An Analysis of Students Dropout in Sociology at Dhawalagiri Multiple Campus, Baglung

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Abstract

The main aim of this paper is to investigate the factors influencing the dropout rate at Dhawalagiri Multiple Campus. Similarly, it aims to explore the reasons behind students' dropouts. A survey research design was used to describe the dropout rate. 26 respondents were selected through purposive sampling. Telephone, Messenger, Viber, and WhatsApp interviews were also used for collecting the required information. Assistant campus chiefs, department heads, and the chairperson of the Free Student Union's views were interviewed. This study is based on factors associated with dropout, such as age, gender, marital status, position in the number of siblings, health problems, family environment, fulfilled expectations, family and personal obligations, motivation in relation to the teaching and learning process, self-regulation, and time management. Beside these, family, community, college, and national education policies This study found that there are student-related indicators, campus-related indicators, family-related indicators, and socio-economic and cultural-related indicators. There are several reasons for dropping out of DMC. The main reasons for dropout, as explored by family-related indicators, were a lack of financial support from home and different family problems. The student-related indicators were their low academic achievement in examinations, irregularity in class, and willingness to go abroad; the campus-related indicators were a lack of academic support, feedback, motivation, and encouragement from teachers, a delay in exam results, and problems with institutional information systems. The implication of this study is to solve the problem of dropouts in the development of higher education programs in Nepal. This article will be helpful for academia, researchers, and planners.

Keywords: Dhawalagiri, dropout, foreign job, higher education policy, sociology

Introduction

Dropout is a global issue at present. Any student who quits college for any reason before graduating or completing a program of study without transferring to another elementary school is considered a dropout (Bonneau 2006; Devkota & Bagale 2015). Without a degree, students who leave college early face serious consequences for themselves, their institutions, and society (Hallsten, 2017). Although it impacts all levels of education, its rate is high. The dropout rate has become a global phenomenon, and it affects higher education in all universities around the world (UNESCO, 2004). One of the interconnected challenges, the dropout rate, will undoubtedly make it difficult to achieve (Education for All, 2015). That is why, since the early twentieth century and particularly

since the 1970s, higher education institutions have studied the types of dropouts, their causes, and their repercussions. The number of university

constituent campuses has increased to 137 as the number of colleges has increased. In contrast, there are 508 communities and 780 private institutions that are associated with universities. As a result, the total number of colleges has risen to 1425. Due to a shortage of quality education and possibilities to pursue technical courses, the number of students leaving the nation in quest of quality education and subsequent jobs is growing. According to records, 60,000 students left the nation to pursue higher education elsewhere (UGC Annual Report, 2021). A high dropout rate is the main problem in Nepal.

The Human Development Report 1998 states that the following are the most significant causes of dropout: In the case of students, dropping out reflects learning factors such as emotion, cognition, and motivation, among others (Hallsten, 2017), which have long-term effects on a variety of issues, particularly in terms of how well they perform at work (Sosu & Pheunpha, 2019). For the family, the understudy's

dropout represents a sunk expense because of the costs caused to cover the investigations, which won't ever be recuperated, as well as the destruction of or inability to construct long-term social capital that permits modifying the educational and socioeconomic future conditions of the family (Ghignoni, 2017).

There are numerous points of view on the reasons impacting dropout rates in higher education in Nepal, sparking a discussion about whether higher education should be delivered in an open learning format or not. College education should be skill-based or technical in nature. Only if the government, universities, and campuses can do more to build a golden future and the country by learning lessons from the activities of the past can more refined, meaningful, result-oriented, and practical research be done according to the changing times (Panta, 2076). Dropouts in higher education can occur for a variety of reasons. For example, students make decisions to attend college based on limited information, and some students on the verge of college enrollment may require college education to gain additional knowledge (Bonneau 2006; Devkota & Bagale, 2015). Alternatively, students may encounter unexpected shocks throughout college that force them to leave early. Failure to complete a degree, on the other hand, may have a detrimental impact on student results. Lots of learners arrive at university with high aspirations for success. Unfortunately, many of them face challenges or problems that force them to drop out rather than graduate. Academic success is one of the most important elements affecting students' decisions to leave university (Subedi, 2022).

Dhawlagiri Multiple Campus is a constituent campus of Tribhuwan University and a leading higher educational institution of Gandaki province, Baglung district, established in 2019-Bhadra 2 (1962-08-18 A.D.). DMC is a college in Baglung Bazar that offers a variety of education and services to help locals improve their living conditions. Because it is located in the middle zone, the majority of the impoverished pupils benefit from low-cost amenities (Panta, 2070). Many individuals can find employment as bureaucrats, teachers, attorneys, lecturers, social workers, politicians, administrators, soldiers, business people, farmers, councillors, NGO leaders, journalists, researchers, vocalists, artists, bankers, sales staff, writers, singers, and so on. The campus is gradually contributing to numerous areas, creating career possibilities for many individuals (Panta, 2078).

It has been offering various programs like Master of Humanities and Social Sciences, Sociology, Anthropology, Nepali, Master of Education (M.Ed.) in Curriculum, Nepali Education, and English, Master of Business Studies (MBS), Bachelor of Arts (BA), Bachelor of Education (B.Ed.), Bachelor of Business Studies (BBS), and Bachelor of Science (BSC), and Bachelor of Business Administration (BBA) in various subjects. There are 2056 students at this college, but the dropout rate is increasing every year.BA (2035): The Bachelor of Arts is a 4-year program (since 2076 BS). DMC offers English, Nepali, Economics, Sociology, Anthropology, Mathematics, History, and Political Science as the major (optional) subjects. B.Ed. (2051) Bachelor of Education is a 4-year program (since 2072 BS). DMC offers English Education, Nepali Education, Economics Education, Health and Physical Education, Mathematics Education, History Education, and Political Science Education as the major and minor subjects. One-year B.Ed. (2060): The 1-year Bachelor of Education is a 1-year program. DMC offers English education, Nepali education, economics education, health and physical education, mathematics education, supervision and administration education, history education, and political science education as the major subjects. BBS (2058) The Bachelor of Business Studies is a 4-year program (since BS 2072). DMC offers finance, marketing, accounting, and general management streams as concentration areas in the fourth year. B.Sc. (2068): Bachelor in Science and Technology is a 4-year program (since 2070 BS). DMC offers physical and biological groups under science and technology. BBA (2075): The Bachelor of Business Administration is a new program on this campus, launched in 2075. It is a semester in a program with eight semesters. DMC offers a finance and marketing stream as a concentration area.

MA Sociology and Anthropology (2059 BS (2003, AD). The Master of Arts in Sociology and Anthropology, or MA Sociology or Anthropology, is a postgraduate course in sociology or anthropology that has a total duration of 2 years, divided into 4 semesters. This course focuses on the study of society, social development, and related components of the history of social and humanitarian development. A separate department of sociology and anthropology has been formed, and apart from undergraduate and postgraduate courses, seminars, symposiums, and interactive discussion programs are being conducted by this department from time to time (Panta, 2076). MA Nepali (2060), the Master of Arts in Nepali, is a two-year, four-semester course at Tribhuvan University under the faculty of humanities and social science. The course is taught on a semester system. This course focuses on the literary works of Nepali writers, literary trends, and literary theory. M.Ed. Curriculum and Evaluation (2066). The Master of Education (Curriculum and Evaluation) is a two-year program divided into four semesters. This program focuses on professional and pedagogical core courses and specialization courses. Specialization courses include curriculum and evaluation, educational

planning, and management. M.Ed. Nepali (2066) The Master of Education in Nepali is a two-year, four-semester course at Tribhuvan University under the faculty of education. This course focuses on the pedagogical aspects of Nepali literature, literary trends, and theory. MBS (2068) The Master of Business Studies (MBS) program is a two-year, four-semester course at Tribhuvan University under the Management Faculty. This course focuses on marketing, financial, and entrepreneurial concepts. The MBS course in DMC offers finance, marketing, and accounting as concentration areas. M.Ed. English (2079) is a two-year program divided into four semesters. This program focuses on literature, linguistics, professional and pedagogical core courses, and specialization courses.

The study of how individual experiences and social institutions influence education and its outcomes is known as the sociology of education. Schooling is worried about all types of instruction. For example, the

demonstrated that class stratification and racial and sexual discrimination were reflected in college patterns rather than challenged. The humanism of schooling is a part of the review and is extremely supportive in tracking down the connection between social science and training.

Conceptual Framework
College Dropout at DMC Sociology

There are various variables that cause dropout, such as age, gender, marital status, position in the number of siblings, health problems, family environment, fulfilled expectations, family and personal obligations, motivation in relation to the teaching and learning process, self-regulation, and time management. Beside these family, community, college, and national level variables, the researcher focuses on the following:
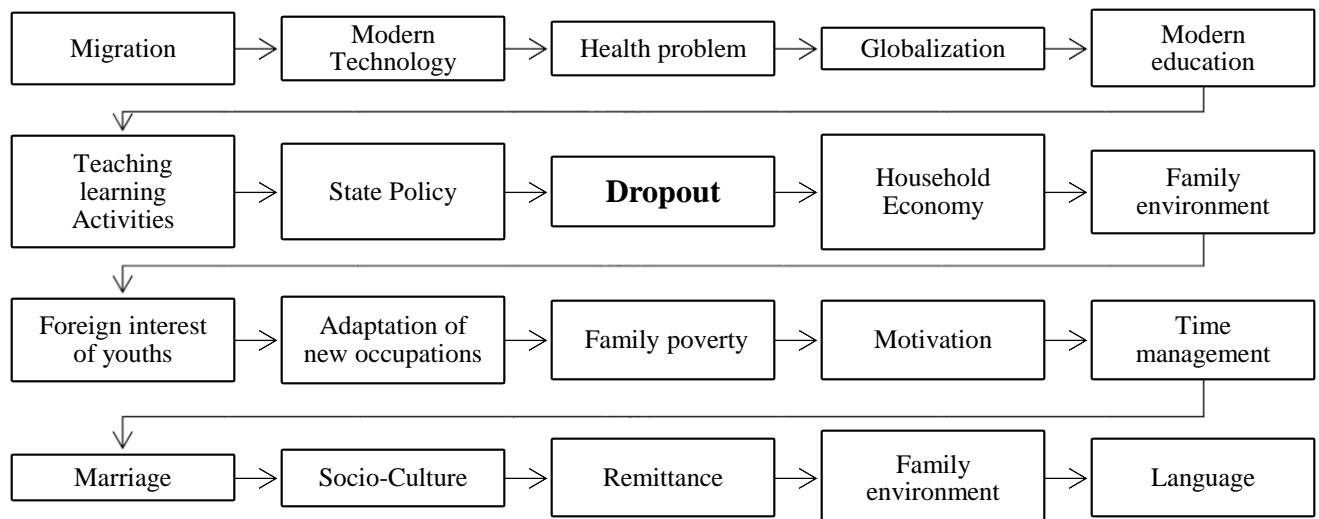
formal and casual school systems of present-day modern social order.

It is a relatively new field, but the great sociologists Max Weber and Emile Durkheim were the founders of educational sociology (Swedberg & Agevall, 2005). There, an individual's first responsibility is to look like everyone else, not to have any personal convictions or behaviors. The number of necessary likenesses is decreasing in more sophisticated civilizations, although ethical failure is still indicated by the absence of some likenesses (Durkheim, 1933). *The*. Considered to be the beginning of the sociology of education, Emile Durkheim's work on moral education as a foundation for social solidarity. Numerous sociological studies have been conducted on the topic as a result of this interest. Numerous societies' statistical and field studies revealed a persistent link between social class and achievement, suggesting that education could only achieve limited social mobility. Sociological research

Methodology

The researcher is very keen to undertake this study and take up this challenge to investigate specific issues from the perspective of students who left campus without completing their studies. This research was carried out using qualitative and quantitative methods. Research design. Therefore, the nature of the study was descriptive and analytical. A descriptive approach to research had been taken to describe the dropout rate in bachelor's and master's degrees. A survey research design was judged to be the most appropriate for the study. For this study, I collected data from both primary and secondary sources of data and information. The total number of dropouts in this subject is 31 percent. 26 dropout students were the primary source of data. The researcher selected 4 males and 10 females in total as dropouts from bachelor's degree programs and 4 males and 8 females in total 12 respondents from master's degree programs

at Dhawalagiri Multiple Campus as the sample for this study. Telephone, Messenger, Viber, and WhatsApp interviews were used as tools for collecting the required information. As the collected data and information were qualitative in nature. The data and information have been analyzed descriptively. As per the need, some of the related data has been presented in the table and graph. Thus, systematically collected data were analyzed, interpreted, and presented descriptively.

Findings

Factors that Cause Students to Drop Out of College

According to research, a variety of factors work together to influence how and why students drop out of college. In light of the fact that attending college may entail a variety of upfront and hidden costs, household income is found to be an important factor in determining access to education. College fees are one example of a cost that must be paid up front, while more obscure expenses include costs associated with uniforms, travel, equipment, and the opportunity costs of sending a child to college.

Hunt (2008) listed three primary factors that contribute to dropout rates: lack of access to education, inadequate facilities, overcrowding in classes, improper language of teaching, teacher absence, and safety concerns for female students in schools. The idea of poverty is viewed as having several facets, including economic, social, and political components. It also interacts with other societal disadvantages.

Influence of Foreign Jobs and Remittances

This time, the influence of foreign jobs and remittances is high in Nepali society. Drawing on some points and understanding, a few points will be raised. There are differences between paid and unpaid work; a means of earning money, such as helping with the house or making money. It is essential to note the difficulties in determining the causality of such intricate and household-specific decisions and characteristics, particularly when factors interact. For this situation, research shows neediness, orientation, area, family instruction levels, family pay levels, and the need to prepare frequently to communicate with youngsters' work to impact a child's schooling.

Migration

Although the term "globalization" was initially used for economic purposes in the 1960s, it only became popular in the 1990s. It became a catchphrase and covered several social, cultural, and economic processes. Although a precise definition of globalization is still lacking, Allen and Thomas (2000, p. 348) believe that it is a process that involves a change in the spatial organization of social relations and transactions and can be evaluated in terms of their extent, intensity, velocity, and impact. Similar to how (Douglas, K.& et. all, 1997) described it, globalization is the improvement of capitalism markets, social relations, commodities, technology, cultural forms, and ideas. Migration can be connected to both expanded and diminished instructive open doors (Hashim, 2005). For instance, students may move to urban areas to get an education, but they may also do so to get paid work, which may limit their educational opportunities. Understudies living in metropolitan regions or without a long-lasting home might move much of the time, frequently leaving college. Movement might impact interest for understudies and, in this way, be exciting. As a result, students frequently skip college in rural areas with a high rate of rural-to-urban migration in order to relocate to urban areas.

Worldwide Effects of COVID-19

Out of the 26 respondents, five left college due to COVID-19. It impacted households and communities as well as public spending. The students' education is being impacted by health and financial issues. Given the extent of public and confidential spending, the worth of training in terms of quality and importance is presently a matter of general concern. The government is committed to providing all students with relevant and high-quality education through earnings and study programs. The nation will benefit in the long run if all students' complete higher education.

TU and Campus-Related Causes

Factors related to college and teaching learning activities for college dropouts are the educational causes. In a field visit, it was found that the respondent left the college after failing the exam. The question asked in English was one of the problems. Late exams and results were another main reason for this problem. Although students understood the importance of education, money became more valuable than education, and they left college for a foreign job. Students are required to attend college to get a running certificate. Here are some excerpts of the respondents:

I am Binita Sharma (name changed). I am 32 years old. I have two children, along with my husband and me. I was studying for a Master's degree in sociology. I passed the first semester, but due to a foreign job, I left college. It was very difficult to manage life due to a lower income. There are no good regulations for providing job opportunities in Nepal. As I had to complete my household work, I was always under pressure. Later, I was not interested in studying and left college.

I am Suman Shrestha (name changed). I am 32 years old. I am a government officer. I was admitted to sociology. I was very interested in

studying, but I transferred from Baglung and got a job. Although I have tried to manage, it has been very difficult due to office work. I couldn't manage the online class either.

Master's degree in Sociology students, those who completed the first semester but dropped out owing to a foreign job because of our small income, found it extremely tough to manage our lifestyle. In Nepal, there are no good rules for creating work opportunities. Thus, people are always under pressure to fulfil their basic needs. So, students are not interested in studying and drop out of college. In some of the cases, although students were highly interested in studying, they were transferred from Baglung and began working in other areas. Despite efforts, it was really tough to manage owing to office duties; they couldn't even manage an online class.

Higher Education Policy

In the semester system, the students should be regular and he /she has to attain 80 percent but due to poor economy, they cannot be regular. So, they left college. Although, Higher education (HE) is an indication of the country's economic and social growth. It contributes to the preservation and development of the nation's historical and cultural heritage. Similarly, it aids in the production of a competent workforce in a global environment and fosters research in many fields of education. According to the Government of Nepal's multi-universities strategy, eleven universities and six academies, which are comparable to deemed universities, are now in operation (UGC Annual Report, 2018/19). The budget for education is smaller. The existing Education Act will be amended in accordance with the budget speech, with an emphasis on promoting technical and vocational education. The government's policy of merging colleges with the fewest students and closest to each other was stated in its fiscal year.

Motivation and Engagement

It is a notion that arose from the work of motivation researchers Edward L. Deci and Richard M. Ryan in the 1970s and 1980s. According to motivation theory, psychologists have undertaken research on motivation in order to learn more about human behaviour. Throughout these experiments, they discovered techniques to both encourage and eradicate undesirable behaviours. These studies have been utilized by educational psychologists to gain a better understanding of what drives students to study. Extrinsic motivation is defined as a desire to perform in exchange for a reward or a certain consequence (Huitt, 2011). Educators frequently aim to discover as much as they can about student motivation and engagement in order to enhance student accomplishment.

With the advent of democracy, the periodic plans mentioned that the objective of education is to make students literate with the ability to read and write, do basic computations and develop habits of healthy living (NPC, 1992). High female enrolment was extended in order to attract girls to regular college attendance without dropping out. Behavioural engagement is another factor that is linked to 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.

Economic Related Causes

This is a big part of keeping people from going to college. How families manage pay shocks is one of the main pressing concerns. Vulnerable households can withdraw college students as a coping strategy to deal with income shocks, frequently in order to work, save money, or free up other household members for work,the stages at which students withdraw from college as a coping mechanism may vary. There are likely to be a number of coping mechanisms utilized by the household, e.g., borrowing money, using assets in the house, and asking for help. The decision-making processes of households are likely to be influenced by whether or not they have access to these. Students may be forced to leave college as part of a household coping strategy where these possibilities are not present because it is difficult for the household to protect itself from external shocks. The development of education is directly affected by the economic condition of students in society. On field visits, most of the respondents found that they left college because of poverty and an expectation of a higher salary. Parents did not care about their students' education because they had to send more students from the same family. Here are some excerpts of the respondents:

I am Bismita Thapa (name changed). I am 29 years old. I have a child. I was studying for a Master's degree in sociology. I passed the first semester, but due to being appointed as a teacher outside the district, I left college. It was very difficult to manage life due to living apart from family. There are no good regulations for providing job opportunities in our own area of Nepal. As I had to complete my household work, care for children, and fulfil teaching duties. I was busy all the time. I didn't have enough time to study, so I left college.

I am SujitaRegmi (name changed). I am 35 years old. I have two children, along with my husband and me. I was studying for a Master's degree in sociology. I had a job, but due to COVID-19, my

husband lost his foreign job and returned to Nepal. According to a family decision, I left college for business and education for our children. It was very difficult to manage daily life due to reduced income and high expenditure. There are no good regulations for providing job opportunities for youth in Nepal. As I needed to do my household work along with business, I left college.

Dropping out can have both financial and social repercussions. Because the students who do not graduate on time (or at all) when they receive public funding consume valuable fiscal resources, which in many cases are not recoverable" (The World Bank, 2017, p. 14), the materialization of student dropouts represents damage to the resources made available by the state in this sense. On the other hand, dropping out of school prevents the benefits of higher education from being fully realized because it makes it impossible to raise the population's average income, boost economic productivity (Cristia& Pulido, 2020).The first semester passed and students also dropped out becauseit was quite difficult to handle life. In Nepal, there are no good rules for offering career opportunities in one's local location. As they have to do housework, care for children, and fulfill my teaching duties.

They dropped out of college because they didn't have enough time to study.This effect is particularly severe for underprivileged children and their families due to interrupted learning, poor nutrition, childcare issues, and subsequent financial burden on families who are unable to work (Sapkota, 2020). Likewise, due to COVID 19, members lost foreign jobs and returned to Nepal, where their lifestyle became difficult and they dropped out of college to work for themselves and their families. Income to be generated from the farm land is more important for her family than education. She spends most of the time taking care of her farm land, and working along with her parents is part of her daily routine.

Family and Social Related Causes

The family and societal causes of dropout are another cause of dropout. The need to help parents with household activities is the main family and societal cause of dropouts. Here is an example of a respondent excerpt:

My name is Chhalimaya Pun (name changed). I have one brother and two sisters. My parents used to make a living mainly by working for others. We have a small piece of land, which is not enough to feed our family. I was admitted to college, but I couldn't be regular. My father and mother now had to go out. I have to look after household activities in the absence of my father and mother, so I became irregular in my classes. Because of her involvement in household activities, I could not manage to get to college on time. I started to think about my brother and sister instead of my education. Finally, I married a neighbour.

In the absence of the father and mother, they are responsible for domestic tasks. She was unable to join in the duel duties. They began to focus more on caring for their brothers and sisters than on their studies. Similarly, marriage involving life-sustaining activities and early marriage are also causes of college dropouts. Through discussion, it was identified that the causes of college dropout were poverty, lack of value of education, marriage, failing in the examination, the need to care for their kids, the need to perform household activities, and income-generating activities. Parents were not interested in education due to the influence of remittances. Here is an excerpt from a respondent:

My name is Shusila Pun (name changed). I was admitted to sociology at the master's level at DMC. While studying, I used to get my parents' support, but after marriage, I couldn't get a chance to study due to household work. As a female member, I have to prepare meals daily, along with other daily tasks. After completing work, I don't have enough time to study. I left college, although I have a desire to study.

They were admitted into the sociology master's program at DMC. While studying, the student had the support of her parents, but after marriage, she was unable to study due to family responsibilities. As female members, they are responsible for dinner preparation as well as other everyday tasks. They didn't have enough time to study after completing work, so they increasingly dropped out of college. These are examples of dropouts, like students at DMC and Baglung. The COVID-19 disease has a direct impact on the nation's economy, educational system, cultural and religious life, as well as peoples' psychological well-being. It widens the wealth and poverty divide, the haves and have-nots, domestic violence, frustration, and suicide rates. The community's social ties are weakened as a result. (Sapkota, 2020).

The students' dropout is due to poverty, marriage, national and foreign jobs, migration, after bearing children, family causes, results, delay in exams, COVID-19, and vulnerability, as well as the harsh conditions in societies where state mechanisms are not fully protective towards the citizens.

Livelihoods Related Causes

Most of the students at DMC Baglung are from a subsistence livelihood. Students at DMC Baglung depend on agriculture, but remittances have become a major source of cash for the majority of households. Off-farm activities are limited as agriculture has not been commercialized. Seasonal and off-seasonal vegetable and fruit cultivation is also limited to household needs, though some farmers are trying to develop them on a commercial scale. There are a lot of sources of water, but most of the land is dry, so agriculture is rain-fed. Livestock is closely associated with agriculture. Fertilizers can be supplied by livestock. Though using chemical fertilizers has become common, most students at DMC Baglung use fertilizer from livestock.

Other causes

Factors that cause students to drop out of college, whether family-related, student-related, or campus-related, should be put in the finding section as discussed, such as lack of financial support from home and different family problems; low academic achievement in examinations, irregularity in class; and willingness to go abroad; and lack of academic support, feedback, motivation, and encouragement from teachers; a delay in exam results; problems with institutional information systems; and more specific issues you found during your study. Students' burden of household work; irregular college procedures; education's perceived lack of relevance; ignoring one's native tongue in college; At DMC Baglung, the primary causes of dropout are unemployment, a lack of economic activity, marriage and childbearing, caste and ethnic discrimination, migration, transformation, health issues, and foreign employment.

The variables related to this determinant are age, gender, marital status, position in the number of siblings, health problems at the time of enrollment at the college, family environment, fulfilled expectations, family and personal obligations, motivation in relation to the teaching and learning process, self-regulation, and time management. Among the variables related to this determinant is the stratum, the employment situation, the economic income of the family nucleus and of the student, the economic dependence, and the macroeconomic environment of the country.

Respondents Arguments on Causes, Effects, and Solutions of Dropout

Respondents were asked to describe the root reasons and solutions for the dropout issues affecting DMC students. The participants discussed a variety of reasons why dropout rates are rising. The following topics have been considered in regard to the causes:

Although there are humanities studies in the resource schools, there is no knowledge in that direction. All fields on the humanities side can also be entered from other fields. Because of easy employment, students study other programs as a fashion but do not complete them due to a lack of knowledge about the importance of this faculty. It is Peer's job to bring in the people needed by society from outside. Having studied science at the highest level, even in public service or other commissions, even if they get the name, they don't have the strength to work. Student's background; lack of diligence; due to the lack of all responsibility in reading; As the rate of enrolment for going abroad has increased. Student's background; lack of diligence; due to the lack of all responsibility in reading.

At present, there seems to be a feeling that something should be done. Providing information about faculty; conducting faculty-oriented causal programs, attracted to this college for academic merit and knowledge rather than studying in other faculties. Conducting an orientation program for the students in the resource school together with the teaching staff and the administration b. Discuss plans to increase students in the faculty; c. Inform the dean of this faculty. To effectively present all the subjects in the faculty, everyone in this area should act by remembering their responsibilities (Hari Prasad Pandey, personal communication, December 22, 2022).

Although there are humanities studies, there is no knowledge in that direction. Studying other programs as a fashion but not completing them. Due to a lack of knowledge about the importance of this faculty. Having studied science at the highest level, even in public service or other commissions, even if they get the name, they don't have the strength to work. The main problem at present is that fewer students are enrolled in this faculty compared to other faculties, the students who are admitted every year leave the college, and the results of the students who are studying are not coming as expected. As the rate of enrolment for going abroad has increased, enrolment's background, student's background, a lack of diligence, and a lack of reading responsibility have increased. To increase the number of students in this faculty and to increase the attractiveness of students in the faculty by achieving written results, providing information about faculty, and conducting oriented causal programs, students should be attracted to this college for academic merit and knowledge rather than studying in other faculties.

In order to increase the number of students in the Faculty of Humanities and Social Sciences, to maintain academic quality, and to achieve the written

results, conduct an orientation program for the students in the resource school together with the teaching staff and the administration, discuss planning to increase students in the faculty, inform the dean of this faculty, and effectively present all the subjects in the faculty.

The lack of students in the humanities is a problem in Nepal's education sector. This is a problem for society and the entire nation. There are various causes of this problem. Unable to connect education with employment and a lack of time and resources for obtaining higher education, which is increasingly expensive and requires wandering in search of opportunities after studying, in the social structure of Nepali society, due to the effects of equal opportunities, access, and pressure, there is a need to migrate qualified and competent students. Due to the financial situation of the family rather than their education, they are forced to go abroad in search of suitable opportunities for money. To make this subject good, it is necessary to pay special attention to the curriculum and teaching. To solve the current problem, it is not enough to be good on one side; it is necessary to instill interest in students to guarantee a bright future with a livelihood. Lack of students is a common problem for all of us. Emphasis should be placed on research work for theoretical and practical knowledge. Linking on-site study with internal examination, possible opportunities, and employment, concerned organizations should support as much as possible, understand the needs of the students, and work. Creation of a curriculum that combines the identification of timely subjects with practical and practical knowledge (Dilli Raj Gautam, personal communication, December 23, 2022).

Humanities students are less prevalent in Nepal's educational system. Unable to connect education with employment and a lack of time and resources for obtaining higher education, which is becoming increasingly expensive, and having to wander in search of opportunities after studying, in the social structure of Nepali society, there is a need to migrate qualified and competent people, and there is a study of students. It is not enough to be good on one hand to fix the current situation; it is also vital to develop desire in pupils in order to ensure a bright future with a living. A prevalent issue for all of us is a lack of pupils. The administration of subject matter by skilled, qualified, and experienced academics is emphasized.

The variability of time reference with globalization, diversification of the subject to be studied, increasing attraction in the field of universities, technical subjects, and the possibility of employment opportunities put emphasis on the process of specialization rather than general studies in Nepal. Multi-university, the process of globalization, as there are short employment opportunities in skills, professional, and technical subjects according to interest and ability, the process of attraction towards them is increasing, as a result of which the country's political, social, geographical, and historical subjects will be overshadowed. Thus, these issues negatively affect the production of skilled leadership and administrators for the nation, nationality, and country.

It would be better if students started looking for suitable opportunities earlier than during their studies. It is not enough to be good at both teaching and learning. If the student also has an interest in reading and there is a guarantee of a bright future, then the teacher should also have subject competence. In this, both the reader and the teacher should feel interest in and responsibility towards the profession. Emphasis should be placed on research work for theoretical and practical knowledge. The system of rewarding the good and punishing the wrong should be done in full compliance with the rules and regulations of Trivika, including on-site study, the conduct of internal examinations, potential opportunities, and employment. Institutions should also support as much as possible, understand the needs of the students, and focus on creating a curriculum that connects the subject with scientific, practical, and theoretical knowledge (BishowBandhu Adhikari, personal communication, December 24, 2022).

The uncertain nature of time with reference to globalization, the variety of the subjects to be studied, increased interest in the field of universities and technical disciplines, the prospect of career possibilities, and the focus in Nepal on the process of specialization rather than broad study In the multi-university globalization process, as there are short employment opportunities in skills, professional, and technical subjects based on interest and ability, the process of attraction towards them is increasing, as a result of which the country's political, social, geographical, and historical subjects will be overshadowed. Thus, these issues negatively affect the production of skilled leadership and administrators for the nation, nationality, and country. It is not enough to be good at one aspect of teaching and learning if the student also enjoys reading and if there is a guarantee of success. In the future, this subject will focus on identifying and promoting potential job locations. The focus is not only on the academic side but also on practical knowledge gained via course extra-curricular activities, research, and trained, experienced lecturers.

There are a majority of teachers who have studied at the Faculty of Education at the college level. The job of teacher at the local level will be increased, and a license will be required for that. Humanities at the university level should not be divided into groups and should be taught. Areas where graduates of the humanities can get guaranteed jobs in various areas We need to explore its importance in local areas and at the secondary level. It is a big problem if there is no solution to the problems of the related fields. To study the depth of any subject, to analyze, and to research Learning is based on prior knowledge.

The content of the curriculum and the level of learning of the students are not consistent. Not being motivated to go towards the humanities faculty for secondary level subjects, especially in rural areas related to education and commerce, subjects are chosen accordingly at the higher level. Being a student in other faculties and seeing the competition and fun atmosphere, not being motivated when seeing the room in their class, and this subject not having a fixed and safe sector of employment Human nature can also gravitate toward crowds. On the other hand, when students with high ability study science and commerce subjects in class 11, after that, there is a competition for learning abroad and less than 25 or 30 numbers in the class.

Inquisitiveness and questioning, fewer habits of reading at home, and the habits of mobile, etc., can also be reasons. After reading this topic, if this field is sure, some positive steps can be taken, but it is not enough. When they come to the classroom, they come with eagerness to learn, and once they come to study at home, they do homework, they read repeatedly, and the professors present themselves easily to the students. First, change them from within and make them active learners. Using a simple manner and simple language style and materials Parents should provide full supervision regularly. The campus will establish contact with the parents to add appropriate environmental professors and disruptive policies. (Bijaya Raj Pant, personal communication, December 26, 2022).

The majority of instructors are graduates of the Faculty of Education at the college level. Not being motivated to go to the humanities faculty for secondary level subjects, especially in rural areas related to education, and commerce subjects are chosen accordingly at the higher level; being a student in other faculties and seeing the competition and fun atmosphere; not being motivated when seeing the room in their class; and these are just a few examples. The person does not have a fixed and secure source of

income. To make the students feel as though they have come to learn to read and organize the essential textbooks on their own and to complete them using an insufficient library. When they enter the classroom, they are eager to learn, and when they return home to study, they complete homework and read constantly, and the instructors readily offer themselves to the students.

At present, many faculties and many subjects are being admitted by universities. Therefore, more than in the humanities, student attraction is increasing in the subjects of other faculties. It seems that the students are attracted to subjects other than humanities, while technical subjects are easier to find jobs in at home and abroad. At the present time, since students' thoughts are abroad, it seems that humanities are not among the students' choices because they can study abroad in other faculties than humanities, such as science, management, etc. While the study of the humanities and social sciences provides comprehensive information about the country, society, culture, economy, etc., it has been seen that the investment of unmarried people is wasted if they leave college without completing it.

The troublemakers seem to be moving abroad. Now the teaching method is widespread. The use of technology in teaching has increased. But where there is no technology- and problem-friendly teaching, the results are not as required. Nowadays, it seems that the interest of the students is not even in studies, but because they only think about how to go abroad, some of them are enrolled only to get a transfer certificate. The first condition should be the guarantee of employment; then the unemployment rate of the unemployed will decrease and the rate of graduation will increase.

The university should publish the exam and results on time. Emphasis should be placed on the use of technology in reading and its development among students. The state and employment agencies will create and increase employment, and institutions and professors in the teaching profession will make every possible effort for quality education. Increasing the use of technology in teaching (Govind Prasad Sharma Kandel, personal communication, December 26, 2022).

More efforts to encourage internal examination attendance through awareness campaigns, the use of technology, and building relationships between professors and students will be positive. To make the students feel that they have come to learn to read and arrange the necessary textbooks by themselves and complete them through the use of the inadequate library. More efforts to boost internal examination attendance through awareness campaigns,

technology, and relationship-building between professors and students will be beneficial. To make the students feel as though they have come to learn to read and organize the essential textbooks on their own and to complete them using an insufficient library. When they enter the classroom, they are eager to learn, and when they return home to study, they complete homework and read constantly, and the instructors readily offer themselves to the students. As a result, student interest in areas besides the humanities is growing faster. Students appear to be drawn to disciplines other than the humanities, while other and technical subjects easily find jobs both at home and abroad.

Tribhuvan University is an old university of the country with a glorious history. There are various campuses scattered all over the country, among them the Dhawalagiri multiple campus, which is emerging as an educational destination in Gandaki Province. Dhawalagiri, established in the year 2019 after receiving affiliation from Tribhuvan University, is playing an important role in producing the educational personnel that is necessary for the whole country. It has not been long since Nepal got the right to read and write after a long struggle, but lately, it seems that ordinary students have not taken the issue of education that seriously.

This problem is seen as an educational problem not only in Dhawalagiri Multiple campuses but in the entire nation. Recently, the dropout rate of students at Dhawalagiri Multiple Campus seems to be increasing. In an underdeveloped country like Nepal, the dropout rate of students is increasing due to the high cost of education. The inability to connect education with employment, no guarantee of employment even after education, and the unstable and irregular examination system of Tribhuvan University are the main reasons for the student dropout rate.

In Tribhuvan University, after completing four years of undergraduate studies, it takes six years to get the exam results, and if one or two back papers are left, then there is confusion to complete within six years. Education fee of the semester system in Nepal cannot be afforded by ordinary middle-class students. Dhawalagiri multi-campus is conducting a BBA program for the semester at graduation level, and, due to the dropout rate of the students, it is seen that the fee is expensive. Lately, the dropout rate has been increasing day by day. If Tribhuvan University does not think seriously about success, then it can be estimated that it will become very serious in the next few years. In the context of Nepal, it is necessary to take the concept of earning by studying and

guaranteeing employment after studying into account (Sudip Sagar Kandel, personal communication, May 21, 2023).

Dhawalagiri Multiple Campus was established in 2019 after a partnership with Tribhuvan University and is now the Dhawalagiri Multiple Campus, playing a key role in developing the educational faculty needed for the entire country. Recently, there seems to have been an increase in the student dropout rate here. Tuition fees are high, the dilemma of taking exams and publishing results, and a lack of job opportunities after completing education are the main causes of dropout. To solve these problems, Tribhuvan University should seriously plan for success, and the government of Nepal has to provide the facility of earning by studying and guaranteeing employment after studying.

Discussion

According to the findings of this study, there are various factors influencing Students' dropout rates. Several researchers have differentiated between dropout students based on their social background, career choice, and institutional experiences. Wells, Bechard, &Hambly (1989) developed a framework that classified student dropout determinants into four major categories. This framework was used to analyze the data gathered during the interviews. Student-related indicators, campus-related indicators, family-related indicators, and community-related indicators were among the four categories. However, with the exception of community-related indicators, the researcher chose only three indicators.

Student-related Indicators

Student-related variables that the student may influence are one of the categories described by Wells et al. Student behaviours that take place both on and off campus are most frequently referred to as student-related variables. Students who participate in disruptive behaviour are less engaged on campus. Low academic achievement and exam failure, inability to attend regular classes, employment opportunities in the country, obtaining a permanent job, migration, unemployment issues, inability to pay for campus fees, learning English, Korean, and Japanese in order to study and work abroad, health issues, involvement in business, lack of motivation for studying and feeling difficulty, long distance, getting married, and having children were the student-related factors identified by this research.

Many students arrive at the institution with high hopes. Unfortunately, a lot of them run into problems or barriers that prevent them from graduating. One of the most important things that influence students to leave university is their academic performance. When asked why they left campus, respondents frequently stated that they were unable to

attend regular lectures owing to personal issues and that they had failed more than two out of every six topics on Tribhuvan University's final examinations in every year. So, the key factor for dropouts that student-related indicators looked at was their poor academic performance on exams.

> One of the responders said, *"Fortunately, I found a job in a rebuilding office, so I could not take normal classes when I registered in the B.A. first year. I did take the B.A. in the first year, but I ended up failing the majority of the topics. I came to the realization that I could not earn a bachelor's degree without enrolling in regular classes. He said that I had gotten a teaching job in a village during my second year. I dropped out of school mostly because I struggled in most of my first-year courses.*

Another important student-related issue that was frequently brought up in the interviews was tardiness in class. Twenty of the thirty respondents had trouble understanding the material as a result of these absences, and 20 of them eventually failed the exam. Regarding anomalies, one responder who left during their second year of B.A. said: In my first year of B.A., I originally took normal lessons, but I was unable to do so due to family issues following the earthquake, so I had to travel overseas. I travelled to Kathmandu in order to study Korean. Thankfully, I was chosen to travel to Korea on a working visa. In my first year, I was allowed to sit for the test, but owing to inconsistencies in the classroom, I received a poor grade.

In this way, the two main factors contributing to dropout, according to most of the respondents, were low academic achievement and irregularity. However, other influencing factors related to students were: employment opportunities, getting a permanent job, unemployment problems, inability to pay campus fees, learning English, Korean, and Japanese languages for going abroad to study and work, health problems, changing campuses, being involved in business, not being motivated towards study and feeling difficulty, long distance from home to campus, getting married, childbearing, and child-caring problems.

Campus-related Indicators

Campus-related variables are those that take place on the campus and have anything to do with its buildings and activities. These considerations cover topics like campus culture and the learning environment, student-teacher interaction, campus organization, and campus vision. As Wells et al. developed the framework, respondents contributed information that fits into this category throughout the interviews.

During the telephone interview, the researcher determined the following campus-related influencing factors: inadequate academic support, teacher feedback, motivation, and encouragement issues, such as a lack of timely information to complete exam forms or register via SMS or telephone, etc. issues with institutional information systems. Lack of financial assistance for needy students, difficulty understanding the course related to teaching-learning strategies, a program not suitable to expectations, dissatisfaction with the examination system and library facilities, and indifferent administrative staff behaviour are some of the issues that students have with campus administration.

Every human has fundamental needs that must be met, according to Maslow's Hierarchy of Needs. The needs of the students are what educators are attempting to meet on campus. The notion holds that students are more likely to drop out when they feel as though their demands are not being addressed. According to HakiElimu, colleges that provide excellent education should have a favourable atmosphere for teaching and learning, a sufficient number of teachers, accessible infrastructure, a curriculum based on community needs, and appropriate administration and examination procedures. This aids in lowering a number of issues that are prevalent in higher education, including absenteeism, dropout rates, and other misbehaviour.

The impoverished have substantially higher absence and dropout rates due to socioeconomic issues. There is a significant amount of research on the reasons for school dropout (Hunt, 2008; Sabates et al., 2010; Kushiyat, 2011; Gubbels et al., 2019). The employment situation, the difficulty of working on a thesis, and a strained connection with the advisor or lecturer are the three factors that are most important to take into consideration when forecasting student dropouts. The case that the study program interest variable is a significant predictor of student dropouts can be strengthened by using these elements. Furthermore, academic satisfaction may be used to explain why certain students discontinue their studies, such as when they feel that the lecturers' quality is subpar or there is poor contact with staff, lecturers, or supervisors (Nurmalitasari, Zalizah Awang Long, and Mohammad FaizuddinMohd Noor, 2023).

Additional indications of psychological involvement include excitement, a sense of belonging, and identification with the student body. In teaching and learning activities, motivation and involvement can coexist. Students tend to lag behind when they lack intrinsic desire and are not involved in classroom learning or activities (Huitt, 2011). Therefore, a lack of academic assistance, feedback, motivation, and encouragement was the key factor in dropouts that

campus-related indicators examined. This demonstrates the necessity to adapt teaching and learning practices by building a supportive atmosphere with adequate support, encouragement, incentive, and feedback, especially for children with poor academic accomplishment. The issue with institutional information systems was yet another significant campus-related issue that was brought up repeatedly throughout the phone discussion.

One of the informants said, I passed the first and second-year exams by attending normal lectures. Due to issues, I was unable to enrol in normal classes in my third year. In any case, I believed I had to take a test. I travelled to campus from the countryside to complete the test form, but it was too late and I was unable to do so. Even after TU published the examination schedule, I was unaware of the opportunity to complete the exam form. Because we didn't have an internet connection in the hamlet, I assumed that the campus would send out all of the vital alerts and information via SMS services for mobile devices. In my third year, I was forced to leave campus because I was unable to complete the necessary paperwork.

Thus, according to the majority of respondents, the two-primary campus-related determinants of dropout were: a. a lack of adequate academic support, feedback, motivation, and encouragement from teachers; and difficulty with institutional information in the system. However, other factors affected students, such as the campus administration's failure to understand students' expectations and provide follow-up services; a lack of financial aid for needy students; difficulty understanding the course; a program that wasn't appropriate given expectations; dissatisfaction with the examination system and library facility; and the uninterested behaviour of administrative staff.

Family-related Indicators

Socioeconomic level, drug usage in the home, and family makeup are a few examples of elements that are associated with families. The elements that directly affect a student's decision to quit or remain in college include parental support, parenting, and other aspects of home life (Wells et al., 1989). However, during interviews, the researcher discovered the following family-related influencing factors: a lack of financial assistance from home, family issues such as illness in the family, marriage, pregnancy, child care, family member bereavement, etc. Lack of parental knowledge of the value of education, family duties, migration, the low socioeconomic level of the family, and an unfavourable environment for learning are all factors. Therefore, the absence of financial assistance from

home was the key factor in dropout that campus-related indicators looked at.

"Despite the many issues in my family, I got admitted to the first year of the B.A. because I wanted to get at least a bachelor's degree. In my second year, I regrettably lost one of my family members. The whole burden for my family fells on me at that point. Due to financial issues, I left the country for two years before coming back. I've now moved to my village and started my own business. Financial issues at home were the major reason I quit college. Another important family-related component that was frequently brought up during the phone interview was a family difficulty. One of the female informants said: "I got married the first year I was studying for my BA. I kept up with my studies through the second year, but in the third year I became a mother. After that, I had to spend a lot of time caring for my child while also doing other household chores. Additionally, my family did not support me or push me to continue my education. My family issues were the primary cause of my leaving college.

Thus, according to the majority of respondents, the two-primary family-related causes of dropout were: a. a lack of financial assistance from home; and b. family issues. However, there were other family-related contributing variables as well, such as parental ignorance of the importance of education, commitments to family members, movement within the family, the poor socioeconomic position of the family, and a lack of a conducive atmosphere for learning. To overcome the above problems, we need to work harder. As HakiElimu (2008) points out, excellent education is obtained by having schools and colleges with favorable teaching and learning environments, an acceptable number of instructors, available infrastructure, a curriculum based on community needs, and proper administration and examination procedures. All of this may be accomplished if the government becomes socially accountable by enacting plans that are focused on the requirements of the education sector and properly carried out by using public monies through the budget for the educational system.

Conclusion

This study found that there are various reasons for dropping out. Out of them, four indicators play a significant role in determining the dropout rate. A variety of influential factors were identified as student-related indicators, family-related indicators, campus-related indicators, and state-related indicators. The main reasons for dropouts explored by student-related indicators were their low academic achievement in examinations and irregularities in class. Furthermore, this study identified the main reasons for dropouts

explored from campus-related indicators as a lack of academic support, feedback, motivation, and encouragement from teachers, and problems with institutional information systems. Lastly, the study explored the main factors of dropout from family-related indicators were lack of financial support from home and dropout problems. Lately, the college dropout rate seems to be on the rise. High tuition fees, the dilemma of taking exams and publishing results, and the lack of job opportunities after graduation are the main reasons for early dropouts. To solve this problem, Tribhuvan University needs to take its success seriously, and the Nepalese government needs to provide opportunities for them to earn money through their studies and secure employment after graduation. To solve the above problem, mass awareness programs to encourage education should be conducted in the form of campaigns. It is necessary to educate parents and students about the importance of education. Provide incentives for poor and disadvantaged students in college. Focus on the involvement of students in study and earning activities. Using learning abilities that combine teaching with learning materials through games, stories, visits, competitions, audio-visual aids, and local celebrations.

The quality of education and teaching methods would definitely attract dropouts back to college. Students need to be motivated to learn rather than let their time pass idle. High dropout rates in college have significant implications for today's universities and society. It has a greater chance of unemployment and a lower earning rate than a student who completes a higher education. This study's conclusions are focused on the dropout problem and the best ways to develop an early warning system that can identify institutions' need for dropout control. On the other hand, the study can help students' guardians understand the internal and external causes of dropouts and provide them with suggestions about their involvement in reducing dropouts at different levels of students. A successful dropout prevention strategy strengthens our whole education system and benefits the entire country.

Declarations
Ethics Approval and Consent to Participate
I declare that this research/review was conducted ethically

Acknowledgments

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