

# Factors Influencing Students' Dropout in Bachelor's Program in Kalika Multiple Campus, Pokhara

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## ABSTRACT

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

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

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## INTRODUCTION

Dropping out in higher education is a global phenomenon and it affects virtually in all universities (United Nations Educational, Scientific and Cultural Organization; 2004). That is why higher education institutions have researched the kinds of drop-outs, their causes and consequences ever since the early 20th century and in particular since the 1970s. Duran Aponte and Pujol (2012) argue that university drop-outs can be classified under one of three heads: voluntary (voluntary or forced drop-out); temporary (whether initial, early or late); scope

(internal, institutional or from the education system). However, research currently under way on the phenomenon tends to focus on initial or early voluntary drop-out (that is to say, during the first year of university). That is because this is when most drop-outs tend to occur (Castano et al.; 2004, Willcoxson; 2010, Belloc et al.; 2011). Also, for practical reasons most studies focus on internal drop-outs (or change of degree) and institutional drop-outs (where students leave the university concerned but do not necessarily stop studying, whether at a university or other institution). There are various types of opinion on factors influencing dropout rate in higher education in Nepal that create a debate on whether college education should be in open learning model or not. Some people argue that college education should be skill based or technical. The current high college drop- out rate is likely harmful to both students and the economy. So, this study tries to explore the factors which affect dropout rate in bachelor's degree in Nepal.

### **Higher Education Policy**

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

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

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

With the increase of colleges, the number of university constituent campuses has reached 137. Whereas, there are 508 communities and 780 private colleges affiliated to universities. Thus, the total number of colleges has reached 1425. The number of students leaving the country in search of quality education and subsequent employment is increasing due to the lack of quality of education and the opportunities to study technical subjects. The data of 2017/18 B.S. shows that 60000 students left the country for higher education abroad. This

figure will reach 90000 if those students who have gone to India for higher education is added. This has led to an increased flight of huge amount of capital to foreign countries. Unless quality education and assurance of employment is not available within the country, the trend of students leaving the country to pursue higher education abroad is less likely to abate. (UGC Annual Report, 2018/19).

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

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

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

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

### **Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs theory is that every person has basic needs that must

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

### **Motivation and Engagement**

It is a theory that grew out of researchers Edward L. Deci and Richard M Ryan's work on motivation in the 1970s and 1980s. According to motivation theory, theorists within the field of psychology have conducted studies on motivation in order to learn about human behavior. Throughout these studies they have found ways to encourage positive behaviors as well as eliminate negative behaviors. Educational psychologists have used these studies to get a deeper look at what motivates students to learn. They have identified that the motivation to learn is broken up into two groups--intrinsic and extrinsic. Intrinsic motivations is earning to learn for natural reasons, self-fulfillment, and to master the skill. Extrinsic motivation is desire to perform for an incentive or specific outcome (Huitt, 2011). Educators often try to learn as much about student motivation and student engagement in order to improve student achievement.

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

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

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

Behavioral engagement is another factor that is linked with campus dropouts. If students

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

Academic engagement is defined as being actively involved within class. Active participant and consistency in the classroom are interrelated with academic engagement. The combination of behavior in the classroom, dealings with the subject instruction and the teacher are critical to academic engagement. Professional development on how to detect early signs and how to further engage students during instruction can assist in decreasing a lack of academic engagement (Hammond, 2001).

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

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

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

## **Cognitive Load Theory**

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

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

## **DATA AND METHODS**

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

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

The researcher selected fifteen dropout students out of forty-four dropout students from bachelor's degree, faculty of Education at Kalika Multiple Campus, Pokhara-14, Kaski, Nepal. Then, the rapport was built with the campus administration in order to choose the subjects through purposive non-random sampling procedure. After the researcher got the detail information and contact numbers of the drop out students, sample population were selected.

Unstructured schedule of telephone interview was used as the tools for collecting the required information. The unstructured telephone interviewed was conducted only with

fifteen dropout students of Faculty of Education, Kalika Multiple Campus, Pokhara. Then, systematically collected data was analyzed, interpreted and presented descriptively.

## RESULTS AND DISCUSSION

### Structural Overview of Students' Dropout Rate

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

### Number of Students Under the Faculty of Education

**Table 1**

*Academic Year 2074 BS. to 2077 BS.*

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

*Source: Campus Administration*

It shows that thirty-two students enrolled in 2074 BS under the Faculty of Education. However, only twenty-two students filled up final examination form and six students left campus in first year. As a result, there was 18.75% student's dropout in first year.

Similarly, twenty-six students enrolled in second year but only eighteen students filled up final examination form and eight students left campus in 2075 BS. Thus, 30.76% students left campus in B.Ed. second year. It is the highest number of year wise dropout rate. In the same way, eighteen students enrolled in B.Ed. third year in 2076 but only eleven students filled up final examination form and seven students left campus. This indicates that 38.88% students left campus in 2076 BS.

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

Table 2

*Academic Year 2075 BS. to 2078 BS*

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

*Source: Campus Administration*

It shows that forty-three students enrolled in 2075 BS under the Faculty of Education. However, only thirty-three students filled up final examination form and ten students left campus in first year. It is the highest number of year wise dropout rate. As a result, there was 23.25% dropout rate in first year.

Similarly, thirty-three students enrolled in second year but only twenty-four students filled up final examination form and nine students left campus in 2076 BS. Thus, 27.27% students left campus in B.Ed. second year. In the same way, twenty-four students enrolled in B.Ed. third year in 2077 but twenty-three students filled up final examination form and only one students left campus. This indicates that 4.16% students left campus in 2077 BS.

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



## **Factors that Influence Students' Dropout**

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

### **Student-related Indicators**

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

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

Most of the students start campus with expectations of success. Unfortunately, some of them encounter obstacles or barriers that lead them towards dropping out instead of graduation. This research finds that academic performance is one of the most influencing factors that cause students to quit campus. When respondents were asked about why they left campus, many said that they were unable to take regular classes due to their personal problems and could not regular in class as a result they failed in final examination taken by Tribhuvan University. So, the main reason of dropout explored from student-related indicators was their low academic achievement in examination.

One of the respondents stated that:

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

Another respondent stated that:

“When I joined in B.Ed. first year and taking regular class, one of my friends told me to learn Japanese language. Then I took Japanese language class and could not regular in my college class. Anyway I took the examination of B.Ed. first year but in result I failed in most of the subjects. I realized that without taking regular classes I could not complete bachelors’ degree. He further said that during second year, I got a job in a FM. Radio. I left my study as I failed in most of the subjects in first year.”

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

Next student stated that:

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

Another respondent stated that:

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

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

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

but my result was poor due to irregularity in class. I thought that without taking regular classes, it was very difficult to complete bachelor's degree.”

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

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

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

### **Campus-related Indicators**

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

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

The theory behind Maslow's Hierarchy of Needs is that every person has basic needs that must be fulfilled. Within the campus environment, the students' needs are what educators

are striving to accomplish. According to the theory, when students feel like these needs were not met they were more likely to drop out (Maslow, 1943, 1954). When students lack the feeling of achieving their full potential or success, it results in giving up.

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

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

Indicators of engagement are participation in campus activities, regularity, effort in classroom activities and cooperation among students and teachers in teaching learning strategies.

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

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

“I enrolled in B.Ed. first year with full of energies and enthusiasm but when I took regular classes in first year however I remained just passive listener that no teachers asked me whether I understood or not. Most of the teachers came to class with their age long note copy and delivered their lectures and obliged us to copy their notes without any interaction. I knew, I was not perfect at study but I expected to be good with teachers' additional support, motivation, feedback and encouragement but I could not get so. However, I took the final exam of first year but I failed in all subjects except compulsory Nepali. Then I thought that I could not complete bachelor's degree and I left campus.”

While Cognitive Load Theory has mostly been concerned with how instructional design of

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

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

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

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

Another respondent said that;

"I joined in first year but cannot regular in campus class due to my job in my village. However I take final exam and also attend in my practical exam. But when I get my first year result, I just get 12 marks out of 25 in my English practical. Then I ask my English teacher why had he given such low marks in my practical though I got good marks in theory, the teacher replied me as I was not regular in class, I could not get good marks in practical. It makes me too angry towards Campus and the English teacher. So, I don't like to regular my study in that campus."

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

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

However, other influencing factors related to students were: lack of understanding

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

### **Family-related indicators**

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

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

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

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

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

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

the main reason I left campus was due to my family problem.”

Another respondent said that;

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

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

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

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

## CONCLUSIONS

This study had conducted on the basis of the data collected through unstructured telephone interview. After rigorous study and analysis of the collected data, the major students related factors that influence the dropout were their low academic achievement in examination and irregularity in class, campus-related factors were lack of academic support, feedback, motivation and encouragement from teachers; and problem of institutional information system, And the family-related factors were lack of support, motivation and encouragement from family, lack of parental awareness towards education, family obligations, family migration, low socio-economic status of family, and lack of favorable environment for study.

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