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Student Dropout Trends and Causes in Higher Education: The Case of Kailali Multiple Campus

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Abstract

This study examines the present situation and major causes of student dropout in higher educational institutions. Kailali Multiple Campus located in Kailali district of Nepal was selected for the study. The study utilized a quantitative research approach with a descriptive case study research design. Secondary and primary data were applied to analyze the trends of dropout and the influencing factors behind it. The secondary data source was students' enrollment and presence in the campus final examination record; primary data were collected from the dropout students using a structured questionnaire. The study's findings demonstrated that compared to programmes like MBA, BALLB, BBA, BBM and B.Sc. CSIT, students drop out from general programmes like BBS, BA and B.Ed. are more frequent. The study found the primary cause of student dropout is weak economic conditions. Additionally, the survey of the dropout students shows that the majority of dropout students had been getting ready to travel abroad. The implication of this research consists of providing crucial perspectives for policymakers in education, aiding establishments in enhancing academic and infrastructure standards, encouraging community engagement and directing students' choices.

Keywords: Causes of dropout, educational institutions, faculties, descriptive

Introduction

Student dropout rates in higher education institutions continue to be a chronic and problematic issue, creating major barriers to academic success on an individual basis, institutional success and social advancement (Aina et al., 2021). Even with greater accessibility to higher education, a major proportion of students begin their

academic journeys only to abruptly leave the programmes they have selected. In addition to impeding the afflicted persons' personal and professional development, this dropout tendency also adds to the reduction of the prospective workforce, which impedes social and economic advancement (Mouton et al., 2020).

A notable number of students encounter academic obstacles that compromise their capacity to continue their education beyond high school. These obstacles include challenges adjusting to the demanding nature of the curriculum, inadequate preparation for coursework, and a dearth of necessary academic support (Mouton et al., 2020). Similarly, financial limitations remain a formidable obstacle to completing an education; the rising cost of tuition combined with living expenses forces many students to make the difficult decision to drop out of campus. Problems with social integration, feelings of isolation, and cultural disparities also play a major role in the high dropout rate (Araque et al., 2009). Finally, the absence of a supportive community and the incapacity to navigate a diverse and inclusive educational environment aggravate these challenges.

Access to and caliber of support services are critical components of higher education institutions' capacity to keep students. A sense of alienation and separation is a major contributing factor to dropout rates, which are ultimately caused by inadequate academic advising, counseling, and other forms of assistance (Johnson, 1997).

Higher education institutions worldwide struggle to keep students enrolled for the duration of their degrees. According to the University Grant Commission (UGC) Nepal, in higher education (HE), dropout rate is a serious issue in Nepal. Individuals, colleges and the socioeconomic system are all severely harmed by student dropout rates. As such, one of the biggest challenges facing HE institutions is reducing educational dropouts. Therefore, the first step in minimizing student dropout is understanding the factors that influence student dropout.

The issue of student dropout threatens the efficacy of higher education systems as a whole, affecting student outcomes, institutional performance, and social progress. Troelsen and Laursen (2014) stated that the financial difficulties that many students face include growing tuition fees, restricted access to scholarships, and inadequate financial assistance choices. Students have been giving priority to jobs over campus due to financial problems. The academic challenges of higher education can pose issues for students, including insufficient basic skill preparation and difficulties in adapting to the academic environment (Araque et al., 2009). Smith and Naylor (2005) argued that experiencing academic difficulties can lead to several outcomes, including academic probation, feelings of despair, and ultimately, the possibility of dropping out.

Kailali Multiple Campus (KMC) is one of the renowned and oldest higher education institutions in Sudurpashchim Province. The campus has been providing multiple academic programs with experienced teaching staff. The campus also provides scholarship facilities to those with weak economic backgrounds and excellent students. The infrastructure of the campus is also comparatively better. However, the dropout of students on this campus is a prominent issue. So, the present study is concerned with analyzing the trend of student dropout and its causes. This study investigates the current situation and student's dropout at KMC. The specific objectives are:

1. To analyze the program-wise and overall dropout trend of students at KMC
2. To analyze the factors affecting the students dropping out at KMC

Literature Review

Troelsen and Laursen (2014) studied the variables affecting dropout rates in Denmark. Two theories, in their opinion, have an impact on dropout rates. The first theory holds that parental education and socioeconomic status have an impact on dropout rates. According to the second theory, student dropouts are a result of Danish government policies on education, which force students to switch universities, enroll in different study programs, or decide not to pursue their education at all. Pérez et al. (2018) talked about the Colombian dropout students' prediction analysis. The demographics of students and their transcript histories are the factors that influence student dropout rates in Colombia. The factors that result have a strong impact on dropout students and are used to predict dropout students.

Chen et al. (2018) investigated dropout predictions in the US as well. Chen's study employed data from high school, demographics, college enrollment, and information per semester to predict dropout. The rationale behind using these factors in predictions is not made explicit. Nonetheless, the chosen factors strongly influence student dropout rates, according to the analysis's findings.

Mouton et al. (2020) reported that a variety of factors affect German student dropout rates. Usually, a confluence of many causes is the cause. Mouton et al. identified pupil dropouts by using latent class analysis. Based on socioeconomic considerations, academic achievement, academic self-concept, and desire to drop out, the results demonstrate why students drop out of programs or institutions. Based on socio-demographic and academic criteria, Ortiz-Lozano et al. (2020) assessed the factors influencing student dropouts in Spain. The research findings indicate that this variable has a significant impact, yet the rationale for the selection of this variable is not entirely evident.

Aina et al. (2021) mentioned that socioeconomic factors have an impact on the percentage of people who drop out of school. It examines how sociological and economic factors affect students' success using a theoretical model. The review emphasizes that a student's decision to persist in their studies or drop out is impacted by a variety of individual, institutional, and economic factors. Notably, a student's level of integration into the academic system is one of these elements. Policymakers can modify certain things, while others are unchangeable. To improve study performance, effective interventions should concentrate on filling in knowledge gaps and strengthening students' integration into the social and academic spheres.

Lorenzo-Quiles et al. (2023) argued that university dropout is a significant issue that affects students globally. Addressing this problem is crucial for improving the education system and reducing dropout rates. The research uses both quantitative and qualitative methods to explore the issue. The study aims to analyze student satisfaction, identify the causes of dropout, and review literature and databases to find relevant authors on the topic. Five major factors contributing to university dropout are identified: student adaptation, personality, socio-economic level, teacher-student relationships, and the quality of education. Additional sub-causes, such as demotivation, low self-esteem, and personal issues like pregnancy, are also important for understanding and addressing dropout.

Different studies related to students' drop in higher education show that different nations have different views on the importance of education, and support systems. As a result, a wide range of circumstances might contribute to a student's academic success or failure. As a result, the factors affecting student dropout are tailored to the circumstances of the nation. Furthermore, it is still necessary to ascertain the correctness of the variables because the factors influencing dropout students in the current research do not originate from direct information from dropout students. This study attempts to uncover the elements that influence dropout students in higher educational institutions. It is crucial to comprehend the characteristics that affect students' dropout rates. Direct information from students who have dropped out of college is the main basis for this research's determination of the reasons behind these decisions, which is then supported by validation from stakeholders and the general public. The majority of Nepal's higher education institutions have been dealing with the issue of student dropout.

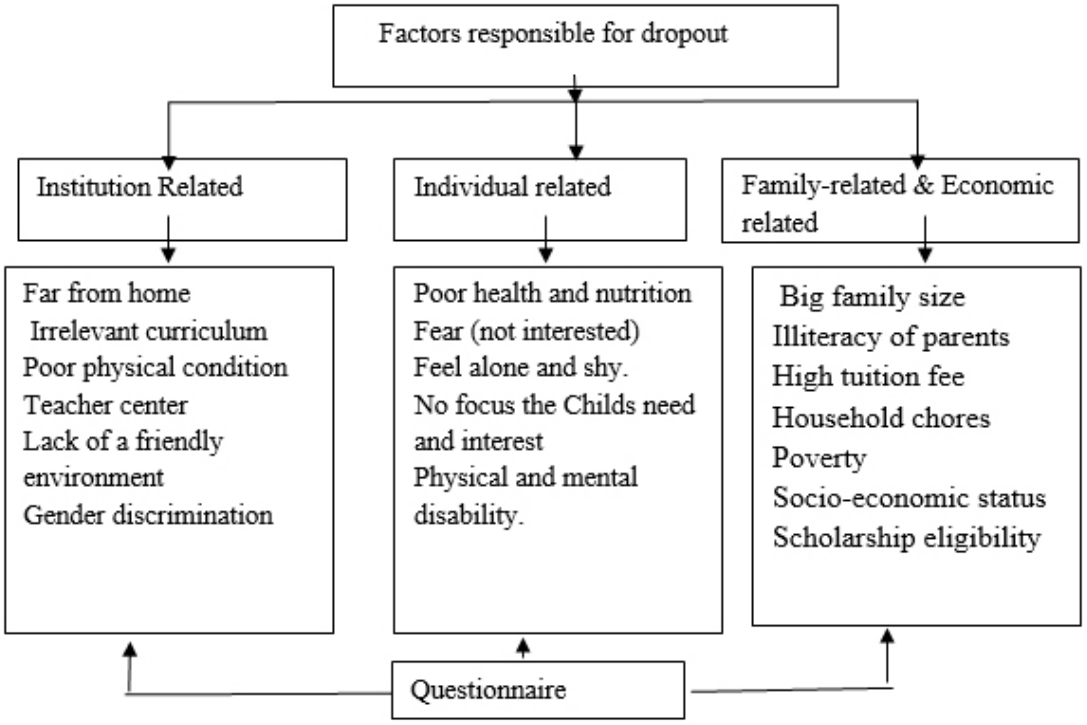
One of the main challenges faced by KMC is the high number of students who leave college before completing their bachelor's or master's degree. So far, no studies have been conducted on student dropout at KMC. Examining the variables that drive high dropout rates in KMC, this study has bridged the gap. Direct information from students who have dropped out of college is the main basis for this study.

Conceptual Framework

According to the relevant research studies mentioned above, a few are pushing and pulling factors that cause students to leave college. Numerous factors have been mentioned in the empirical studies on the subject of reasons behind student dropout, including Johnson (1997), Smith and Naylor (2005), Chimka et al. (2008), Werblow (2009), Guimaraes (2010), Min et al. (2011), and Perez et al. (2018). These can be divided into categories such as family background, socioeconomic status, types of education, instruction medium, distance between the campus and the student's home and surroundings, teaching methodology, interest/need, and health of the student, among others. These are the factors that are connected to student enrolment, achievement, repetition, irregularities, and dropout rates. Interventions must be implemented in these areas if students are to have better access to and performance in their education from the variables listed below.

Figure 1

Conceptual Understanding of this Study



Methods and Procedures

This section of the study incorporates research design, population and sample, methods of analysis and variables used in the study.

Research Design

The study employed a quantitative research approach with a descriptive case study design. Descriptive statistical tools were used to analyze the secondary data. Furthermore, the secondary data were used to determine the rate of students' dropout in higher education institutions, whereas primary data were utilized to analyze the factors affecting student dropout.

Population and Sample

The population of the study is total dropout students of the last five years from KMC. 127 students were traced out but only 33 students gave responses for conversation, so the sample size of the study is 33 dropout students. A purposive sampling technique has been employed.

Sources of Data

The primary data, as well as secondary data, have been collected from KMC. The source of secondary data is the record of the student's enrollment and appearance in the final examination. The source of secondary data is the website www.kmcpaathshala.com. The primary data were collected from the structured questionnaire by telephone conversations with dropout students.

Data Analysis Tools

Frequency tables, bar diagrams, and charts have been used to analyze the data.

Results and Discussion

Empirical data collected from secondary as well as primary sources have been presented and analyzed in this section.

Table 1

Students Enrollment and Dropout of Admission Batch 2075/2076

Program	2075/076		2076/077		2077/078		2078/079			
	Total Students	Dropout	Total Students	Dropout	Total Students	Dropout	Total Students	Dropout	Total Dropout	% Drop
BBS	692	60	632	104	528	61	467	25	250	36.13
BA	497	48	449	89	360	44	316	0	181	36.42
B.Ed.	222	22	200	36	164	22	142	18	98	44.14
BSC	45	7	38	5	33	3	30	0	15	33.33
BBM-Sem	61	0	61	0	61	0	61	0	0	0.00
BBA-Sem	19	0	19	0	19	0	19	0	0	0.00

One Year B.Ed.	52	0	52	0	52	0	52	0	0	0.00
M.Ed.	64	0	64	0	64	0	64	0	0	0.00
MA	96	0	96	16	80	9	71	3	28	29.17
MBS-	124	0	124	14	110	4	106	0	18	14.52
MBA-Sem	4	0	4	0	4	0	4	0	0	0.00
Total	1876								590	31.45

Table 1 shows the B.Ed. program has the highest (44.14%) dropout rate, with a significant percentage of students dropping out over the years. MBA-Sem, BBM-Sem, BBA-Sem, One Year B.Ed., and M.Ed. programs have no dropout rates (00.00%), suggesting either very high retention. The overall dropout rate across all programs is 31.45%. This figure gives a general sense of student retention across the various programs listed. In BBS, BA, and BSC programs have shown relatively consistent dropout rates over the years, with BBS and BA having dropout rates around 36 percent, and BSC having a lower rate of 33.33 percent at the bachelor level. The dropout in MA fluctuated from 0 percent to 29.17 percent, indicating a change in student retention or reporting practices. Similarly, MBS had a significant drop in dropout rates from a higher rate of 14 percent in 2076/077 to percent in 2078/079. Different programs show varied dropout rates, which might be due to program-specific factors such as curriculum difficulty, student support services, or changes in program structure. Some programs, like MBA-Sem and M.Ed., show no dropout rates across the years. This could indicate very effective retention strategies.

Table 2

Students Enrollment and Dropout of Admission Batch 2076/2077

Program	2076/077		2077/078		2078/079			
	Total Students	Dropout	Total Students	Dropout	Total Students	Dropout	Total Dropout	% Drop
BBS	801	152	649	146	503	0	298	37.20
BA	483	73	410	80	330	0	153	31.68
B.Ed.	342	70	272	39	233	0	109	31.87
B.Sc.	48	6	42	5	37	0	11	22.92
BBM-Sem	88	0	88	1	87	0	1	1.14
BBA-Sem	33	0	33	0	33	0	0	0.00
One Year B.Ed.	0	0	0	0	0	0	0	0.00

M.Ed.-Semester	40	0	40	0	40	0	0	0.00
MA Semester	60	2	58	0	58	2	4	6.67
MBS-Semester	161	8	153	16	137	1	25	15.53
MBA-Sem	3	0	3	0	3		0	0.00
Total	2059						601	29.19

Table 2 depicts the BBS program has the highest (37.20 %) dropout rate among the programs listed. The BBM programme has the lowest (1.14%) dropout rate, indicating a very high retention rate. The overall dropout rate across all programs is 29.19 percent. In the programs, BA (31.68%) and B.Ed. (31.87%) both have similar dropout rates, showing consistent challenges with student retention. The BSC (22.92%) shows a significantly lower dropout rate compared to other programs. The MA (6.67%) exhibits a very low dropout rate, suggesting effective student support or a smaller program size. M.Ed.-Semester and One Year Bed (0.00%) no reported dropouts, potentially reflecting complete retention. BBA-Sem, MBA-Sem, and One Year B.Bd. programs show no dropout data, which could be due to effective retention strategies. Comparing this dataset to the previous academic batch shows a slight overall decrease in dropout rates. This might indicate improvements in student retention strategies or changes in student enrollment patterns. Programs like BBS and MA show a significant variance in dropout rates compared to others. This could be related to differences in program content, student support, or academic pressures.

Table 3

Students Enrollment and Dropout of Admission Batch 2077/207

Faculty	1st Sem -2078	2nd Sem 2079	Dropout	3rd Sem 2079	Dropout	4th Sem 2080	Dropout	Total drop	% drop
BBS-FWU	625	489	136	418	71	365	53	260	41.60
BA	662	569	93	446	123	365	81	297	44.86
B.Ed.	334	297	37	255	42	221	34	113	33.83
BSC	41	36	5	35	1	35	0	6	14.63
BBA	84	83	1	72	11	67	5	17	20.24
BALLB	44	37	7	35	2	35	0	9	20.45
B.Sc. CSIT	47	45	2	44	1	41	3	6	12.77
M.Ed.	25	22	3	20	2	20	0	5	20.00
MA	96	75	21	67	7	68	0	28	29.17
MBS-Sem	96	80	16	73	7	72	1	24	25.00
MBA	19	14	5	14	0	14	0	5	26.32
Total	2073	1747	326	1479	268	1303	176	770	37.14

Table 3 reveals that BA faculty has the highest (44.86%) dropout rate, indicating significant challenges with student retention. B.Sc. CSIT faculty has the lowest (12.77%) dropout rate, reflecting relatively better student retention. The overall dropout rate across all faculties is 37.14 percent. This represents the percentage of students who dropped out over the semesters. BBS-FWU shows a high and relatively consistent dropout rate over the semesters, suggesting ongoing issues with student retention. B.Ed. exhibits a stable dropout rate with only minor fluctuations. BA shows a high dropout rate with fluctuations, peaking in the 3rd semester. MA the dropout rate decreases over time, with a final rate of 29.17 percent. The negative dropout value in the 4th semester might indicate data inconsistencies or errors. B.Sc. (14.63%) and B.Sc. CSIT (12.77%) both faculties exhibit lower dropout rates, suggesting better student retention. BALLB, BBA, and M.Ed. also have relatively lower dropout rates compared to others.

Faculties with higher dropout rates, like BA and BBS-FWU, may need to implement more effective student support and retention strategies would be useful to review and verify this data. The data suggests that while some programs manage to retain students effectively, others face significant challenges, reflecting possible differences in program difficulty, student engagement, and support services.

Table 4

Students Enrollment and Dropout of Admission Batch 2078/2079

Faculty	1st Sem -2079	2nd Sem 2080	Dropout	3rd Sem 2080	Dropout	Total Dropout	% Dropout
BBS-FWU	502	410	92	347	63	155	30.88
BA	546	451	95	358	93	188	34.43
B.Ed.	295	259	36	223	36	72	24.41
B.Sc.	32	27	5	26	1	6	18.75
BBA	81	71	10	67	4	14	17.28
BALLB	44	42	2	42	NA	2	4.55
B.Sc. CSIT	43	41	2	40	1	3	6.98
M.Ed.	39	34	5	NA	NA	5	12.82
MA	137	113	24	NA	NA	24	17.52
MBS-Sem	41	35	6	NA	NA	6	14.63
MBA	9	6	3	NA	NA	3	33.33
Total	1769					478	27.02

Table 4 shows BA faculty has the highest (34.43%) dropout rate among the faculties listed, similar to previous data. In BALLB (4.55%) program has the lowest dropout rate, suggesting high student retention. The overall dropout rate across all faculties is 27.02 percent, showing a decrease compared to previous totals. BBS-FWU shows a relatively high and consistent dropout rate over the semesters. B.Ed. Exhibits a stable dropout rate with a slightly lower final rate. BA Maintains a high dropout rate with significant numbers dropping out across semesters. MBA despite the small number of students, shows a notable dropout rate (33.33%). B.Sc. (18.75%) and B.Sc. CSIT (6.98%) both have lower dropout rates, indicating better retention compared to other faculties. M.Ed. (12.82%) shows a relatively low dropout rate as well. BALLB, MA, and MBS-Sem data for the 3rd semester and beyond are not available or marked as NA (not available), which could affect the accuracy of the dropout rate calculation.

There is a decrease in the overall dropout rate from previous datasets, suggesting possible improvements in student retention strategies or changes in program dynamics. Faculties with high dropout rates such as BA and BBS-FWU may need targeted interventions to address the factors contributing to student attrition. Missing data for some programs in later semesters can limit the completeness of the dropout rate analysis

Table 5

Students Enrollment and Dropout of Admission Batch 2079/2080

Faculty	1st Sem -2080	2nd Sem 2080	Total Dropout	% Dropout
BBS-FWU	314	268	46	14.65
BA	282	239	43	15.25
B.Ed.	301	267	34	11.30
B.Sc.	37	33	4	10.81
BBA	89	86	3	3.37
BALLB	46	46	0	0.00
B.Sc. CSIT	46	43	3	6.52
Total	1115		133	11.93

Table 5 depicts that BBS-FWU has a relatively high dropout rate compared to other faculties. The rate is notably higher than the overall average of 11.93 percent, suggesting possible challenges in student retention for this program. The BA program has the highest dropout rate among the listed faculties. This could indicate difficulties with the program's structure, content, or student support systems. The dropout rate for B.Ed. is slightly above the overall average, but it is lower compared to BBS-FWU and BA. This suggests a relatively better retention rate, though there may still be room for improvement. B.Sc. has a lower dropout rate compared to most other faculties. BBA has the lowest dropout rate among all faculties. This suggests excellent student satisfaction and support, or possibly a more effective program structure that retains students well. BALLB shows a perfect retention rate with no dropouts. This could indicate either exceptionally high student satisfaction and program effectiveness or perhaps a very selective admission.

Table 6

Program-wise Enrollment and Dropout of the Last 4 Academic Batches

Academic Programs	Program Wise Enrollment	Program wise Dropout	% Dropout
BBS	2620	963	36.76
BA	2188	819	37.43
B.Ed.	1193	392	32.86
B.Sc.	166	38	22.89
BBM-Semester	314	19	6.05
BBA-Semester	140	23	16.43
One Year B.Ed.	142	6	4.23
M.Ed.-Semester	168	10	5.95
MA Semester	389	84	21.59
MBS-Semester	422	73	17.30
MBA-Semester	35	8	22.86
BALLB-Semester	88	11	12.50
B.Sc. CSIT-Semester	90	9	10.00
Total	7955	2455	30.86

Figure 2

Program-wise Enrollment and Dropout

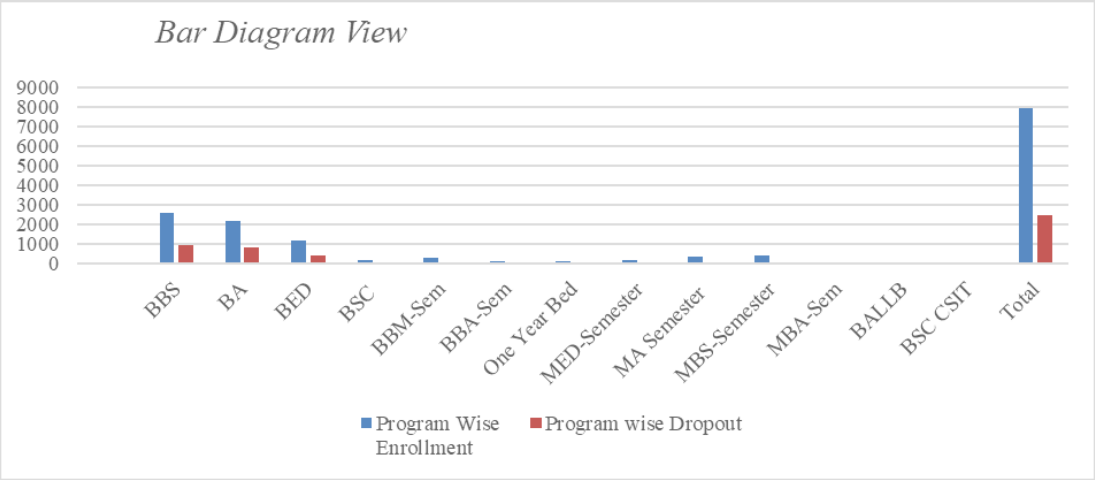


Table 6 and Figure 2 show the program-wise dropout of 4 academic batches selected for the study. BBS and BA show high dropout rates, suggesting a need for comprehensive review and improvement. Potential areas for investigation include curriculum design, academic support, student engagement, and external factors influencing student retention. B.Ed., B.Sc., MA Semester, and MBS-Semester have moderate dropout rates. These programs may benefit from targeted improvements based on specific feedback and retention analysis. BBM-Sem, BBA-Sem, One Year B.Ed., M.Ed.-Semester, and B.Sc. CSIT have lower dropout rates. These programs might have effective practices that could be adapted for other programs. BALLB and One Year B.Ed. have meager dropout rates, indicating high effectiveness in retaining students. Best practices from these programs could be explored and shared with other faculties.

Table 7

Total Student Enrollment and Dropout of the Last 5 Academic Batches

Admission batch	Total Students enrolled	Total dropout	% Dropout
2075/076	1876	590	31.45
2076/077	2059	601	29.19
2077/078	2073	770	37.14
2078/079	1769	478	27.02
2079/080	1115	133	11.93

Total	8892	2572	28.92

Table 7 shows the batch-wise total dropout of students. Batches 2075/076, 2076/077, and 2077/078 have higher dropout rates. These batches should be closely examined to identify specific issues that led to higher dropout rates. Factors to investigate might include changes in program structure, student support services, external economic factors, or changes in student demographics. Batch 2078/079 has a moderate dropout rate, indicating some improvement but still areas needing attention. Batch 2079/080 shows a significant improvement in retention. Analyzing what changes or improvements were made during this period could provide valuable insights for further reducing dropout rates in future batches.

Table 8

Major Causes of Student Dropout

Reasons	Frequency	Percent
Better job opportunity	1	3.00
Economic issue	14	42.40
Family-related	1	3.00
Further study	2	6.10
Economic issue	1	3.00
Irrelevant curriculum	7	21.20
Missed exam form	1	3.00
Personal reason	1	3.00
Physical and mental disability	2	6.10
Social factor	3	9.10
Total	33	100

Table 8 shows that economic issues are the most common reason for dropouts, accounting for nearly half of the cases. This suggests that financial challenges are a significant barrier for students, highlighting the need for financial aid, scholarships, or other economic support mechanisms. A significant portion of students cited the curriculum as irrelevant. This indicates that the curriculum may not be meeting students' expectations or needs. Reviewing and updating the curriculum to better align with industry demands and student interests could help reduce this issue. Social factors, which might include peer influence or social environment issues, contribute to dropout decisions. Addressing social aspects and fostering a supportive community could mitigate this issue. Some students leave to pursue further studies. While this reason is less common, it suggests that students might be seeking more advanced or specialized education opportunities. Disabilities, both physical and mental, contribute to dropouts. Enhancing support services for students with disabilities can help improve retention and provide a more inclusive educational environment. Securing a better job opportunity is a less common reason but indicates

that some students might leave school for employment that offers immediate benefits. Family-related issues are another reason for dropout, suggesting that personal or family circumstances can significantly impact students' ability to continue their education. Income issues are related to economic issues but might reflect more specific financial challenges that are not directly tied to general economic conditions. Administrative issues like missed exam forms are rare reasons but highlight the need for better administrative support and communication. Personal reasons, which are often unique to individual circumstances, also contribute to dropout rates. Personalized support might help address such issues.

Table 9

Current Position of Dropout Students

Current Position	Frequency	Percent
Abroad	2	6.1
Involve in job	6	18.2
Preparing for a foreign country	13	39.4
Married	3	9.1
Housework	8	24.2
Preparation for Loksewa	1	3
Total	33	100

Table 9 shows that a significant portion of dropouts (39.4%) is engaged in preparing for moving to a foreign country. This high percentage suggests that many students are likely leaving their programs to pursue opportunities abroad, which could include further education or employment. About 18.2 percent of dropouts have entered the workforce. This indicates that some students leave their studies to take up job opportunities, possibly due to financial needs or career aspirations. Offering career services and internship opportunities could potentially help students balance work and study. 24.2 percent of dropouts are currently not involved in any specific activity. This could indicate uncertainty or lack of direction after leaving the program. Career counseling and guidance might assist these individuals in finding their next steps. Marriage is a reason for some dropouts. Balancing family life and education can be challenging, so offering flexible study options or support for students with family responsibilities might be beneficial. A smaller number of students are already abroad, which may be related to their preparation for moving or pursuing opportunities. This figure is less significant but still worth noting. A small number of students are preparing for Loksewa, which is a competitive examination for government jobs. This indicates a focus on public sector employment, which might require targeted support or guidance.

When analyzing the trend of program-wise student dropout, it is found that the BBS program had the highest number of students discontinuing their studies followed by the BA and B.Ed. programs. However, there were only a few students who dropped out of the programs such as BBA, BBM, and BALLB. During the COVID-19 pandemic, the dropout rate peaked, with 37.14% of students leaving the campus at that time. The results show dropout rate of students at KMC is in a fluctuating position. The primary reason for students dropping out was economic issues, with about 42.4 percent of respondents discontinuing their studies due to their family's poor economic condition. The second cause is the irrelevant university curriculum. As a result, 21.2 percent of students discontinue their studies due to concerns about job opportunities after completing the program. Among the dropout students, 39.4 percent of the respondents were found to be preparing to go to a foreign country.

Conclusion

The dropout trend in general programs (BBS, BA, B.Ed.) offered by the campus is higher than that of programs like BBA, BBM, and BALLB. However, the dropout ratio is on a decreasing trend. During the COVID-19 pandemic, the dropout rate had increased due to the unbalanced nature of human life at that time. Economic conditions and lack of job opportunities are the main reasons students drop out of campus. The majority of students who drop out are preparing to move to a foreign country for work.

The findings of the study can assist in the development of campus plans and policies aimed at reducing student dropout rates. Further studies can be expanded by selecting more representative samples and including additional campuses in the sample pool. A comprehensive and cooperative approach is needed to address the problem of student dropout. Specific interventions involving academic, financial, social, and institutional aspects must be developed and put into action. Policymakers, educators, and stakeholders must cooperate to establish an atmosphere that supports student achievement, guarantees fair access to education, and gives people the tools they need to overcome obstacles that raise dropout rates in higher education.

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