisker (2007) and Gilbert (2008), survey study allows researchers to obtain information about the case, facts, activities, phenomena, moral, personal experiences, behavior and answers to events. In other words, it describes qualities, opinions or perspectives of a population by the use of a targeted sample. Moreover, the researcher was able to obtain data about the sample using telephone interviewing. Cohen et al (2011:421) confirm that obtaining data typically involves "structured or semi-structured interviews, self-completion or postal questionnaires, standardized tests of attainment or performance, and attitude scales". Finally, using a survey study is commonly used in educational studies to describe what exists without asking about the reasons: Cohen et al (2011:256), "the most commonly used descriptive method in educational research". In this study the only one method was used to collect data that was telephone interviewing.

3.2 Sources of data

For this study, data were collected from both primary and secondary sources. Only 15 dropout students were the primary source of data. The data from the secondary sources were campus administrative records, research articles, documents, books, journal and researches related to the study.

3.3. Sample Population

There was 44 drop out students in bachelor's degree, faculty of education, Kalika Multiple Campus. Out of them, only 15 dropout students were selected as the sample population for this study.

3.4. Sampling Procedure

The researcher selected 15 dropout students out of 44 from bachelor's degree, faculty of Education at Kalika Multiple Campus, Pokhara-14, Kaski. Then he built the rapport with the campus administration in order to choose the subjects through purposive non-random sampling procedure. Then after the researcher got the detail information and contact numbers of the drop out students and he built rapport with the drop out selected sample students. After building rapport with them he collects the needy information with them through unstructured telephone interview.

3.5. Tools of Data Collection

Unstructured schedule of telephone interview was used as the tools for collecting the required information. The unstructured telephone interview was conducted only with 15 dropout students of Faculty of Education, Kalika Multiple Campus, Pokhara.

3.6. Process of Data Collection

In order to collect the required data, the following processes were applied:

- i. The telephone number of dropout students were collected from campus administration.
- ii. After getting permission with dropout students, rapport was built with them and informed about the study through telephone contact.
- iii. Unstructured telephone interview was conducted only with 15 dropout students and recorded the interview.
- iv. Then, the recorded information was transcribed in written form on the basis of sense translation and analyzed based on the three indicators i.e. students-related, family-related and campus -related.

3.7. Data Analysis Procedure

As the collected data were qualitative in nature, the data have been analyzed descriptively, and presented in narration. As per the need, some of the related data have been presented in the table for further interpretation, along with the narration. Thus, systematically collected data was analyzed, interpreted and presented descriptively.

Chapter IV: Analysis and Interpretation of Results

This chapter includes the analysis of data and interpretation of the results as well as summary of the finding. The data were elicited by using telephone interviewing to the dropout students. Systematically collected data from 15 dropout students of bachelor's degree under the Faculty of Education at Kalika Multiple Campus were analysed and interpreted to find out the factors affecting dropout rate in campus level.

4.1. Structural Overview of Students' Dropout Rate

Kalika Multiple Campus is a community based and leading higher educational institution of Pokhara established in 2048 BS and affiliated to Tribhuvan University. It has been offering various programs like Master in Rural Development (MARD) Master of Business Studies (MBS), Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS), Bachelor of Arts (BA) in various subjects and in +2 level in Science, Education, Management and Humanities stream and also planning to run Law as well. However, students' dropout rate is increasing every year.

Number of students under the Faculty of Education

Table 1

Academic Year 2074 BS. to 2077 BS.

Level	Academic Year	Enrolled Students	Exam form Filled up	Drop out Number	Dropout Percentage
B.Ed. 1st	2074 BS	32	26	06	18.75%
B.Ed. 2nd	2075 BS	26	18	08	30.76%
B.Ed. 3rd	2076 BS	18	11	07	38.88%
B.Ed. 4th	2077 BS	11	07	04	36.36%
Grand total		32	-	25	78.12%

Source of data: Campus Administration

Table-1 shows that 32 students enrolled in 2074 BS under the Faculty of Education. However, only 26 students filled up final examination form and 6 students left campus in first year. As a result, there was 18.75% student's dropout in first year. Similarly, 26 students enrolled in second year but only 18 students filled up final examination form and 8 students left campus in 2075 BS. Thus, 30.76% students left campus in B.Ed. second year. It is the highest number of year wise dropout rate. In the same way, 18 students enrolled in B.Ed. third year in 2076 but only 11 students filled up final examination form and 7 students left campus. This indicates that 38.88% students left campus in 2076 BS.

Finally, 11 students enrolled in B.Ed. fourth year where only 7 students filled up final examination form and 4 students left campus. This situation shows that 36.36 % students left their study in 2077 BS. Therefore, there were 32 students in total in the batch of 2074 to 2077 BS but 25 students from total number of students left their study during four years period. Thus, 78.12% students left in bachelor's degree under the Faculty of Education. This structural overview shows that dropout rate is serious problem at Kalika Multiple Campus.

Table 2

Academic Year 2075 BS. to 2078 BS.

Level	Academic Year	Enrolled Students	Exam form Filled up	Drop out Number	Dropout Percentage
B.Ed. 1st	2075 BS	43	33	10	23.25%
B.Ed. 2nd	2076 BS	33	24	09	27.27%
B.Ed. 3rd	2077 BS	24	23	01	4.16%
B.Ed. 4th	2078 BS	23	22	01	4.34%
Grand total		43	-	21	48.83%

Source of data: Campus Administration

Table-2 shows that 43 students enrolled in 2075 BS under the Faculty of Education. However, only 33 students filled up final examination form and 10 students left

campus in first year. It is the highest number of year wise dropout rate. As a result, there was 23.25% dropout rate in first year.

Similarly, 33 students enrolled in second year but only 24 students filled up final examination form and 9 students left campus in 2076 BS. Thus, 27.27% students left campus in B.Ed. second year. In the same way, 24 students enrolled in B.Ed. third year in 2077 but 23 students filled up final examination form and only one students left campus. This indicates that 4.16% students left campus in 2077 BS.

Finally, 23 students enrolled in B.Ed. fourth year where 22 students filled up final examination form and only one students left campus. This situation shows that 4.34% students left their study in 2078 BS. Therefore, there were 43 students in total in the batch of 2075 to 2078 BS but 21 students from total number of students left their study during four years period. Thus, 48.82% students left in bachelor's degree under the Faculty of Education. This structural overview also shows that dropout rate is serious problem at Kalika Multiple Campus but in comparison to the Academic batch 2074 to 2077 BS the number of dropout students is decreasing.

4.2. Factors that influence students' dropout

The researchers Wells, Bechard, and Hambly, (1989) created a framework that categorized factors of student dropout into four main categories. The data collected during the interviews were analyzed within this framework. The four categories included: student related indicators, campus-related indicators, family-related indicators and community-related indicators. Here the researcher selected only three indicators except community related indicators.

Student-related indicators

One of the listed categories of Wells et al, (1989) is student-related factors that the student can control these factors. Student-related factors are most often described as student actions that occur both inside and outside of the campus setting. Disruptive behavior of students that cause them to become less engaged in campus. These factors included areas such as student behavior, academic achievement, and attendance

(Wells et al, 1989). The researcher identified the following student-related factors during telephone interviewing:

- low academic achievement (failed in exam)
- unable to take regular class (irregularity in class)
- employment opportunity in village
- getting permanent job
- unemployment problem and inability to pay campus fee
- learning English, Korean and Japanese language for going abroad to study/work
- health problem
- change campus
- involving in business
- not motivated towards study and feeling difficulty
- long distance from home to campus
- getting married, childbearing and child-caring problems

Most of the students start campus with expectations of success. Unfortunately, some of them encounter obstacles or barriers that lead them towards dropping out instead of graduation. This research finds that academic performance is one of the most influencing factors that cause students to quit campus.

When respondents were asked about why they left campus, many said that they were unable to take regular classes due to their personal problems and could not regular in class as a result they failed in final examination taken by Tribhuvan University. So, the main reason of dropout explored from student-related indicators was their low academic achievement in examination.

One of the respondents stated that:

"When I enrolled in B.Ed. first year, fortunately, I was selected in Nepal Army. So I even could not attend in final examination due to my training. However, I am happy to get job in Nepal army and I don't think about my further study."

Another respondent stated that:

"When I joined in B.Ed. first year and taking regular class, one of my friends told me to learn Japanese language. Then I took Japanese language class and could not regular in my college class. Anyway I took the examination of B.Ed.

first year but in result I failed in most of the subjects. I realized that without taking regular classes I could not complete bachelors' degree. He further said that during second year, I got a job in a FM. Radio. I left my study was I failed in most of the subjects in first year."

According to Cognitive Load Theory, learning new material or a skill, for which a schema in long term memory is undeveloped or nonexistent, can cause working memory to quickly overload its limited capacity. This overloading can result in a learner becoming highly anxious and losing confidence, which in turn can lead to the learning process, in effect, freezing and the learner being unable to continue.

Next student stated that:

" In B.Ed. first year I took regular classes but I could not continue my classes when I lost my mother and my younger sister in a landslide. Then I was badly distracted and I returned my village. Now I am living with my father and brother and I don't think about my study. I am helping my father in our household work and farming."

Another respondent stated that:

"I got married when I was studying at B. Ed. Second year. Then I came in Kathmandu and now I am studying re-joining in BBS first year."

Irregularity in class was another immense student-related factor. In fact, most of the respondents said they frequently missed classes due to various reasons related to their personal barriers. It caused failed in exam. Therefore, irregularity in class also causes low academic achievement and lastly they compelled to leave campus. In relation to irregularity, one respondent who left in B.Ed. third year said that:

"Initially, in B.Ed. first year, I took regular classes but I could not continue regular classes due to my family problems that I needed to go abroad or got a job. Therefore, I went to Korean language institute to learn Korean language. Fortunately, I was selected to go to Korea in working visa. I was able to take the exam of first year and second year but my result was poor due to

irregularity in class. I thought that without taking regular classes, it was very difficult to complete bachelor's degree."

In this way, the two main factors of dropout according to most of the respondents were:

- a. low academic achievement and,
- b. irregularity.

However, other influencing factors related to students were: employment opportunity, getting permanent job, unemployment problem and inability to pay campus fee, learning English, Korean and Japanese language for going abroad to study/work, health problem, change campus, involving in business, not motivated towards study and feeling difficulty and getting married, childbearing and child-caring problems.

Campus-related indicators

Those factors that occur during the campus and are related to the structures and activities within campus represent campus related indicators. These factors include things such as campus climate and learning environment, teacher–student engagement, campus structure, and campus vision. Throughout the interviews, respondents shared information that falls within this category as Wells et al (1989) created the framework. The researcher identified the following campus-related influencing factors during telephone interviewing:

- lack of sufficient guidelines, academic support, feedback, motivation and encouragement from teachers
- problem of institutional information system (such as lack of timely information to fill up exam form, registration form, scholarship form through SMS, telephone, notice board etc
- lack of understanding students' expectations and follow up services from campus administration
- lack of financial support for needy students (such as scholarship)
- difficulty to understand the course (related to teaching-learning strategies)
- program not suitable with expectations
- dissatisfaction towards examination system and library facility
- indifferent behavior of administrative staff.
- at least 75% attendance in teaching practice program.
- feeling burden of practical of different subjects.

The theory behind Maslow's Hierarchy of Needs is that every person has basic needs that must be fulfilled. Within the campus environment, the students' needs are what educators are striving to accomplish. According to the theory, when students feel like these needs were not met they were more likely to drop out (Maslow, 1943, 1954). When students lack the feeling of achieving their full potential or success, it results in giving up.

HakiElimu (2008), states that quality education is acquired by having colleges with conducive teaching and learning environment, adequate number of teachers, available infrastructure, curriculum that bases on the community needs and proper management and examining systems. This helps to reduce various problems that are common in college such as absenteeism, dropout and other misconducts.

Many reasons given by the respondents came within the frameworks of Well's et al (1989), Maslow's Hierarchy of Needs, and Motivational and Engagement theories. Motivation along with engagement plays a role in student success. Student engagement is about interaction and relationships. It involves participation during instruction and classroom activities along with the overall community life of campus. Indicators of engagement are participation in campus activities, regularity, effort in classroom activities and cooperation among students and teachers in teaching learning strategies.

Other indicators for psychological engagement are interests and enthusiasm, a feeling of belonging, and identifying with the campus community. Motivation and engagement both can be connected within teaching learning activities. When students lack intrinsic motivation, and they are not engaged in class instruction or classroom activities, they tend to fall behind (Huitt, 2011).

So, the main reason of dropout explored from campus-related indicators was lack of academic support, feedback, motivation and encouragement. In relation to this indicator, one of the informants said:

"I enrolled in B.Ed. first year with full of energies and enthusiasm but when I took regular classes in first year however I remained just passive listener that no teachers asked me whether I understood or not. Most of the teachers came

to class with their age long note copy and delivered their lectures and obliged us to copy their notes without any interaction. I knew, I was not perfect at study but I expected to be good with teachers' additional support, motivation, feedback and encouragement but I could not get so. However, I took the final exam of first year but I failed in all subjects except compulsory Nepali. Then I thought that I could not complete bachelor's degree and I left campus."

While Cognitive Load Theory has mostly been concerned with how instructional design of learning materials, assessment activities and teaching approaches can ameliorate or mitigate cognitive overload in the learning of new and complex material, it is argued here that it applies equally to the multiple learning tasks that form the early part of the learning journey of a first time learner. It stands to reason that the scale and scope of the new learning required can easily overload a learner's working memory.

This shows that teaching learning strategies need to be changed into learner-centered by creating favorable environment with sufficient support, encouragement, motivation and feedback mainly for the students having low academic achievement.

Problem of institutional information system was another immense campus-related factor that was mentioned many times throughout the telephone interviewing. One of the informants mentioned:

"I took the exam of first and second year by taking regular classes. I could not take regular classes in third year due to my family problem. Anyway, I thought I had to take exam. I was in village and I came to campus to fill up exam form but it was too late and I could not fill up the exam form. I did not know about getting chance to fill up exam form even after publishing exam routine of TU. I expected that campus would provide every important notices and information through mobile SMS services because we didn't have internet access in village. Due to lack of form fill up information I was compelled to leave campus in third year."

Another respondent said that;

"I joined in first year but cannot regular in campus class due to my job in my village. However I take final exam and also attend in my practical exam. But when I get my first year result, I just get 12 marks out of 25 in my English

practical. Then I ask my English teacher why had he given such low marks in my practical though I got good marks in theory, the teacher replied me as I was not regular in class, I could not get good marks in practical. It makes me too angry towards Campus and the English teacher. So, I don't like to regular my study in that campus."

In this way, the two main campus-related factors of dropout according to most of the respondents were:

- a. lack of sufficient academic support, feedback, motivation and encouragement from teachers and;
- b. problem of institutional information system.

However, other influencing factors related to students were: lack of understanding students' expectations and follow up services from campus administration; lack of financial support for needy students; difficulty to understand the course; program not suitable with expectations; dissatisfaction towards examination system and library facility; indifferent behavior of administrative staff.

Family-related indicators

Family-related factors include things like family composition, socio-economic status, and drug use in the home. Parental support, parenthood, and other home life related factors are the very ones that contribute to a student's decision to leave or stay in school/college (Wells et al, 1989). However, the researcher identified the following family-related influencing factors during telephone interviewing:

- lack of financial support from home
- family problems (such as illness of family members, marriage, pregnancy, child caring, loss of family members etc)
- lack of support, motivation and encouragement from family
- lack of parental awareness towards education
- family obligations
- family migration
- low socio-economic status of family
- lack of favorable environment for study

So, the main reason of dropout explored from campus-related indicators was lack of financial support from home, in relation to it, one of the male informants said:

"I had desire to complete at least bachelor's degree so, I admitted in B.Ed. first year though there were lots of problems in my family. Unfortunately, I lost one of my family members when I was in second year. Then I had to take whole responsibility of family. I went abroad due to financial problem and I stayed in abroad for two years then returned. Now I have been running small business in my village. The main reason I left campus was due to financial problem at home."

Family problem was another significant family-related factor that was mentioned many times throughout the telephone interviewing. One of the female informants mentioned:

"When I studied in B.Ed. first year, I got married. I continued my study up to second year but in third year, I gave birth of a baby. Then I had to spend much time to take care of my baby as well as other works at home. In addition to it, my husband is abroad employee and my family also did not support and encourage continuing my study. So, the main reason I left campus was due to my family problem."

Another respondent said that;

"When I was at first year I got married. Due to family financial problem, my husband was in Japan then. So I also start to learn Japanese language and went to Japan. Now, I am living with my husband and my daughter in Japan. The main reason I left campus was my family financial problem and my husband was in Japan.'

In this way, the two main family-related factors of dropout according to most of the respondents were:

- a. lack of financial support from home and,
- b. family problems.

However, other influencing factors related to family were: lack of support, motivation and encouragement from family, lack of parental awareness towards education, family obligations, family migration, low socio-economic status of family, and lack of favorable environment for study.

4.3 Summary

Data collected through telephone interviewing was analyzed to explore the major factors influencing students' dropout rate in bachelor's degree at Kalika Multiple Campus under the Faculty of Education.

This study found that the three main indicators play a highly significant role in determining dropout rate. A variety of influential factors were identified as:

- Student-related indicators,
- Campus-related indicators and
- Family-related indicators.

The main reasons of dropout explored from student-related indicators were their low academic achievement in examination and irregularity in class. Furthermore, this study identified the main reasons of dropout explored from campus-related indicators were lack of academic support, feedback, motivation and encouragement from teachers; and problem of institutional information system. Lastly, the study explored the main factors of dropout explored from family-related indicators were lack of financial support from home and, different family problems.

Chapter V: Conclusion and Recommendations

In this chapter the researcher has presented the conclusion and recommendations of the study on the basis of the analysis and interpretation of results. The purpose of this study was to find out the factors influencing students' dropout in bachelor's degree at Kalika Multiple Campus in Pokhara. The main concern of this study was to identify significant factors contributing student dropout. These factors were divided into three distinct, but related categories with each category being sub-divided into significant factors. The purpose of this study was to identify the factors within the three main categories: student related factors, campus related factors and family related factors to influence dropout rate in bachelor degree, faculty of Education, Kalika Multiple Campus. The sample consisted of 15 participants who were selected through judgmental sampling under non-random sampling procedure.

Major Findings

1. Student-related Factors

The two main factors of dropout according to most of the respondents were: a. low academic achievement and irregularity. However, other influencing factors related to students were: employment opportunity in village, getting permanent job, unemployment problem and inability to pay campus fee, learning English, Korean and Japanese language for going abroad to study/work, health problem, change campus, involving in business, not motivated towards study and feeling difficulty and getting married, childbearing and child-caring problems.

2. Campus-related Factors

The main campus-related factors of dropout according to most of the respondents were: lack of sufficient academic support, feedback, motivation and encouragement from teachers and; problem of institutional information system. However, other influencing factors related to students were: lack of understanding students' expectations and follow up services from campus administration; lack of financial support for needy students; difficulty to understand the course; program not suitable with expectations; dissatisfaction towards examination system, various practical subject, teaching practices and library facility; indifferent behavior of administrative staff and teachers as well.

3. Family-related Factors

The two main family-related factors of dropout according to most of the respondents were: lack of financial support from home and, family problems. However, other influencing factors related to family were: lack of support, motivation and encouragement from family, lack of parental awareness towards education, family obligations, family migration, low socio-economic status of family, and lack of favorable environment for study

Recommendations

The following recommendations, based on this study's results, are therefore made to support and contribute towards concerned authority for minimizing dropout rate, based upon this study's findings of students' perceptions. As stated, significant results related to three factors were obtained. So the recommendation that specific attention is given to the three areas identified as most influencing students in their dropout rate.

-Low academic achievement was identified as the most dominant factor for dropout. So, it is recommended that the concerned authority should manage appropriate remedial classes.

- Irregularity is also an extremely important factor in dropout. So, it is recommended to provide support, feedback, motivation and encouragement to the students by creating favorable teaching and learning environment with harmonious relationship among students, teachers and administrative staff.

- lack of proper encouragement and bias behavior of the teacher is another serious cause of students' dropout. So, it is recommended to provide full support and encouragement to the needy students without any bias behavior.

- teaching strategies is another cause of students' drop out. So it is recommended that teacher should use students centered techniques and new innovative techniques instead of using aged long traditional lecture and note giving techniques.

- The next recommendation to concerned authority is to manage good information system for providing them important information on time.

-It would be necessary to provide scholarship for needy students, soft skill courses, career counseling, job opportunities and other economic supports.

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