Factors Influencing Girl Students' Drop Out in Higher Educational Institution

Menuka Subedi
Part Time Teacher, Gorkha Campus,Gorkha
menuka.subedi@gc.tu.edu.np

Abstract

Students' drop out has been one of the challenges in the higher education institutions of Nepal. Compared to boys, the number of girl students' dropout is more increasing and there might be several contributing factors. In this context, this study explores the factors influencing for the dropout of girl students in higher education in the Gorkha Campus. This study follows the theoretical tenets of Maslow's hierarchy of needs and motivation and engagement. It is a qualitative study. The data was collected from Gorkha Campus where the total girl students of Gorkha Campus constituted the population an only 15 percent dropout students of bachelor's degree under faculty of education and five teaching faculties of Gorkha Campus (under education stream) were selected as the respondents through random sampling procedure. Open ended interview was used as the tool for the collection of required information. This study has found that personal (student-related) factors, institution related factors, socio-cultural factors and geographical factors play highly significant role in determining girl students' dropout. The main reasons of girl students' dropout explored from personal or student related factors were their getting married, low academic achievement in examination, irregularity in classroom; institution-related factors were lack of academic support, feedback, motivation and encouragement from teachers, and problem of institutional information system, and alternative teaching mode; family-related factors were lack of financial support of family and different family problems and at last geographical factor were transportation problem and facility of hostel.

Keywords: Dropout, Engagements, Hierarchy of needs, Higher education, Motivation

Introduction

Higher education is the key to the overall development of any nation (Acharya1, Acharya2 & Gyawali, 2022). Higher education in Nepal began with the establishment of Tribhuvan Chandra college in 1918 but was systematized with the establishment of Tribhuvan University in 1959 (Ghimire, 2020). According to an educational journal, currently, 16 universities have been established but 11 are under implementation or providing higher education. Similarly, 4 health academies and 1432 higher education institutions associated (constituent and affiliated) with them are providing mainstream

higher education in Nepal. Along with the development of science and technology, institutions providing higher education have conducted new educational programs, and based on that, millions of people with higher education are being produced. However, on the other hand, among those enrolled people in higher education, the same numbers of students who drop out of educational institutes are found. Student dropout is considered one of the most complicated and negative issues faced in teach (Freeman & Simonsen, 2015).

The dropout student refers to the children who leave school or college before they complete their studies. There could be many reasons behind the students' dropout in higher education. In this regard, Director General of the center for Education and Human Resource Development (CEHRD), Chudamani Paudel said that due to the existing poverty in the country, many students hardly survive up to the basic level after entering school, but are forced to start earning by the time they reach Grades 10 or 12. The drop out of primary education in 2012/13 is 5.2, the repetition rate is 10.6, and the promotion rate is 84.2 (DOE, 2012). The retention rate of students in Grade 8 was 85.1 percent in the year 2078, but it decreased to 66.1 percent for Grade 10 (CHERD, 2078). This rate further drops in Grade 12. In Grade 12, many students leave the class midway and according to the statistics of 2078, the number of students attending class in Grade 12 is 33.1 percent.

There are various types of opinions on factors influencing the dropout rate in higher education in Nepal that create a debate on whether college education should be in an open learning model or not. Similarly, some people argue that college education should be skill-based or technical (Subedi, 2022). So, this research tries to explore the factors which affect girl students' dropout rate for bachelor's degrees.

Dropout students are a severe problem in higher education (HE) in many countries. Student dropout has a tremendous negative impact not only on individuals but also on universities and socio economic. Consequently, preventing educational dropouts is a considerable challenge for HE's institutions. Therefore, knowing the factors influencing student dropout is an essential first step in preventing students from dropping out. Student dropout in higher education (HE) is a prominent topic in many countries. Based on the HE status, the dropout student rate of private higher education is more significant than public higher education (CHERD, 2078).

Nowadays higher education in Nepal suffers from many problems and issues (Ghimire, 2020). Student dropout of higher education is a global phenomenon and all universities (UNESCO, 2004). Dropout issue has been seen in school-level education in Nepal. There is a burning problem of students dropping out in various educational institutions of higher education provider universities. In this way, the high dropout rate is seen as poverty, lack of literacy of parents and lack of learning environment are the main factors (Ghimire, 2021) On the other hand, Students prefer that subjects that is focusing on technical and vocational education. But most colleges and universities could not focus on such types of subjects. So, today's colleges and societies have serious consequences for high dropout in the higher education level. It impacts the

high risk of unemployment and lowers earning rate of the student who passes higher education. As a result, the student who dropouts are more likely to engage in illegal activities, be dependent on welfare, health problems (Subedi, 2022). In this regard, this study objectives to explore the factors influencing for the dropout of girl students in higher educational institution. this study intends to explore the evidence-based answer of this research questions: Why girl students drop out of their studies? What are factors influencing for dropout of girl students in higher education? , What will be the measures to minimize the dropout rate from higher education? This study has been delimited into in to the Gorkha Campus Gorkha, enrolment of girl students for academic years 2076 to 2079, the sample population was only selected from the faculty of education, research instruments were only telephone calls and interviews.

Review of Theoretical Literature

Newmann, Wehlage and Lambord (1992) have emphasized the fact that school dropout is the climax of a process of disengagement regarding school. Researchers describe the school dropout phenomenon by using correlative concepts such as: school misfit, absenteeism, repeat, early school leaving, and by emphasizing the predictors, by analyzing the determinants and by outlining the profile of the student at risk of dropping out.

Dropout also relates to the concept of school misfit which refers to a disparity between the student's needs and the requirements of the school or between the student's potential and the learning tasks. The authors Schargel (2001) and Neamṭ (2003) differentiate between the pedagogical misfit that refers to the incapacity of achieving the school tasks and the behavioral misfit associated to discipline and interaction issues regarding students inside the school environment. School misfit is fostered by a series of factors such as: school failure, incapacity of responding to the requirements of the school community, school immaturity.

Absenteeism refers to the frequent and repeated absences of students from the curricular activities, due to weak motivation, to inadequate conditions of study, but also to other factors such as health problems, children forced to work, or other pressures of the school (Neamṭu, 2003).

Dropout also means early school leaving means that the student did not finish the secondary school, the compulsory education and did not obtain any qualification or diploma. Early school leaving implies giving up any form of education and refers to youngsters who gave up school before finishing the compulsory studies or finished the compulsory school but did not obtain any qualification after the upper secondary level or attended partial courses without reaching an equivalent of the qualification at upper level.

A common point of the approaches of this phenomenon consists in associating it with the idea of leaving school, no matter the level, before obtaining a qualification of a complete course.

Marcu (2010) highlights the determinant of the school dropout in relation to push-out and pull-out theories. He states: the decision of dropping out belongs to the

student and it is based on his/her individual features; the phenomenon coincides with a form of school misfit, with the lack of social and professional expectations, and the absence of the self-accomplishment needs. We come to see two theories relevant to discuss here:

The Push-out theory: It states that the school fosters the decision of dropout which becomes the expression of failure in implementing the school insertion policies as an institutional issue and as a problem of the society that lacks efficient prevention and intervention strategies.

The pull-out theory: It associates the student's decision to leave school with factors such as: early marriage, having a baby, financial issues, the need to get employed in order to support their family. The pull-out theories assume the fact that students underlie the decision to stay in school or not on a cost-benefit analysis (Mihalic & Elliott, 1997). These theories consider the individual in a contextual way, in which school is an important part of his life, along with his family, colleagues, church and other organizations. A job or the family responsibilities, for instance, are able to get the student out of school.

The push-out theories consider that the school is to blame for the dropout because it discourages students regarding continuing studies using as argument their personality traits. Internal institutional factors, such as the behavioral policies or the conflicts between students or teachers, may push the students outside the school. The pushout theoreticians claim that the students leave school not due to their individual attributes but because of the school structure (Fine, 1991). Jordan, Lara and McPartland (1996) define the push effects as school related factors with negative impact upon the bond that teenagers achieve with the school environment and makes them reject the school context. These factors may be structural, contextual, climate related or individualized and may determine some students to consider school as an unwelcoming place (Stearns & Glennie, 2006).

Maslow's Hierarchy of Needs theory states that people may be terminated from a situation of their involvement if they are unable to fulfil their basic needs. It states that every person has basic needs that must be met. Within the campus building, the student's 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, higher education institutions should full fill the needs of students to minimize the dropout rate (Maslow, 1943, 1954).

When looking at the theory of Maslow's Hierarchy of Needs, a student's needs must be provided by the campus through teacher-student engagement, campus climate, and the learning environment. If these needs are lacking, then many times it results in students lacking success and failing to complete high school (Carter, 2013). According to Fisher & Roster (2016), Maslow's needs for self-actualization, self-esteem, safety and security, and physiological needs play a vital role in the success of students.

Review of Empirical literature

There are several research reports related to the causes of dropout at the school level and higher levels of education. Different agents of education such as parents, stakeholders, government institutions, etc. are concerned with this issue. Although several measures have been taken to tackle this issue, the effects of student dropout are still inevitable (Niyogisubizo, 2022).

According to the survey by the National Statistical Office (NSO) of the Indian government, one out of every eight students enrolled in a school or college drops out before completing their education. 62.9 percent of all dropouts occur in high school (The education daily, 2021). Parents don't prioritize girls in education. When parents are in a financial bind, girls are often pushed to the back of the line when it comes to schooling. Second, the dropout rate in the ruler area is significant for a variety of reasons, according to Rajendra Sing, president of the Independent English Schools; Association in Maharastra (The education daily, 2021).

According to Education blog (2022), five major causes of students' dropout through higher education level are as: Financial concerns. Here's a troubling statistic: 89% of students from the first generation in low-earning families tend to drop out of college, Don't have time, College social life, Lack of support, Academic disqualification.

According to Wells et. al. (1989), family-related factors are more likely the cause of students leaving school. Parental support, parenthood, and other home life-related factors are the very ones that contribute to a student's decision to leave or stay in school. Wells et. al. (1989) explained that a lack of parental support along with an abusive home is connected with a higher incidence of dropping out. Community indicators played a role in influencing students to stay or leave school. Community factors include things such as ethnicity, culture, environment, social class, and community support. A student's background and identity play a huge role in their decision to leave. Poverty is a community-related factor that is often correlated with the dropout rate (Subedi, 2022).

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

Dropout is a critical indicator of an educational system's quality because it demonstrates the persistence of significant failures in direction, transition, adaptation, and student promotion. Garland (1993) categorized various reasons given by students for being dropout from learning courses into four groups (situational, dispositional, institutional, and epistemological):

Situational: Problems arise from a student's own life circumstances, such as changing

employment situations or family obligations.

Dispositional: Personal problems that influence the student's persistence behavior such as motivation.

Institutional: Difficulties those students encounter with the institution, such as lack of support services.

Epistemological: Difficulties faced by students while apprehending course content.

Dropouts negatively impact individuals, universities, and socioeconomic status. Khanal and Phyak (2021) have presented the following consequences of students' dropout: (1) student dropout involves physical and psychological loss at the individual level. Students experience depression due to inadequacy and self-doubt, which are associated with dropouts. Besides, they will be aware of wasting time, money, effort, and personal resources: (2) dropouts at the university level have economic and educational consequences. From an economic perspective, the more dropouts, the worse university's financial condition. From an academic perspective, dropout students indicate a red signal to the education system to provide convenient services for students; and (3) the socioeconomic level, the dropout student's effect can never be overlooked because university graduates provide notable influences with both returns to education and the real economic growth. Therefore, preventing student dropout is a big challenge for private universities.

The first step in preventing student dropouts is understanding the elements contributing to it. In Nepal, just the number of dropout students is recorded; the reason for the dropout is not given any particular attention. Knowing the factors that influence student dropouts will be very helpful in preventing dropouts.

The initial step in preventing student dropouts is comprehending the contributing factors (Moutan, Zhang and Ertal, 2020). The reason for student dropouts at HE is very complex and influenced by several variables. Based on Mouton et al.'s (2020) report, many factors influence student dropouts in Germany. Often the reason is a combination of several factors. Mouton et al. used latent class analysis to identify dropout students. The results show why students dropout due to relationships with study programs or universities, socioeconomic factors, student performance, academic self-concept, and intention to dropout. Ortiz-Lozano et al. (2020) observed the factors influencing student dropouts in Spain based on sociodemographic and academic variables. The reason for choosing this variable is not clearly explained, but the research results show that this variable has a significant effect.

Pérez et al. (2018) discussed the prediction analysis of dropout students in Colombia. The variables that affect student dropouts in Colombia are student demographics and transcript records. These variables are used to predict dropout students, and the resulting variables significantly affect dropout students. Chen et al. (2018) also researched the predictions of dropouts in the United States. In Chen's study, the variables used to predict dropout were high school information, demographics, college enrolment, and information per semester. It is not clearly explained reasons for taking these variables for predictions. However, based on the analysis results, the

selected variables significantly predict student dropout rates. Consequently, the factors influencing students' academic success or failure are diverse. Therefore, the variables influencing student dropout are adapted to the country's conditions. In addition, in existing research, the factor that influences dropout students does not come from direct information from dropout students, so the accuracy of the variables still needs to be determined.

Methodology

This study used the qualitative research design. According to Creswell, 2013, in qualitative research design, the research process involves emerging questions and procedures, data typically analysis inductively building from particulars to general themes; and the researcher making interpretations of the meaning of the data. This research has selected the campus, faculty, and level by following purposive sampling method. The dropout students in Gorkha Campus the population of this study. Among them, in this study selected only 15 % of total dropout girl students using systematic random sampling and 5 teachers who have been teaching at Gorkha Campus for the data collection. The required information to fulfil the objective was collected through open ended interviews and focus group discussion. Firstly, interviews with 15% dropout students under education faculty were taken. After then, the focus group discussion was conducted with 5 faculty teachers. The information gathered from the participants was analysed and interpreted by coding, categorizing and developing major themes and sub-themes.

Results and Discussions

Factors influencing students' dropout

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 factors, campus-related factors, family-related factors, and community-related factors. But here I have selected student (individual) related, socio-economic, institution (campus) related, and geographical factors. The major factors are as follows:

Student-related factors

Student-related factors are most often described as student actions that occur both inside and outside of the campus setting. These factors included areas such as student behaviour, academic achievement, and attendance (Wells et al, 1989). I have identified the following student-related factors during telephone interviewing: Low academic achievement (failed the exam), Unable to take a regular class and final exam (irregularity in class), Employment opportunities in the village, Learning Korean and Japanese languages for going abroad to study/work, Health problem, Change subject, Long distance from home to campus, Getting married, childbearing, and child-caring problems.

Most of the students start on campus with expectations of success. Unfortunately, some of them encounter obstacles that lead them towards dropping out instead of

graduating. This research finds that academic performance is one of the most influencing factors that cause students to leave campus. When respondents were asked about why they left campus, many of them said that they were unable to take regular classes due to their problems and could not attain the final examination taken by Tribhuvan University. So, the main reason for dropouts explored from student-related factors was their low academic achievement in the examination. One of the respondents of this research has stated that:

"When I enrolled in B.Ed. the first year, fortunately, I was selected for an Animi job. So I even could not attend the final examination. However, I am happy to get a small job. But now I'm thinking about my further study."

This statement has explored the major reason for dropout is the job. The need theory of Maslow has argued that there is a hierarchy of needs. If the lower-level need is fulfilled then the human explores the upper-level needs. In this regard, the job is related to the student's basic needs rather than education. Another respondent has stated that:

"When I joined in B.Ed. first year and taking regular classes, one of my friends told me to learn Japanese or Korean language because our bachelor's course is so long. Then I took a Japanese language class and could not take a regular class. Anyway, I took the examination for B.Ed. first year but as result, I failed in most of the subjects. I realized that without taking regular classes I could not complete a bachelor's degree. She further said that during my second year, I got a job in a cooperative then I left my study."

According to cognitive theory, learning new material or skill, for which the schema in long-term memory is undeveloped or non-existent, 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. Similarly, another respondent to this research has stated that:

"I got married when I was studying at B. Ed. second year. Then I came to Bardiya and after some time I got pregnant and then left my study."

Irregularity in class is another immense student-related factor. Most of the respondents said they frequently missed classes due to various reasons related to their barriers. Therefore, irregularity in class also causes low academic achievement and lastly they are compelled to leave campus. Concerning irregularity, one respondent who left in B.Ed. the third-year student has said that:

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

In this way, the three main factors of dropout according to the respondents are low academic achievement, irregularity, and getting marriage and pregnancy. However,

other influencing factors related to students are employment opportunities, getting a job, unemployment problems, and inability to manage campus life, learning the Korean and Japanese languages for going abroad to study/work, health problem, changing the campus or the subject, not being motivated towards the study and feeling difficulty with getting married, childbearing, and child-caring problems. These problems are common problems of the girl students in college.

Institution-related factors

Those factors that occur during the campus and are related to the structures and activities within campus represent the institution-related factors. These factors include those things such as campus climate and learning environment, teacher–student relationships and 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. I have identified the following institutions-related factors during the telephone interviewing: lack of sufficient guidelines, academic support, feedback, motivation, and encouragement from teachers, the problem of institutional information systems (such as lack of timely information to fill up the exam form, and scholarship form), lack of understanding of students' expectations and follow-up services from campus administration, difficulty to understand the course (related to teaching-learning strategies), program not suitable with expectations, dissatisfaction with the examination system and library facility, lack of hostel facility and security, lack of transportation facilities (such as light on rode, buses), the feeling burden of the practicality of different subjects, lack of online classes.

As Maslow said, that every person has basic needs that must be fulfilled. In this regard, within the campus environment, the student's needs are what educators are striving to accomplish. When students lack the feeling of achieving their full potential or success, it results in giving up.

Many reasons given by the respondents came within the frameworks of Wells 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 on campus. Indicators of engagement are participation in campus activities, regularity, effort in classroom activities, and cooperation among students along with the teachers in teaching learning strategies.

Motivation and engagement both can be connected within teaching-learning activities. When students lack intrinsic motivation and are not engaged in class instruction or classroom activities, they tend to fall behind (Huitt, 2011). So, the main reason for dropouts explored from campus-related factors is a lack of academic support, feedback, motivation, and encouragement. Concerning this indicator or factor, one of the respondents of this research has said that:

"I enrolled in B.Ed. the first year was full of energy and enthusiasm but when I took regular classes in the first year however I remained just a passive listener and no

teachers asked me whether I understood or not. Most of the teachers came to class with their age-long note copy or any writers' book and delivered their lecture…………….. I could not complete my bachelor's degree and I left campus."

While the cognitive theory has mostly been concerned with how instructional design of learning materials, assessment activities, and teaching approaches can make less painful cognitive overload in the learning of new and complex material, it is argued that it applies equally to multiple learning tasks that from the early part of the learning journey of a new 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-centred by creating a favourable environment with sufficient support, encouragement, motivation, and feedback mainly for students having low academic achievement. The problem of institutional information systems is another immense campus-related factor that is mentioned many times throughout the telephone interviewing. One of the informants has stated that:

"I took the exam of the first year by taking regular classes. I could not take regular classes in my second year due to my problem (getting marriage) and I went far from college. Anyway, I thought, I have to take the exam. I was in the village and I came to campus to fill up the exam form but it was too late and I could not fill up the exam form. I did not know about getting a chance to fill up the exam form even after publishing the exam routine of TU. I expect that the campus would provide every important notice and information. Due to lack of form fill-up information I was compelled to leave campus in the second year."

This argument explores the lack of information is one of the major to drop out the college. The policy of the nation ensures that everyone has the right to information (The constitution of Nepal, 2072). In this regard, most of the students have left the college because of the proper information in time. Similarly, another respondent to this research has said that;

"I joined in the first year but cannot regularly attend the campus class due to my problem (marriage). However, I take final exam and also attend 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 he gave such low marks in my practicals 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 practicals. It makes me too frustrated with the Campus and the English teacher. So, I don't like to regularly in my study on this campus."

This argument has explored that the irregularity of the students hampered their achievement level. The achievement level of the students creates frustration and they have to leave the college. In this regard another respondent has said that;

''When I joined in my first year of B. Ed after sometimes I requested the campus chief to live in the hostel. But he told me that there is no security, you made a group with your friends at first and gave an application to campus administration then you can live in the hostel. But I could not do this and was unable to manage college life also. So I

left my study."

In this way, the main institutional factors of dropout according to the respondents are lack of sufficient academic support, feedback, motivation, and encouragement from the teachers, and the problem of the institutional information system. However, other influencing factors related to students are a lack of understanding of students' expectations and follow-up services from the administration, lack of transportation facilities, lack of easy hostel facilities, difficulty to understand the course, and programme not suitable with expectations.

Socio-cultural factors

According to Wells et al, (1989), socio-cultural factors include things like family composition and economic status, social group, early marriage, gender disparity, community culture, drug abuse in the home or community, parental support, parenthood, and other home life-related factors. In relation to this, one of the informants of this research has said:

"I had the desire to complete at least a bachelor's degree. So, I have joined B. Ed. First-year and also gave the exam. I got married according to the wishes of my parents when I was studying in my second year. After then, my husband was positive but the family did not support me because they were not conscious of my education. So I left my study but I have thought, I have re-joined after some time. The main reason for leaving campus was due to not having support at home except my husband."

Family support is another significant socio-cultural or family-related factor that is mentioned many times throughout the telephone interviewing by the respondents. Similarly, another informant of this research has stated that:

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

This argument has argued that the family problem of students is a major social barrier to leaving college. If they have partially or fully supported by the family, they can easily provide the time for the campuses. In the same way, another respondent has said that;

"When I was in my second year I started to learn the Japanese language. Due to family financial problems and my interest, after around 9/10 months, I went to Japan. Now, I am living in Japan. The main reason I left campus was my family's financial problem and my interest in Japan."

This argument has explored that the main socio-cultural or family-related factors of dropout is the social base of the society in which the cultural and family background are the major ones responsible to create the barrier in the regularity of the students in college. According to the views of the respondents of this research, the major influencing factors regarding girl student dropout are lack of financial support, family support and motivation, family problem, and lack of parental awareness towards

education. Though, other influencing factors are motivation and encouragement from family, family obligations, low socio-economic status of a family, and lack of a favourable environment for the study. In this regard the researcher has concluded the socio-culture-related influencing factors. They are: lack of financial support from home, family problems (such as marriage, pregnancy, child care, and loss of family members), lack of support, motivation, and encouragement from family, parents' belief in saying that after marriage, will teach and get a job, family obligations, low socioeconomic status of family, lack of a favorable environment for the study.

Therefore, the main reason for dropouts explored from socio-economic factors is family problems, family support, and motivation along with the parents' belief towards the jobholder son-in-law.

Geographical Factors

In this study, I have found that students have left the campus due to geographical reasons as well. Here, some participants said that they had to live far from the campus due to various reasons which made them unable to take regular classes and leave the campus in between. In this regard, one of the respondents has said:

"When I studied in B.Ed. the second year, I got married. Then I went to another district or far from campus. I have no problem but I could not attain in campus classes. However, I filled out the exam form but could not able to give the exam. After then I dropped my study. So, the main reason for leaving the campus was due to geographical distance."

This argument has clarified the barrier to the regularity of the students in the college is the geographical location on this campus. It is one of the major obstacles regarding students' dropout. Similarly, another respondent to this research has argued that:

"I have joined in B.Ed. first year; I have lived in Gorkha Municipality -10. I have no private vehicle. I have no room to live in near the side of the college. I have always relied on public transport and had to walk for half an hour from Gorkha bazaar. So I never got to the first class. Anyway, I gave the exam in the first year. In the second year, I missed filling out the exam form. Then I left to go to campus. Now I'm married and live in the village. So, the main cause of leaving my study is the geographical distance from the home to college."

In this way, the main geographical factors of dropout according to the respondents of this study are the geographical distance between the home and campus along with its transportation.

Teachers' perspective on girl students' dropout in Gorkha Campus

Teachers are some interviewees of this research. In this regard, I have also explored the views of the related teachers to strengthen the study and maintain the validity of the data collection tools. I have taken separate discussions with five teachers who are teaching in the respective faculties and levels to understand the opinion of the girl students of the Gorkha Campus about the possible reasons for dropping out of their studies. According to their ideas and experience, the reason why girl students

drop out of their studies are as follows: Distrust of current education, beginning of married life, Lack of family financial support, Not having a timetable for the exam and results, Longer duration of B.Ed. level, Emphasis on theory more than skill in education faculty courses, Being happy even with a small job (such as Boarding School teacher, marketing of cooperative).

In this way, from teachers' perspective, the major causes of drop out are family problems, geographical problems, student problems, and the educational system.

Conclusion

The main concern of this study is to identify significant factors contributing to girl students' dropout. From the study, I come to find the student-related factors, institution-related factors, family-related or socio-cultural factors, and geographical factors are the major factors to influence the girls' dropout rate in bachelor degrees, faculty of Education, Gorkha Campus Gorkha. According to most of the respondents, causes of the girl students dropout are low academic achievement, irregularity in class, getting marriage, childbearing and child-caring problems, employment opportunities, unemployment problems and inability to manage campus life by learning Korean and Japanese language for going abroad to study/work, lack of sufficient academic support, feedback, motivation, and encouragement from teachers and the problem of institutional information system, lack of understanding of students' expectations and follow-up services from campus administration, lack of transportation facilities, lack of easy hostel facility, difficulty to understand the course, programme less suitable with expectations, lack of online class facilities, dissatisfaction towards the examination and evaluation system. Similarly, lack of financial support, family support and motivation, family problem, and lack of parental awareness towards education. However, other influencing factors are motivation and encouragement from family, family obligations, low socio-economic status of a family, and lack of a favourable environment for the study. In this study, I have found the geographical distance from home to college and the vehicle facility to the college are main geographical factors of girls' dropout according to the respondents.

So, there are some generic and common factors to create a barrier to the higher education of the girl's participants in Gorkha Campus. In this regard, providing support, feedback, motivation, and encouragement to the students by creating favourable teaching and learning environment with a harmonious relationship between students and teachers are some measures to reduce the dropout rate. Similarly, the concerned authority can manage the virtual mode and face-to-face (F2F) mode or the hybrid mode of instruction in the classes, the regularity of their own might be increased. For its goodness, the institute conducts its transportation in its remote area.

References

Acharya, M., Acharya, K. P., & Gyawali, K. (2022). Higher Education Status in Nepal: Possibilities and Prospects. *The Educator Journal*, *10* (1), 105–118. https://doi.org/10.3126/tej.v10i1.46733

Chen, Y., Johri, A., & Rangwala, H. (2018). "*Running out of STEM: a comparative study across STEM majors of college students at-risk of dropping out early*," in Proceedings of the 8th International Conference on Learning Analytics and Knowledge, 270–279, Association for Computing Machinery, New York.

Cresswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approach.* Thousand Oaks, CA: Sage.

Dearden, S., Lorraine, P., Emmerson, C., & Frayne, M. C. (2011). *Education subsidies and school dropout rates.* The Institute for fiscal studies, WP05/11, London.

Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research*, *59*(2), 117-142. https://ed.buffalo.edu/content/dam/ed/main/docs/newsletter/Fall09-Jeremy-Finn-Withdrawing.pdfz

Garland, M. R. (1993). Student perceptions of the situational, institutional, dispositional and epistemological barriers to persistence. *Distance Education*, *14*(2), 181–198. https://doi.org/10.1080/0158791930140203

GC, K. B. (2023). The Effect of The Corona Virus Disease of 2019 (COVID-19) Pandemic on The Learning Situation. *The Educator Journal*, *11*(1), 86–97. https://doi.org/10.3126/tej.v11i1.54457

Ghimire, B. (2021). School dropout remains a challenge, survey report school: *Kathmandu Post.*https://kathmandupost.com/national/2021/05/30/school-dropout-remains-a-challenge-survey-report-shows

Henry, R. T. (2009). *Relationships and dropping out: The voice of at-risk youth. Doctoral Dissertation*. University of Las Vegas. https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1039&context=thesesdissertations

Jordan, W. J., Julia, L., & McPartland, J. M. (1996). Exploring the causes of early dropout among race-ethnic and gender groups. *Youth & Society, 28*(1), 62-94. https://www.ojp.gov/ncjrs/virtual-library/abstracts/exploring-causes-early-dropout-among-race-ethnic-and-gender-groups

Marcu, G. (2010). *Schools' success and failure*. Legis, Craiova.

Mihalache, C. & Flavius, T. (2011). School dropout in eight schools in the urban area. *Quality of life 3*, 281-294.

Mouton, D., Zhang, H., & Ertl, B. (2020). "German university student's reasons for dropout: identifying latent classes. *Journal for Educational Research Online*, *12* (2), 190–224.

Neamţu, C. (2003). *School deviation*. Polirom, Iaşi.

Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. *Youth & Society, 28*(1), 62-94.

Ortiz-Lozano, J.M., Rua-Vieites, A., Bilbao-Calabuig, P., & Casadesús-Fa, M. (2020).

University student retention: best time and data to identify undergraduate students at risk of dropout. *Innovations in Education and Teaching International, 57*(1), 74–85.

Perez, B., Castelians, C., & Correal, D. (2018). Predicting Student dorput rates using data mining techniques: A Case Study. In A. Orjuela, J. Figueroa- Garcia, & J. Arias (Eds.), *Application of Computational Intelligence* (pp. 111-125). Springer , Charm

Schargel, F. P. (2001). Strategies to help solve our School Dropout problem. *Eye on education*, *13,* 27-41.

Stearns, E., Glennie, S. & Elizabeth, J. (2006). When and Why Dropouts Leave High School. *Youth & Society. 38,* 29-57.

Subedi, L. N. (2023). Factors Influencing Students' Dropout in Bachelor's Program in Kalika Multiple Campus, Pokhara. *Kalika Journal of Multidisciplinary Studies*, *5*(1), 47–62. https://doi.org/10.3126/kjms.v5i1.60909

Subedi, Y. R. (2022, March 30). Factors Influencing Dropout Rate in Bachelor's Degree at Nilkantha Multiple Campus. *The EFFORTS, Journal of Education and Research*, *4*(1), 24–38. https://doi.org/10.3126/ejer.v4i1.44170

UNESCO. (2011). *Problems and challenges of higher education in Nepal.* Kathmandu: UNESCO

UNESCO (2004). *Education report.* Kathmandu: UNESCO

Wells, S. Bechard, S., & Hambly, J.V. (1989). *How to identify at-risk students*: A series of solutions and strategies. Clemson, SC: National Dropout Prevention *https://www.pearsonaccelerated.com › blog › 5-reasons-c..*