

Identifying the Trends and Consequences of Retention Rates among Bachelor Students in Makawanpur Multiple Campus

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Citation: Chhatkuli, S. B., Aryal, U., Shrestha, S., & Nyaupane, R. P. (2023). Identifying the trends and consequences of retention rates among bachelor students in Makawanpur Multiple Campus. *International Research Journal of MMC*, 4(1), 119–129. <https://doi.org/10.3126/irjmmc.v4i1.51870>



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Abstract

The prime purpose of this study was to successfully examine the trends of drop out in Makawanpur Multiple Campus students studying in bachelor and the consequential effects that would spoil the academic progress of the campus. The data collected from the campus were analysed descriptively from the sample size that included the drop out students of the Makawanpur Multiple Campus in three years. The research method used was analytical which typically use the correlation and regression due to its suitability to determine the strength and direction of the relationship between the variables being studied. The results of this study provide valuable insights into exploring the trend of leaving study among bachelor students and may be used to reflect the consequence which may occur in the near future. It also suggests the strategies for improving retention rates in the different programs of the campus. Overall, this study contributes to overcome the issues that influence student retention and the effectiveness of interventions aimed at improving retention in higher education.

Key words: drop out, trends, consequence, study, program

1. Background of Study

Makawanpur Multiple campus as one of the leading community campus is running the four major faculties: management, science, humanities, and education. The numbers of the students in the few years are decreasing significantly in almost all the program besides management. In spite of the increasing students in the secondary education, the numbers surprisingly dropped in the bachelor programs in the last few years. After the SLC, the students in our locality are mostly attracted to the dream of abroad study, appropriate job in the country and abroad. They mostly involved in the selection of the desired course in the country or abroad. If they find the suitable course, they are likely to enroll and continue their academic journey in the country otherwise; they begin to explore the destination abroad to fulfil their goal. They often dream high and begin to compare the colleges and the universities here and there. They seek the courses and programs which are globally accepted and worldly salable.

Form the prospective of the students; it is their rights to acquire the education and knowledge around the globe. They are free to venture around for the academic knowledge

that they need in their prospective future. It is undoubted that they attain that kind of environment and economic prosperity to pay for the cost of education. But the terrifying danger resulted from abroad education has also added the frightening issues in the growing rate of drop out students in our country. Among many other factors, abroad study seem the most influential and unavoidable. It has brought the serious concern to the colleges and the authorities to study about the problem and explore the solution to increase the number as well as sustain the program.

1.1. Objective of the study

The prime objective of the study was guided to discover the trends and consequences of the drop out in Makawanpur Multiple Campus.

Literature Review

Drop out normally means the absence of the students from the academic year. It can also be said the nonexistence of the students in the running program of the schools and colleges. Dropout can be broadly defined as the student's failure to enroll for a definite number of successive semesters. However, there are many different definitions of dropout in the literature, usually related to a temporal conception, and the issue is controversial (Grau-Valldosera & Minguillón, 2014). It is all about the leaving the academic program by the students. Many factors can directly or indirectly influence the drop out of the student. As the research conducted by Moyo, Ncube and Khupe (2016) revealed their findings about the reasons students drop out of school, including 1. Lack of role of parents' existence, 2. Challenges in financial conditions 3. Difficulties and poverty and hunger 4. Distance from home to school 5. Student migration 6. Teen pregnancy 7. Pressure of friend 8. Family disorientation. The factors stated were those that encouraged students to drop out of school in their study area. The longitudinal study conducted by Hidi (2000), students' behavioral, cognitive and demographic factors were found to be among the factors leading student to drop out of school. The study found out that students who dropped out were noted to have exhibited high levels of aggressiveness and lower academic performance. Allensworth & Easton (2007) also discovered structures and systems that comprise a college's regarding design its administration, staffing, resources, curriculum and assessments as well as the manner in which the college provides support to struggling and at-risk learners. In their study on how a school's organizational structure affects dropout behaviors. Allensworth & Easton (2007) used linear analysis to investigate causes of absenteeism. The study that found structures with clear norms in place held the most promise for students at risk of both absenteeism and dropout. Because of good institutional structures, Allensworth & Easton (2007) found that attendance by students' was a strong predictor of success in colleges. Along this dimension, a study conducted by Meyer (2010) reveal that students mentioned parental support as a factor that helped them stay in college. Additionally, Ginsberg & Miller-Cribbs (2000) indicated that lack of parental involvement in an abusive home was found to be correlated to higher likelihood of dropping out from college. Likewise, living in a violent and dysfunctional home environment, single-parent household, language differences and lowly educated parents were found to be linked to student have positive influence on students' path towards graduation (Rumberger & Larson, 1998).

Drop out has the complex and multi dimension which are difficult to explain. Inconsistent terminology is problematic because the ways dropout is defined determine how it is measured, tackled, and researched (Ashby, 2004). The main issue regards who to count as having dropped out (Nichols, 2010); a single course definition is prevalent, i.e. dropping out of a specific course, yet other authors have proposed a program perspective (Lehan, Hussey, & Shriner, 2018), i.e., not graduating in a program. However, the time frame is also

problematic, as students may take a break (of several semesters) but eventually return and re-enroll later in their academic trajectories. Although vicinity to join and complete the program in graduation is an understudied topic in the dropout literature, aspects of the traditional college experience suggest that many students are liable to leave the college. At large, open access colleges and universities students are often required to navigate complex bureaucracies and receive minimal advising to chart their course. Student-to-counselor ratios at those institutions, which frequently exceed 1,000:1, create environments in which many students are unaware of whom to contact if they need support (Gallagher, 2010; Center for Community College Student Engagement, 2009). As a result, research finds that nearly half of community college students do not understand their graduation requirements, and choosing courses at random is commonplace (Rosenbaum, Deil-Amen, and Person, 2006; Grubb, 2006; Schneider and Yin, 2011). Thus, students who have spent more years in college may accumulate numerous credits that do not contribute to graduation (Scott-Clayton & Rodriguez, 2014), thereby increasing their chances of exhausting eligibility for time-limited sources of financial aid. Furthermore, because students typically have an abundance of choice when deciding which courses to take, they may delay progress to completion by avoiding required classes that are demanding and unpleasant (Bailey, Jeong, & Cho, 2010). For students who first attended two- and open-admission four-year colleges, the probability of departure respectively declines from 0.19 to 0.10 and from 0.13 to 0.11 between the first and third credit intervals. For students who first attended four-year selective institutions, the probability of dropout is approximately .06 in each of the first three credit intervals. (Cite: Zachary Mabel* Harvard Graduate School of Education Tolani A. Britton Harvard Graduate School of Education August 2017). In another study Zachary and his friends concluded that colleges may be able to substantially increase degree attainment by targeting interventions to students who have made considerable academic progress but remain at risk of dropping out. While it is too soon to know which interventions are most effective and the contexts in which they work best, one thing is clear. Helping more students complete their final steps to a degree requires paying more attention to the late departure phenomenon and further investigating its origins and consequences. (Cite: Zachary Mabel* Harvard Graduate School of Education Tolani A. Britton Harvard Graduate School of Education August 2017)

It is the widespread issue that is completely relative to the geography, culture, religion, and family background. Moreover, it is always relative and directly influences the national objective to the education. A person's perception is very much determined by the amount of information that the person has relating to facts, experiences, hopes, and possibilities. Expectations and possibilities related to the future, while reality relates to the past and present (Sarwono, 2006:184). This perception will influence the decisions and actions taken by someone. Based on the explanation above dropout can be caused by two factors, namely; internal and external factors. Internal factors relate to motivation and emotions. Strong motivation will encourage someone to do something seriously, and positive emotions owned by someone will have an impact on perception and cognitive processes (Weiner, 1986:23-27). Both of these, motivation and emotion will definitely have an impact on the decisions and actions that someone will take. While relating to outside factors, Lewin's Medan theory (Heider, 1958:165; Sarwono, 2006:48) explains that individual behavior including dropping out of school is determined by environmental factors. In the social environment, those who are dominant will determine how someone will act. Murray (Heider, 1958:166) analogizes the environment to the press which has a significant impact on a person. He stressed that everyone needs the presence of others who he respects and trusts in order to be able to motivate him in achieving his goals. In addition, the findings of this study

also indicate that the child's lack of motivation to go to school and neglect of children are the main factors causing dropouts. These two factors are interconnected with one another. Children who are abandoned by their parents have weak enthusiasm and motivation to go to school. (Sumardi, 2020)

In the above discussion, the authors realize that the trend of the students' drop out is the prominent issues that need to be focused. It has raised the question of existence of so many colleges in the country. So naturally, it is the problem to be explored to sustain the retention rate of the students in the colleges. That's why it is studied to explore the trends and suggest the viable strategies to overcome the problem of the drop out the college.

2. Materials and Methodology

This study aims to examine the trends of dropout among bachelor students at Makawanpur Multiple Campus and the consequences that may negatively impact the academic progress of the campus. The research method used is analytical, utilizing correlation and regression to determine the relationship between variables. The results of the study may provide valuable insights into understanding the trend of student dropout and suggest strategies for improving retention rates at the campus. The study may also contribute to addressing issues that influence student retention and the effectiveness of interventions aimed at improving retention in higher education. The literature review discusses various factors that may contribute to student dropout, including lack of parental involvement, financial difficulties, poverty, hunger, distance from home to school, and student-related factors.

3. Findings and discussion

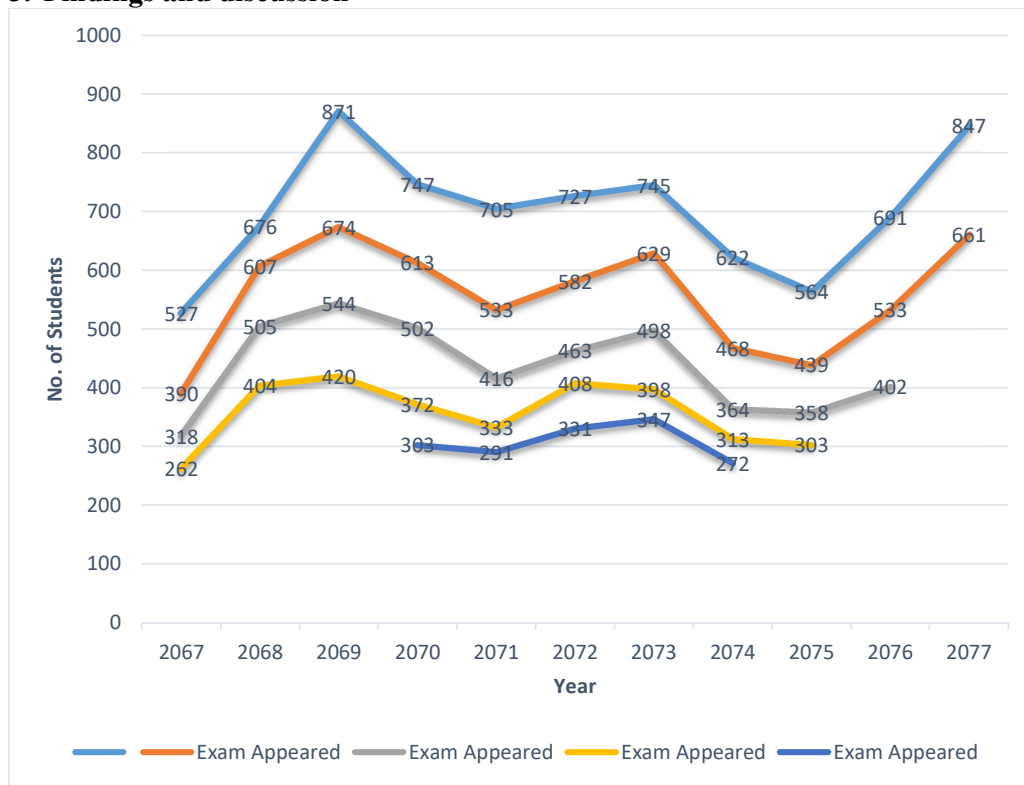


Figure 1: Enrolled and Exam Appeared in B.B.S.

This diagram appears to be the number of students who appeared for an exam and enrolled in a program in a particular year, along with the number of students who passed each

year of the program. The data shows a general trend of decreasing enrollment and pass rates as the program progresses, with the exception of 2071, where there is a significant drop in pass rate in the 2nd year. Overall the enrollment number for the years 2067 to 2074 is decreasing over the years and the pass rate is also decreasing as we move from the 1st to 4th year of the program.

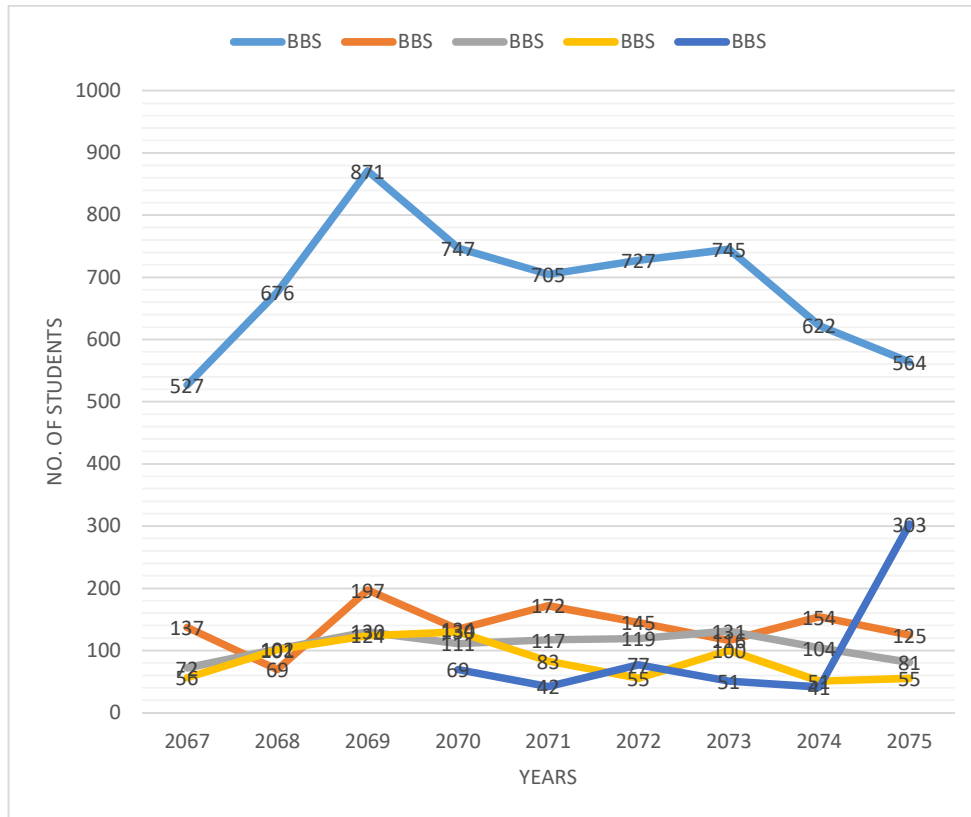


Figure 2: Number of Drop outs in B.S.

The diagram provided shows the number of dropout students in different years, by academic year. The total number of enrolled students in each year is also provided. It can be observed that the total number of enrolled students varies each year, with the highest number in 2069 and the lowest in 2075. Additionally, the number of dropouts in each academic year also varies, with the highest number in the 4th year in 2075 and the lowest in the 1st year in 2067. Overall, it appears that the dropout rates have been fluctuating in these years.

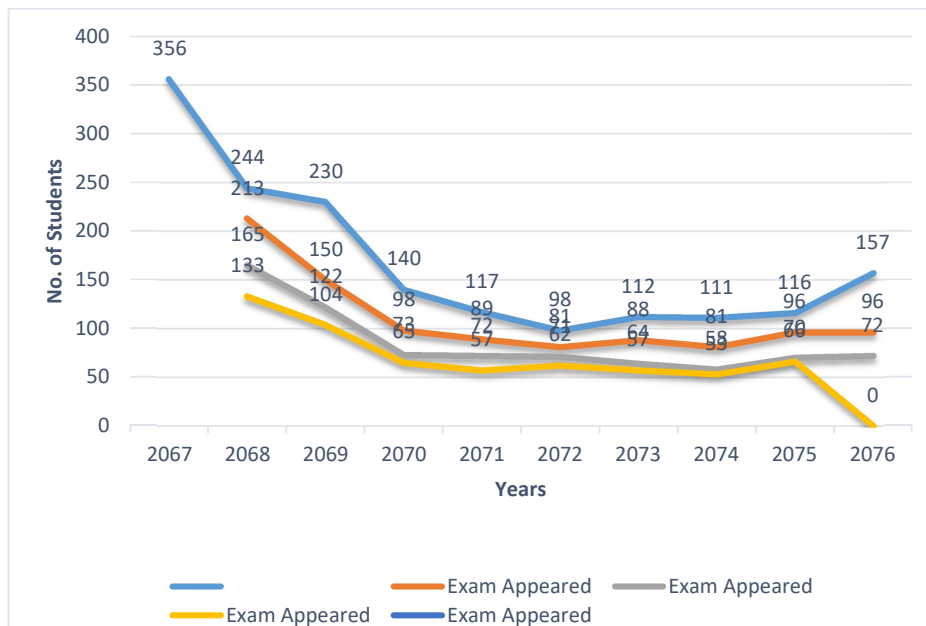


Figure 3: Enrolled and Exam appeared in B.A.

This data appears to be the number of students who appeared for an exam and enrolled in a program in a particular year, along with the number of students who passed each year of the program. The data shows that the total number of enrolled students decreases over the years. Also, the pass rate decreases as we move from the 1st to 4th year of the program. The pass rate is highest in the 1st year and lowest in the 4th year. It could be possible that the students who are unable to pass in the 4th year are dropping out. It could be beneficial to analyze the reasons for such high dropout rate in 4th year and take necessary steps to improve the pass rate in 4th year.

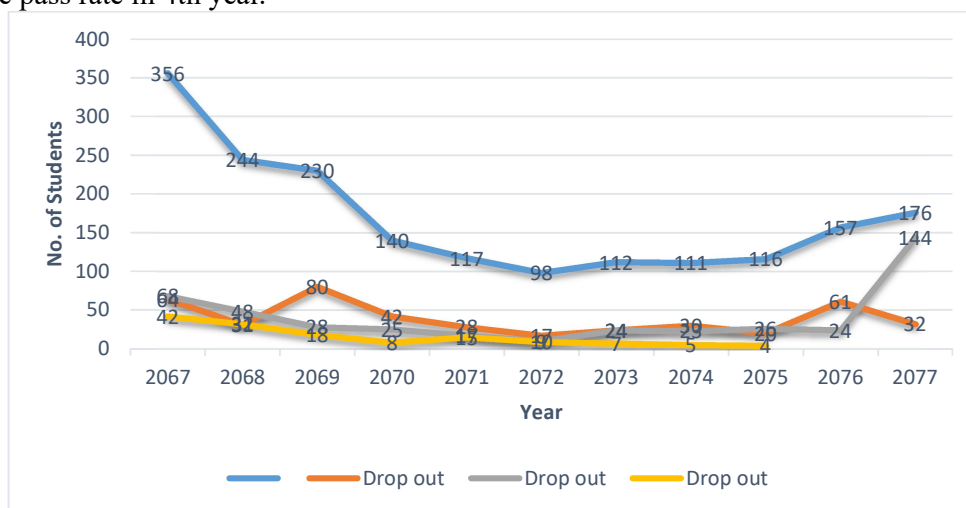


Figure 4: Number of Drop outs in BA

This data appears to be the number of students who appeared for an exam and enrolled in a program in a particular year, along with the number of students who passed each year of the program. The data shows a general trend of decreasing enrollment and pass rates as the program progresses, with the exception of 2071, where there is a significant drop in pass rate in the 2nd year. Overall the enrollment number for the years 2067 to 2074 is

decreasing over the years and the pass rate is also decreasing as we move from the 1st to 4th year of the program.

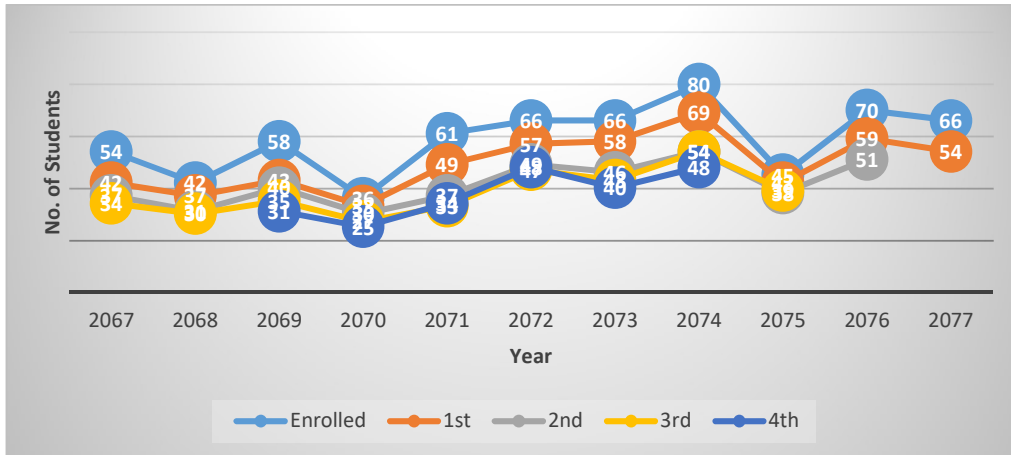


Figure 5: Enrolled and Exam appeared in B.Sc.

This data appears to be the number of students who appeared for an exam and enrolled in B.Sc. program in a particular year, along with the number of students who passed each year of the program. The data shows that the enrollment number for the years 2067 to 2074 is fluctuating over the years. Also, the pass rate decreases as we move from the 1st to 4th year of the program. The pass rate is highest in the 1st year and lowest in the 4th year. It could be possible that the students who are unable to pass in the 4th year are dropping out. It could be beneficial to analyze the reasons for such high dropout rate in 4th year and take necessary steps to improve the pass rate in 4th year. However, it is important to note that the sample size of the data is very small and therefore the analysis might not be reliable or generalizable. It would be beneficial to have more data to have more robust conclusions.

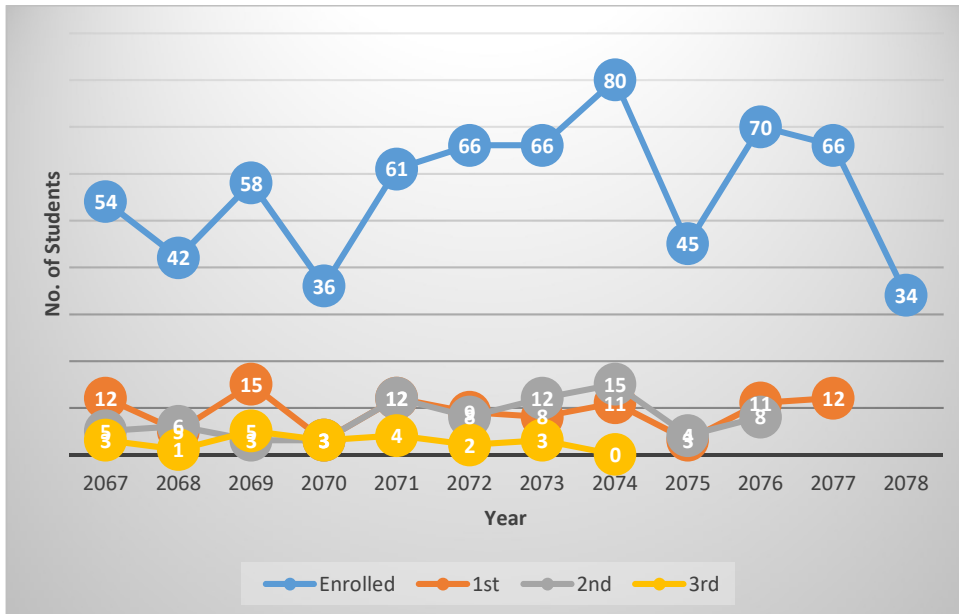


Figure 6: Number of Drop outs in B.Sc.

This data appears to be the number of students who dropped out of B.Sc program in a particular year, along with the number of students who dropped out in each year of the program. The data shows that the total number of enrolled students fluctuates over the years. Also, the dropout rate decreases as we move from the 1st to 3rd year of the program. The dropout rate is highest in the 1st year and lowest in the 3rd year. It could be possible that the students who are unable to pass in the 3rd year are dropping out or they might have some personal reasons to drop out. It could be beneficial to analyze the reasons for such high dropout rate in 1st year and take necessary steps to improve the retention rate in 1st year. However, it is important to note that the sample size of the data is very small and therefore the analysis might not be reliable or generalizable. It would be beneficial to have more data to have more robust conclusions.

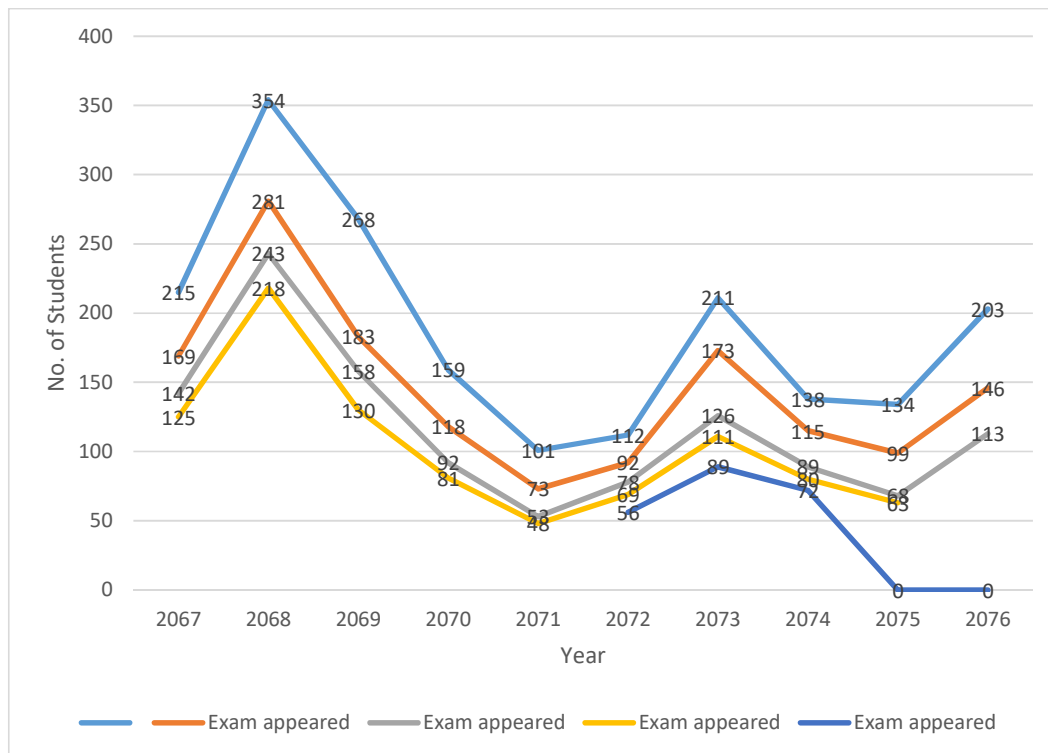


Figure 7: Enrolled and Exam appeared in B.Ed.

This data appears to be the number of students who were admitted to a program in a particular year, along with the number of students who appeared for exams in each year of the program. The data shows that the total number of admitted students decreases over the years. Also, the number of students appearing for exams decreases as we move from the 1st to 4th year of the program. The number of students appearing for exams is highest in the 1st year and lowest in the 4th year. It could be possible that the students who are unable to pass in the 4th year are dropping out or they might have some personal reasons to not appear for exams. It could be beneficial to analyze the reasons for such high dropout rate in 4th year and take necessary steps to improve the retention rate in 4th year. However, it is important to note that the sample size of the data is small and therefore the analysis might not be reliable or generalizable. It would be beneficial to have more data to have more robust conclusions.

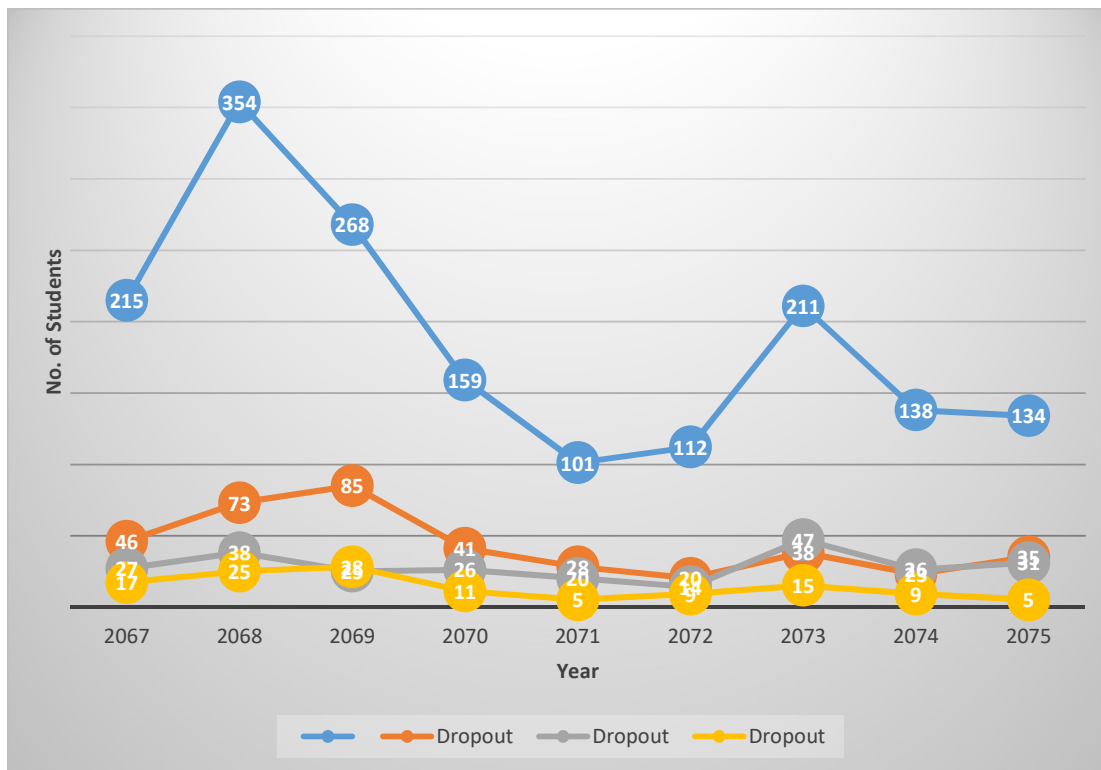


Figure 8: Number of Drop outs in B.Ed.

This data appears to be the number of students who dropped out of a B.Ed program in a particular year, along with the number of students who dropped out in each year of the program. The data shows that the total number of enrolled students fluctuates over the years. Also, the dropout rate decreases as we move from the 1st to 3rd year of the program. The dropout rate is highest in the 1st year and lowest in the 3rd year. It could be possible that the students who are unable to pass in the 3rd year are dropping out or they might have some personal reasons to drop out. It could be beneficial to analyze the reasons for such high dropout rate in 1st year and take necessary steps to improve the retention rate in 1st year. However, it is important to note that the sample size of the data is small and therefore the analysis might not be reliable or generalizable. It would be beneficial to have more data to have more robust conclusions.

Correlations

		sy	ty
sy	Pearson Correlation	1	.986
	Sig. (2-tailed)		.105
	N	3	3
ty	Pearson Correlation	.986	1
	Sig. (2-tailed)	.105	
	N	3	3

The data shows the correlation between two variables, "second year" and "third year." The Pearson correlation coefficient is a measure of the strength and direction of a linear relationship between two variables. A value of 1 indicates a perfect positive correlation, while a value of -1 indicates a perfect negative correlation.

The Pearson correlation coefficient for the relationship between "sy" and "ty" is .986, which is very close to 1. This suggests a strong positive linear relationship between the two

variables. The significance level (Sig. 2-tailed) of .105 implies that there is low probability that this correlation occurred by chance.

The sample size is 3 for both variables, which is small and might not be representative of the population. It is worth considering running the analysis with a larger sample size.

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.848	13.456		1.772	.327
	ty	.827	.138	.986	6.015	.105

a. Dependent Variable: sy (fy=first year, sy=second year, ty=third year)

In the above data, .327 is the p-value for the constant (also known as the y-intercept) in the regression analysis. The constant represents the predicted value of the dependent variable (sy) when all independent variables are equal to zero.

A p-value less than .05 (5%) is typically considered to be statistically significant, which means there is less than a 5% chance that the relationship between the independent and dependent variable is due to chance. In this case, the p-value for the constant is .327 which is greater than .05, which means that there is more than 5% chance that the relationship between the constant and the dependent variable is due to chance, and it implies that the constant is not significant in this data. This means that the intercept of the model is not statistically significant, which can imply that the model may not need an intercept term, or that it would be hard to interpret the meaning of the intercept, or that the model is not fitting the data well. This means that the dropout rate is not statistically significant, which can imply that there is not a common reason of students drop out in the second and third year. The rate of change in date is random.

4. Conclusion and recommendations

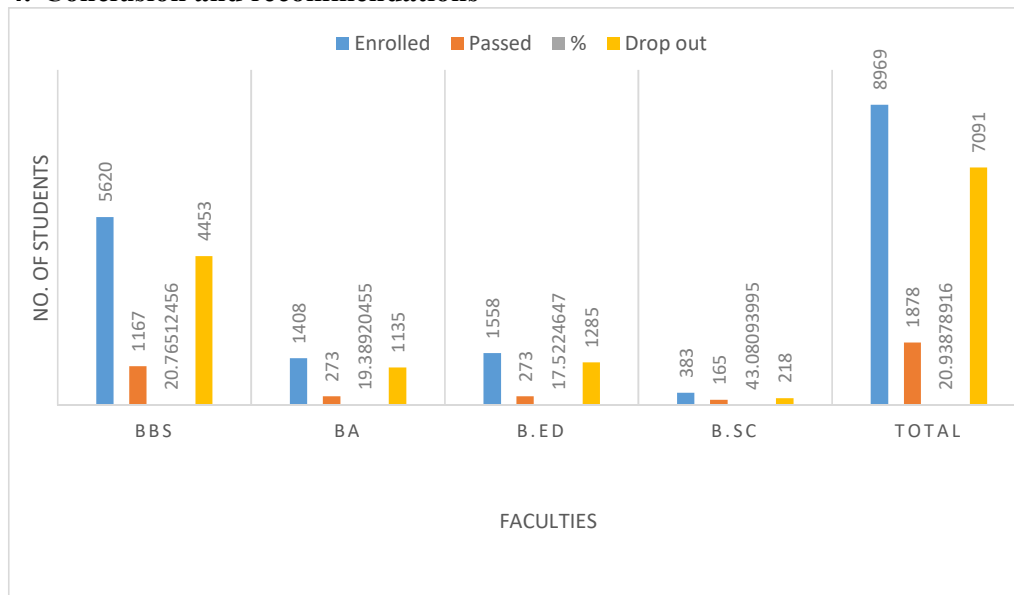


Figure 9: Enrolled, passed, and Dropped out of all the four faculties (2067 to 2074)

The data appear to be the total number of students who enrolled, passed, and dropped out in different faculties from 2067 to 2074. The data shows that the total numbers of enrolled

students are highest in BBS, followed by B.Ed., BA and B.Sc. respectively. The pass rate is highest in B.Sc. (43.08%) and lowest in B.Ed. (17.52%). The dropout rate is highest in BBS (4453) followed by BA (1135), B.Ed. (1285) and B.Sc. (218) respectively. This data gives us a general overview of the enrollment, pass rate and dropout rate for the faculties from 2067 to 2074. It could be beneficial to analyze the reasons for such high dropout rate in BBS and take necessary steps to improve the retention rate in BBS. Also, it could be beneficial to compare the pass rate with the national pass rate of the respective faculties to have a better understanding of the situation.

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