

Horror of Students' Dropout in Bachelor Level

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ABSTRACT

Students' dropout is a great issue in bachelor level. This article basically explores students' dropout in bachelor level of J.S. Murarka Multiple Campus Lahan, Siraha especially in BBS and B.Ed. in the batch of 2076BS -2079BS. The objective is to find-out main reasons of dropouts. Qualitative research design has been used to find out students' dropouts. Twenty students from BBS and twenty students from B.Ed. who had left the campus had been selected for telephone interview to find-out the reasons of dropout. Unstructured telephone interview was selected as the tool for interview to collect the data. On the other hand, data was collected from the administration of campus to understand the exact number of students who had dropped the campus. Actually, it has created horror in higher education as large number of students drops out for different indicators such as student related indicators, campus related indicators and family related indicators. Students' dropout can be stopped through motivation, engagement, encouragement, academic support, feedback, providing free ship and scholarship to the marginalized groups as well as subalterns and showing positive behavior by teaching and non-teaching staffs.

Keywords: Disengagement, Dropout, Enrollment, Migration, Subalterns

Introduction

Students' dropout has been a challenge in campus level. Number of increasing dropouts has become an issue in higher level of education in the age of globalization. The researchers of several campuses have made such an issue as burning topic for exploration as well as investigation. Campus level belongs to the higher education which is the sign of socio-cultural, economic and educational development of the country. It produces skilled, dynamic and energetic manpower in the country. Such quality of the manpower makes the competent to be sold in the competitive market of the globalization. Higher education 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*).

According to the Goals of Higher Education (UGC Report, 2021), 'Producing capable, scientific, innovative, and globally competent and research oriented human resources and enhancing in all layers and types of education by developing criteria and standards based on national and international experiences and practices.' Vision, Mission and Goal of UGC are to produce research based and competitive manpower in Nepal but number of dropouts is increasing day by day. How can be vision, mission and goal of UGC fulfilled as dropouts increase rapidly?

J.S. Murarka Multiple Campus Lahan, Siraha is one of the community-based campuses of Nepal affiliated to Tribhuvan University (T.U.) which was established in 2044 B.S. The programs which are currently running in this campus are B.A.(Bachelor of Arts), B.Ed.(Bachelor of Education), B.B.S.(Bachelor of Business Studies), M.Ed. (Master of Education), M.B.S.(Master of Business Studies), B.I.C.T.E., B.Sc.(Bachelor of Science) and M.A.in Sociology. Although this campus is QAA certified, there is the horror of students' dropout. Most of the higher educational institutions of Nepal face student's dropouts. Previously, no researches had been conducted on students' dropout in the context of faculty of Management and Education. Therefore, this article focused on the dropout problem of J.S.Murarka Multiple Campus Lahan, Siraha. The institution tries to control dropout. On the other hand, this paper assists the parents of students to understand the internal and external causes of dropout. This article helps the stakeholders to control such problems in campus and Nepal as well.

A high dropout rate has an effect on educational system and labor market in the country. The reasons of students' dropouts are feeling of failure, loss of self-confidence, poverty, job opportunities etc. Generally, students are leaving their study by their free will. Sometimes, the campus loses potentially successful students. The UGC provides the fund on the basis of qualitative product and number of students. It is very important to find out the reality of dropouts by both campuses and the university because it is a loss for both. Psychological disengagement involves a feeling of uncertainty.

It is 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 students' behaviors and attitudes are poor. 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 of any encouraging relationships. Peer groups that unite students and campus have the potential to decrease the dropout rate (Brewster & Fager, 2000).

There are several factors such as parents, teachers, peers, economic status, and recreational activities etc. which create positive environment to engage the students in campus. This research shows that there should be favorable environment for students' motivation, good personality and academic skills in order to minimize dropout rate in campus. Students' dropout is an issue in campus level. Their engagement on study plays a vital role to control problems of dropout. They do not present in achievement test because of psychological, economical, socio-cultural, and educational problems. Campus level dropouts can be classified into three groups. They are: a. Voluntary (voluntary or forced dropouts) b. temporary (whether initial, early or late) and, c. scope (internal, institutional or from the education system) (UNESCO,2011). Subedi (2022) of Nilkantha Multiple Campus, TU wrote "Factors Influencing Dropout Rate in Bachelor's Degree at Nilkantha Multiple Campus". Similarly, Subedi (2023) wrote "Factors Influencing Students' Dropouts in Bachelor's Program in Kalika Multiple Campus, Pokhara". Berko and Morek (2021) wrote Bachelor's Degree Student Dropouts: Who tend to Stay and Who tend to Leave? Devkota and Bagale (2015) wrote Primary Education and Dropout in Nepal.

Research Problems

Students' dropout has become a great issue as well as challenge for Quality Assurance and Accreditation (QAA) certified campuses like J.S. Murarka Multiple Campus Lahan, Siraha. What are the reasons of students 'dropout in Higher Education Level (HEI)? How can be vision, mission and goal of campuses fulfilled? Risk factors for the students of higher education institution include: comparison of athletic or social performance with their peers, use of drug or alcohol, family history of depression, fear of disappointing, their poor results and career path, difficulties of adjustment among the peers, sexual assault, gender discrimination, personal stressors, lower earnings of parents, and engagement in high risk behavior.

What are the factors which help to solve the problems of student's dropout in campus level? What are the agencies which help to prevent dropouts in campus level and how? What might be the implications /suggestions to solve dropout problems in campus level? The main objective of this investigation was to explore the dropout rate in campus level and its solutions as well.

Methods and Procedures

Qualitative research design was used as the method in this article. The nature of this article is descriptive and analytical. Apart from descriptive and analytical approach, a survey research design was adopted for the appropriate analysis as well as judgment of the article. The data had been collected from both primary and secondary sources. The researcher had selected 40 dropout students where 20

students were from BBS, academic year was 2076-2080 and 20 students from B.Ed. of the same academic year. All students had been selected from J.S. Murarka Multiple Campus Lahan, Siraha. Telephone conversation as an appropriate tool had been used to communicate with dropout students to understand real problems for their dropouts. Some data were collected from administrative body of J.S. Murarka Multiple Campus Lahan, Siraha which have been shown in the table.

Results and Discussion

The students seek their admission in BBS and B.Ed. in J.S. Murarka Multiple Campus Lahan, Siraha on the counseling of their parents and relatives but psychologically they are unsatisfied. Therefore, they quit their study and search another opportunity. In addition, psychological disengagement towards study in BBS and B.Ed. is also the cause of dropouts in bachelor level. Although, this campus is QAA certified by UGC and best campus award provided by Nepalese Government in 2076 B.S. but there is student' dropout in this campus as well.

Table 1

Students' dropout in the Faculty of Management

Level	Academic Year	Enrollment	Exam appeared	Dropped	Dropped Percentage
BBS 1st	2076B.S.	308	255	53	17.20%
BBS 2nd	2077B.S.	255	219	36	14.11%
BBS 3rd	2078B.S.	219	208	11	5.02%
BBS 4th	2079B.S.	208	196	12	5.76%
Grand Total		308	196	112	42.09%

Source: Administration section, JS Murarka Multiple Campus Lahan, Siraha

On the basis of data given in table 1 that was collected from examination section of campus shows that 308 students were enrolled in BBS first year in 2076B.S. 255 students had only filled up their examination form for the final examination. 53 students had left their study in first year. Percentage of students' dropout in BBS first year was 17.20. Similarly, enrollment of students in BBS second year (2077B.S.) was 255. 219 students had filled up their examination form. Total number of students' dropout was 36 and its percentage was 14.11%. Students' enrollment in BBS third year (2078B.S.) was 219. 208 students had filled up their examination form out of 219 so that total number of students' dropout was 11 whose total percentage was 5.02%. Consequently, 208 students had sought their admission in BBS fourth year (2079 B.S.) whereas 12 students had left their study as 196 students only had filled up their examination form. Total percentage of students' dropout in BBS fourth year was 5.76%. Table 1 shows that 112 students had left the campus. The total percentage of dropout students was 42.09%.

The consequences of dropout are related to psychological factors such as feeling of individual failure, loss of self-confidence and fear of frustration as well. They are also related to economic problem, organizational problem and personal problem. The public campus like J.S. Murarka Multiple Campus Lahan, Siraha runs on the fees which are collected from the students faces a great challenge to maintain the expenditure of campus.

Dropout rate also affects to the society level especially educational system and labour market of the country. Anyway, higher dropout rates are the reasons for the instability of higher education system which affects the society as well. This instability resulting in considerable economic costs for the state and large investments in education that do not contribute the desired educational outcomes for the population(Gonzalez et.al 2007).

Table 2

Students' dropout in the Faculty of Education

Level	Academic Year	Enrollment	Exam appeared	Dropped	Dropped Percentage
BEd 1st	2076B.S.	260	200	60	23.07%
BEd 2nd	2077B.S.	200	179	21	10.5%
BEd 3rd	2078B.S.	179	161	18	10.05%
BEd 4th	2079B.S.	161	153	8	4.96%
Grand Total		260	153	107	48.58%

Source: Administration section, JS Murarka Multiple Campus Lahan, Siraha

Data in table 2 was provided by the examination section. Data shows that students 'enrollment in B.Ed. first year (2076B.S.) was 260 where 200 students had filled up their examination form for the final examination. Student 'dropout was 60 whose total percentage was 23.07%. Similarly, total number of students' enrollment in B.Ed. second year (2077B.S.) was 200 whereas 179 students had only filled up their examination form so that number of students' dropout was 21 whose percentage was 10.5%.In addition, 179 students had taken their admission in third year(2078 B.S.) where 161 students only had filled up their examination form. Student's dropout was 18 whose percentage was 10.05%. On the basis of data, 161 students had sought their admission in Fourth year (2079 B.S.). Out of 161 students, 153 students only had filled up their examination form where students 'dropout was 8 whose percentage was 4.96%. Thus, Total number of students 'dropout in B.Ed. level in the batch of 2076B.S.-

Stakeholders feel horror because of student' dropout in bachelor level. According to campus chief, It is very difficult to manage the expenditure of J.S. Murarka Multiple Campus Lahan, Siraha.

Bechard, and Hambly (1989) opine there are three indicators affecting students' dropouts: i. student related indicators ii. campus related indicators iii. family related indicators. Dropout of J.S. Murarka Multiple Campus Lahan, Siraha has been shown in the following table.

Table 3

Students' dropout using different indicators

S.N.	Indicators	No. of dropout Students	Total No. of Dropout Students (B.B.S. +B.Ed.)
1	Students Related indicators	B.B.S.-7 B.Ed.-8	7+8=15
2	Campus- Related indicators	B.B.S.-6 B.Ed.-5	6+5=11
3	Family Related indicators	B.B.S.-7 B.Ed.-7	7+7=14
Total No. of Students (B.B.S +B.Ed.)			20+20= 40

The researcher had taken interview of 20 students from B.B.S. and 20 students from B.Ed. through telephone interaction. Fifteen students belong to the student related indicators where seven students are from B.B.S. and eight students are from B.Ed. Similarly, eleven students had left the campus because of campus related indicators where six students are from B.B.S. and five students are from B.ED. Family related indicators contain fourteen students where seven students are from B.B.S. and seven students are from B.Ed.

Student related indicators (fifteen students)

Three boys of B.B.S. and Three boys of B.Ed. replied that they left the campus because they failed in first year. Two students of B.B.S. and three students of B.Ed. said that they got government job of *suba* so that they had to leave their study as they could not manage the time. Two students of B.B.S. and two students of B.Ed. told that they got early marriage so that they left the study and went to gulf countries to earn money.

It explores the dynamic process of acculturation at work in that situation where cultural pressures are ambiguous. UAE is a region with a very large expatriate working population, where individuals have to make their own behavior and attitudinal choices within social frameworks that encompass family, organization and the society at large (Molavi,2007)

Dream of the students changes after taking their admission in BBS and B.Ed. levels. By the result, they search their opportunity in different sectors. When the students seek their admission, they carry appropriate schedule but their schedule does not match the schedule of TU and its examination system as well as delay in

result. So, several students who come from poor family background leave campus education and go to gulf countries for working purpose. Some students replied on telephone conversation that they had left their campus because their academic performance was very poor because of irregular class and lack of reading materials as they could not purchase on time. When the researcher had asked with the respondents, they had replied differently. They had enrolled their admission in first year but their dream was to get the job of *suba* that is why, they were taking the class of *lokseba*. When they reached in third year, their dream was fulfilled as they became *suba*. Then they could not manage the time for the class and examination. At last, they quit their study.

There is a horror of students 'dropout in the university level which has affected in many countries across the globe as its occurrence rate is very high. It can be noted that the Organization for Economic Co-operation and Development.(OECD) indicates that 20%of students entering tertiary education do not finish their programs. This type of dropout shows that students seem to be frustrated in their life. They think they will not be successful from the academic education. They cannot manage their stress which are related to their family and campus.

Campus- Related indicators (Eleven Students)

There are various kinds of indicators related to administration, faculties, campus environment/climate, learning environment, teacher-student engagement, campus structure, vision, mission, and goal of campus as well as administrative members, which increase dropouts in campus. Wells et al. (1989) talks about administrative obstacles of students and dropouts in campus.

The respondents replied through telephone conversation which relates to this indicator. The researcher explored following influential factors on the basis of telephone conversation:

- a. Lack of sufficient counseling from faculties, administrative body and non-teaching staff
- b. Lack of scholarship for the marginalized groups
- c. difficulties to understand subject-matter
- d. Programs not suitable
- e. Inappropriate schedule of Examination and Results of T.U.

Three students of BBS and two students of B.Ed. replied that they had left their study lack of sufficient counseling from faculties, administrative body and non-teaching staff about use of academic course of B.B.S. and B.Ed. The students of B.Ed. said that there was burden of practical examination in B.Ed. The teachers did not co-operate properly for the practical activities. Students of B.B.S. said that Campus administration, faculties and non-teaching staffs should play positive role

towards students to control students' dropout. Receptionist should keep all the records of students. When any students are absent, she should immediately contact with them and inform to the administrative members.

Hutt (2011) states 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.

Thus, main causes of students 'dropout related to campus indicators are lack of academic support, proper feedback, counseling, motivation and encouragement.

One student of B.B.S. and two students of B.Ed. replied that they had sought their admission in first year. In the beginning they were very interested on their study. They had bought textbooks and other materials. Some teachers were following teacher -centered method. They did not care properly. The students were compelled to follow the discipline. They did not adjust in that environment. The seniors suggested them to prepare for government job. Therefore, they had quit their study and went to Kathmandu for preparation of *Lokseba*. The main causes of dropout explored from campus -related indicators were lack of student-centered method, academic support, proper encouragement, motivation etc. Two students from B.B.S. and one student from B.Ed. replied that they sought their admission in first year with high dream but inappropriate schedules of examination and results of TU frustrated them. That is why, they had left their study and started their business. Same student of B.Ed. had told that he enrolled in B.Ed. first year. He took the final examination of first year and second year as well but he passed two subjects in first year and three subjects only in second year. That is why, he left his study and went to Japan on study visa.

Family Related indicators (Fourteen Students)

From telephone interaction, the researcher found that family related factors are:

- a. Poverty
- b. Illness of family members

Five students of B.B.S. and five students of B.Ed. had enrolled their admission in first year having a dream to become a good teacher. They were the eldest among their siblings. Their fathers were simple farmers who could not manage the expenditure of family. Their mothers were housewives. Their fathers had to marry to their elder sisters where handsome amount of dowry was needed. Their fathers were always talking about their tension related to poverty among the family members. Sometime they could not sleep properly at night. So those students thought it was better to support their father by doing a job. That was why; they left their campus and started to work. Family related problems affect very much on the

education of students. Several students quit their study because of family related indicators. Two students of B.B.S. and two students of B.Ed. replied that their parents' health condition was not good so that they had to control all the activities of home. They had to send them to the hospital time and again. Finally, they came to conclusion that it was better to quit their campus and look for a job so that their family could run smoothly.

Apart from above mentioned problems, there some other influential factors related to family were:

- a. Lack of psychological support
- b. Lack of motivation and encouragement
- c. Separation between /among family members
- d. Work opportunity in the foreign land especially gulf countries
- e. Falling in love by the students
- f. Increasing drug -abuse in society

Most significant factors that affect the students' dropout are students related factors, Campus Related Factors and family related factors.

Conclusion

This journal article has highlighted the marginalized and middle class of students who are reading in this campus. Several students belong to the disadvantageous groups who change over time as per need and problems arisen in their life. In the context of higher education, students' dropout has become a great problem. It is found that most of the students quit their study because of student related indicators, family related indicators and campus related indicators. There is horror of students' dropout in this campus as the result shows that 42.09% of the students' dropout in BBS and 48.58% of the students dropout in B.Ed.

No doubt, poverty, low-family status, diseases, foreign employment, migration to host lands for further education, socio-cultural status are the reasons behind students' dropout. Students' dropout has created horrible situation in campus.

Dropout rate is very high in bachelor level. That is why; stakeholders must take this issue as a great challenge. They should try to solve this problem by finding the real problems. There is the urgent need of alternative mechanism who will find-out the realities of dropout to be immediately solved. Thus, reasons of students' dropout relate to students themselves, their family and campus. Students' dropout is an issue in campus level. To solve dropout problem, motivation plays an important role to make the academic successful. No doubt, teachers are the leading resources to control dropout problems by motivating the students. However, dropout rate has challenged the educational sectors for sustainability to their teaching staff, curriculum structure and resources as well.

Remedial actions are needed to control students' dropout. Campus should provide scholarships to those students who belong to the marginalized groups. Government should manage education loan and part-time job opportunity so that the students complete their higher education by doing a part-time job. Stakeholders such as parents, faculties, campus administrators, non-teaching staffs, education ministry, local government, province government and central government should make a commitment to eradicate the problems of dropout. The students, parents, speech community, and society should also be made aware to control dropout problems. Students' supportive programs such as student placement should be implemented properly to help the students in campus. Freshship, scholarship, tutoring and extra classes should be properly managed.

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