

Original Article

Determinant Factors of University Students' Dropouts: A Qualitative Analysis

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Received: 07 March 2025

Revised: 08 April 2025

Accepted: 20 April 2025

Published: 30 April 2025

Abstract - This study investigates the underlying causes of high dropout rates among Tribhuvan University's (TU) Master of Business Studies (MBS) students. It explores the impact of this trend on the University's goodwill. Adopting a qualitative research approach, the study includes a comprehensive literature review, theoretical framework development, and thematic data analysis through familiarization, coding, theme identification, and refinement. Internal and external factors influencing dropout rates—such as curriculum relevance, educational costs, political interference, institutional practices, and depiction mechanisms—are critically examined. Findings highlight that outdated curricula, insufficient student support services, political instability, and limited financial aid significantly contribute to declining enrollment. To address these challenges, the study recommends continuous curriculum updates, enhanced funding strategies, structured mentorship programs, and efforts to depoliticize the academic environment. Additionally, it advocates for flexible, student-centred learning models and robust support systems to manage dropout rates more effectively. The research implications extend to academic and regulatory institutions, educators, policymakers, and researchers, providing insights for sustainable educational planning, improved student retention, and long-term socio-economic development. Ultimately, the study aims to assist TU in evolving into a more dynamic, globally competitive institution that fosters academic excellence and strengthens its institutional reputation.

Keywords - Curriculum relevance, Dropout rates, Financial aid, Master of Business Studies, Student retention, Teacher-student interaction, TU.

1. Introduction

The university education system faces annual dropout rates, a social concern affecting students worldwide. Research and system improvements can slow this trend [1]. University Dropout: Across the globe, higher education institutions struggle with the dropout issue. It speaks of pupils quitting their courses before they finish them. Among the notable universities in Nepal, Tribhuvan University is also facing this kind of problem. The high dropout rates at universities make university dropout a global issue that is both distinct and injurious. Twenty per cent of students who enrol in postsecondary education programs fail to complete them [2]. Malta has the highest rate of university dropouts (18.4 percent), followed by Spain (18.3 percent) and Romania (18.1 percent) in third place. If the percentage of students who drop out is investigated, we know that this number is rising rapidly beyond a bachelor's degree, which is concerning. According to the Ministry of Education and Vocational Training's most recent study, 30 percent of students in Spanish universities leave their studies early, usually in their first year. The dropout rate for the new bachelor's degree in the first year was 21.5 percent of the cohort from 2014 to 2015. Student dropout

negatively impacts universities, students, and society. Factors like formative models, program type, cost, biographical circumstances, social environment, and education importance influence dropout rates. Universities react, but regulations are needed to address methodical approaches. The debate over Nepal's higher education dropout rates has led to discussions on whether open learning environments are better or focusing on technical courses. Future research requires learning from past mistakes and addressing changing times [3]. Since the 1970s, higher education institutions have studied the causes and effects of dropout. With 137 university campuses and 1425 colleges nationwide, students are leaving the country for quality education and jobs, with 60,000 leaving to continue abroad [4]. The primary issue in Nepal is the high dropout rate. Tribhuvan University, the country's first University, was founded in 1959 and is now the 12th largest in the world. It offers low-cost courses with 62 campuses and 1,100 affiliated colleges [5]. The University is grappling with a significant issue of student dropout, a global issue affecting all colleges. Since the early 20th century, particularly since the 1970s, higher education institutions have studied various types of dropouts, their causes, and their effects.



1.1. Problem Statement

This research aims to explore the causes of dropout and address related hot issues that contribute to it [6]. Canada's Teenagers in Transition Survey revealed higher dropout rates among lower-educated teenagers. Factors contributing to dropout include economic, social, institutional, political, cultural, environmental, and personal. A lack of supportive regional education policies and effective strategies is identified [7]. A high dropout rate due to academic readiness issues can lead to a negative reputation for an institution [8]. The study reveals that age, marital status, scholarship status, and financing request are linked to dropout rates, benefiting young people, society, government, private universities, and businesses [9]. The study investigates the reasons behind Tribhuvan University's Master of Business Studies dropout rates, their causes, and their effects.

1.2. Rational of the Study

This study examines the causes of student dropouts and their impact on the University's status, enrollment rates, and credibility. Cobb's model examines peer relationships, teacher interactions, academic performance, political issues, and societal elements like poverty, conflict, and educational hurdles. The findings aim to develop equitable policies and procedures to reduce dropout rates, grow the student body, and improve the University's reputation. This study is a model for addressing higher education dropouts in Nepal and beyond.

2. Literature Review

A literature review section studies related documents to determine the research methodology. It helps identify existing research in the field, identifies issues to investigate, and informs the research design. The review also influences the chosen methodology, fostering confidence in research paradigms, design, and methodology for further investigation.

2.1. Thematic Review

Primary causes of university dropout include student adaptability, personality, socioeconomic status, teacher-student connection, and quality of education, with sub-causes like low self-esteem, demotivation, frustration, and pregnancy also affecting students [1]. Instead, the average high school score at which students entered University was more likely to influence dropout decisions. Nonetheless, [9] analyzed socioeconomic position and college dropout rates, with lower-educated teens more likely to leave postsecondary education.

Official UK data indicates that students from lower-class backgrounds are more likely to drop out of University [1]. The official UK data shows that students from lower-class backgrounds are more likely to drop out of University [9]. Canadian studies on social reproduction in the educational system rely heavily on parental education as the primary socioeconomic class indicator due to the significance of family advantages [9, 10]. Most young people have a limited understanding of their parents' work or family wealth, making

parental educational attainment a valid measure of social class [11]. Universities collaborate with banking organizations to tackle academic dropout rates, addressing factors like high school experience, societal influence, knowledge gaps, and class transparency [12]. The research explored how academic and economic factors contribute to university dropouts, a social issue requiring strategies and policies to reduce its impact on individuals, institutions, municipalities, regional, national, and worldwide [6].

Globally, individual factors like student satisfaction, course expectations, institutional support, cultural adaptation, social skills, extracurricular involvement, and general skills have garnered significant attention [13] and are examples of this interest. Researchers developed an inventory to create a student bio-data profile, focusing on students' intellectual, interpersonal, and physical/psychological dimensions.

2.2. Theoretical Review

Some of the important theories related to the cause of student dropout and its impact on the reputation of the University were reviewed.

2.2.1. Academic Preparedness Theory (APT)

The APT theory suggests that students unprepared for university degrees due to inadequate pre-college preparation, difficulties in transferring, or insufficient academic support are more likely to drop out, potentially affecting an institution's reputation [7].

2.2.2. Financial Constraints Theory (FCT)

The TCT theory suggests that students may leave the University due to financial constraints, such as an inability to afford living expenses, housing, or tuition. It includes problems such as mounting educational costs, lack of financial aid, and student debt. Poorly rated universities, on account of expensiveness or substandard financial aid, might have found it challenging to attract and retain students. This, in a real sense, affected the rank and reputation of the schools to be easily accessible [14].

2.3. Empirical Review

A study in Colombia and Latin America analyzed factors influencing higher dropout rates, including entrance tests, vocational training, and financial hardships. Factors such as personal and family backgrounds, secondary education, and recommended college tactics were identified as significant contributors. The study found a lack of supportive regional education policies and effective strategies for reducing university dropout rates [15]. This study investigates the factors affecting the dropout rate of 1876 first-year students in a technical-professional institution from 2014-2016. The results show gender, secondary school graduation year, and number of school hours as significant variables. The model varies based on training institution specifics [16]. This study analyzed student dropout models from university studies using

various variables from the Instituto Tecnológico de Costa Rica (TEC). Multinomial regression models were used to analyze the impact of socio-demographic factors, study programs, academic history, scholarship, and performance. The "random forest" was the most accurate predictor, accounting for 34 percent of the actual dropout rate [17]. [18] examine the factors influencing student dropout and its management, highlighting the significant roles of socio-economic, organizational, and family factors.

Similarly, [19] investigates the causes of dropout rates in private universities in Central Java, Indonesia, using qualitative and quantitative approaches. The study identifies family economic hardship, poor academic performance, dissatisfaction with the academic experience, and personal financial issues as major contributors to student dropout. Although Nurmalitasari's findings offer valuable insights, there are areas for improvement, including greater diversity, larger sample sizes, the use of longitudinal data, comparative analysis, and more precise explanations of policy implementation. Enhancing these aspects would increase the generalizability and depth of the study's conclusions. Comparative analyses, in particular, could reveal unique challenges private universities face in Central Java. Despite these limitations, the study's mixed-method approach provides important guidance for institutional initiatives and policy decisions to address student dropout in higher education.

[20] investigate the causes of dropouts using a survey of students enrolled in higher education. Logistic regression will be applied to assess factors affecting dropout rates, considering both traditional and dropped students. The study reveals a link between marital status and dropout rates, highlighting the importance of financial aid in preserving enrollment. It suggests that students can better seek help and

resources to reduce these risks, which benefits everyone by increasing human capital. Policymakers can use this information to improve higher education completion rates and institutional performance. The research provides empirical data on factors influencing higher education dropouts in Brazil's private institutions, providing valuable insights for future studies and policy initiatives.

2.4. Research Gap

The primary purpose of this study is to identify determinants of students' dropout, particularly in Tribhuvan University's Master of Business Studies. [6] identified factors affecting dropout rates, such as age, sex, education, and scholarship funding, but did not examine their impact on the University's reputation, especially in specific courses.

Additionally, [8] discussed how financial constraints, course quality, and academic satisfaction contribute to dropout reasons; however, less attention was paid to how employers, students, and other stakeholders would perceive education if they stopped participating in business programs.

These studies highlight the need for more research on the problem of dropout in Tribhuvan University's MBS program and its impact on the University's overall standing. However, the effects of dropout rates have been extensively researched in various social-academic contexts [21]. This study is crucial to conduct a study on the relationship between TU. MBS program its dropouts and the University's overall reputation, educational quality, and academic excellence.

2.5. Research Framework

Fig.1 presents the research framework outlining the relationships between Dependent Variables (DV) and Independent Variables (IDVs). It presents the relationship between dependent and independent variables.

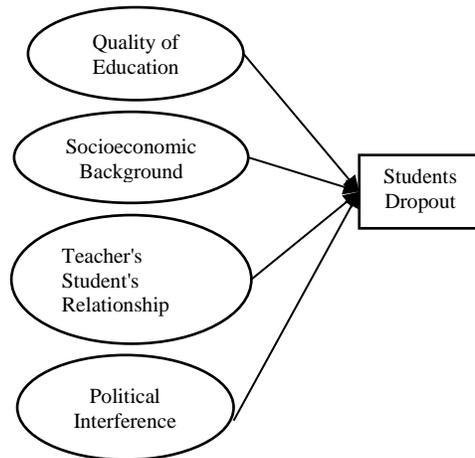


Fig. 1 Research framework
[Source: [24, 25]]

2.5.1. Quality Education

The quality of education refers to the overall educational learning and sharing process, instruction, curriculum, learning and classroom assessment, educational resources, classroom participation, classroom delivery, and presentation and practical skills prepared for individuals. Educational literacy, social literacy, and classroom outcomes are fundamental for quality assessment [5]. Moreover, high-quality education demands dynamic classroom procedures that focus on the students as the primary learners. It is also crucial to properly prepare and monitor the trainer's education, skill development, and other methods of teaching quality enhancement.

2.5.2. Socio-Economic Background

Socioeconomic factors refer to the socioeconomic factors influencing a person's or group's position in society, such as family structure, size, profession, family income source, educational background, and social interaction, which significantly outline student behavior, social and economic opportunities, and life values.

People's Socioeconomic factors can have a direct influence on work delivery, family health, educational knowledge, and social representation. Lower-class groups and castes frequently lack Access to good health care and food, nutritious food, and drinking water, which exacerbates health equity problems.

Numerous studies indicate that parents' income and education level significantly influence their children's academic achievement and aspirations [22]. Middle-class families' cultural capital supports education, including reading literature, enjoying art, and engaging in scientific activities [23]. Socio-economic disparities in Nepal impact sectors like health and education, leading to poverty and inequality. Public services are scarce or nonexistent for rural residents and underprivileged groups, highlighting the need for understanding structural violence causes and developing equity-promoting policies.

2.5.3. Teachers' and Students' Relationships

The relationship between a teacher and their students is crucial for a learning environment, as it influences their performance, involvement, and personal development. Positive teacher perceptions and friendly relationships boost students' self-esteem and encourage engagement in learning. Unhealthy and unfavourable relations can negatively impact students' achievement and academic behavior [24].

Similarly, effective teacher-student relationships are directly associated with mutual respect, mutual trust, and two-way communication, with students showing minimized preference towards educators who are always interested in fair knowledge transfer and student assessment. High-risk adolescents require these interactions to protect against adverse social and academic outcomes [25]. Moreover, Higher

education students have different pedagogical relationships with teachers due to their increased responsibility, but the importance of supportive relationships remains. The study highlights the significant impact of teachers' approachability and accessibility on students' satisfaction and retention in university programs and their interactions with faculty members [26].

In Nepal, social conceptions promoting elder authority hinder teacher-student interaction. Modern teaching methods encourage student interaction, potentially improving relationships and learning outcomes by addressing large class sizes and inadequate teacher preparation[27].

2.5.4. Political Interference

Political interference refers to the excessive influence of political forces in independent institutions like courts, healthcare, and education, potentially disrupting administration and standard of instruction, violating autonomy, and impacting students, instructors, and administrators [27].

Next, political meddling in education, particularly in administrative actions like teacher promotions and resource distribution, can undermine the system's effectiveness and integrity by prioritizing political connections over qualifications or institutional criteria [28]. Political parties' involvement in student unions could exacerbate campus tensions, hinder academic focus, and create instability [29]. Additionally, political meddling in Nepal's public colleges hinders education quality and institutional expansion by distributing resources and recruiting professors and administrative personnel, often handled by political parties.

Independent student unions frequently start strikes and protests to fulfil their political interest, disturb the regular class schedule and render classroom sharing and instruction. Thus, implementing clear rules and laws, effective class regulations, and strategic management can significantly decrease the adverse effects [30].

3. Research Methodology

3.1. Research Design, Methods, and Sampling Techniques

The aim is to understand the academic, institutional, and program elements affecting dropout rates, administrative and policy concerns, class policies, and the challenges both enrolled and dropped-out students face. The interviews aim to uncover complex causal networks and different conceptualizations of dropouts. Thus, qualitative techniques have been adopted for the study, including thematic analysis and literature review.

Purposive sampling allows justified generalization from targeted samples and supports detailed, in-depth analysis of specific populations. Therefore, the study used purposive sampling to select participants with relevant knowledge and

experience about the Master of Business Studies (MBS) program phenomenon and dropouts. The sample size will be determined by the data saturation threshold, which will include

program directors (2), campus chiefs (2), faculty members (2), current MBS students (5-7), and former dropouts (5-7). The following are the themes and codes based on the variables.

Table 1. Qualitative themes and codes on student dropout factors

Variables	Themes	Codes
Quality of Education	Inadequate Learning Environment	Poor facilities, lack of resources, and outdated curriculum
	Teacher Competency Issues	Untrained teachers, irregular classes
Socioeconomic Background	Financial Constraints	Low family income, inability to pay fees
	Parental Education and Support	Illiterate parents, lack of academic support at home
Teacher-Student Relationship	Lack of Emotional Support	Ignored students, no counseling
	Poor Communication	Misunderstanding, fear of teachers
Political Interference	Disruption of Academic Activities	Frequent strikes, school closures
	Politicization of School Management	Biased administration, favouritism
Dropout (Dependent Variable)	Student Withdrawal	Leaving college before completion, irregular attendance

4. Result and Discussion

4.1. Thematic Analysis of Data

This study is based on qualitative data analysis, which includes generating knowledge, coding, finding the facts defining the information, and report writing. This process involves transcription, review, and multiple data readings to understand its substance. Themes are identified based on socio-economic factors, dropout causes, teacher-student classroom interactions, delivery, and their impact on quality education.

4.2. Moral Aspects to Take into Account

The University ethics review board will not conduct data-gathering operations until ethical clearance is granted. Participants will be informed about the study and withdrawal process, with safeguards to ensure confidentiality. The study examines dropout rates at Tribhuvan University's MBS program using an interpretive paradigm and in-depth interviewing techniques. The findings may not apply to other courses or universities. Thematic analysis will guide actions to reduce dropout rates and improve the school's reputation.

4.3. Program Director (PD)

The Master of Business Studies (MBS) curriculum is a modern program that can fulfil the human needs of the industrial and corporate sectors. The changing business and economic landscape requires ensuring practical and technical knowledge among students. Thus, effective faculty member can effectively deliver their knowledge and practical instruction, which is crucial for students' academic transformation. Thus, Tribhuvan University, Nepal, plays a crucial role in academic excellence through students' career development. Thus, innovative and professional faculty members can enhance dynamic leadership, and diversity can foster a more accepting professional academic environment, research, and development that can reduce dropout rates and

enhance the University's reputation as a socially recognized institution. Academic feedback mechanisms can help improve the program quality by encouraging students' voices, thoughts, and opinions about academic instruction and classroom delivery. Similarly, transparent governance, supportive leadership, sound financial management, and revenue generation can improve the sound academic environment and administrative credibility rating for sustainability. Harmful political interference can disrupt the academic system's administrative service.

4.4. Dropout Trends and Program Improvements

Campus administrators can reduce dropout rates in Master of Business Studies (MBS) programs by *analyzing* unique trends and creating effective retention plans. Directors recommend strategies like financial assistance, consulting services, and rearranging class schedules to increase student satisfaction and commitment, ultimately boosting the institution's reputation and prosperity.

4.5. Impact of Students Drop Out on the University's Reputation

The University's reputation is impacted by high dropout rates, suggesting an issue with its support system. The directors are implementing retention programs like curriculum reform, career assistance, and academic advice to address this. These initiatives aim to improve the University's reputation index and demonstrate its commitment to providing top-quality education. The study also highlights the importance of human resources, economic resources, program relevancy, and governmental relations in affecting the University's standing. Retention strategies include money, postponing classes, providing instruction, and honesty with authorities. By addressing these issues, Tribhuvan University can improve its reputation, retain students, and establish itself as a leading educational institution in Nepal.

4.6. Campus Chiefs (CCs)

The Campus Chiefs (CCs) are asked additional questions to assess Tribhuvan University's Master of Business Studies (MBS) program's reputation and student retention, emphasizing the importance of regular assessment to meet industry demands.

4.7. Educational and Standing Requirements

Regular curriculum reviews are crucial for maintaining industry standards and enhancing the respect given to educational systems. These reviews reveal a university's commitment to providing high-quality instruction and classroom delivery for better student achievement. Tribhuvan University (TU) should consider metrics such as technological environment, better classroom management, highly professional academicians, E-library system, research and development, and students-teacher interaction program for quality education.

4.8. Background in Socioeconomics

The University's financial aid and scholarship programs are aimed at meeting the needs of low-income students, reducing dropout rates, and promoting equal Access to education. However, the administration's measurement of these initiatives raises concerns about accountability and program impact. Barriers like insufficient financing or managerial support suggest socioeconomic disparities within the Master of Business Studies (MBS) program.

4.9. Relationship between Teacher and Student

This explores the proactive measures and management strategies used to improve student satisfaction and retention at Tribhuvan University. Understanding the autonomy and integrity of universities is aided by state involvement in governance. Long-term political interference can endanger the quality and consistency of instruction, affecting retention in the short term and reputation in the long run. Concrete instances of the University's political dealings can provide insight into the situation. The administration's actions on curriculum assessments, quality standards, and faculty development demonstrate their emphasis on academic standards and quality. The University's approach to education and students can be understood by examining feedback mechanisms to support positive interactions between students and professors. Evaluating the impact of politics on university operations and academic elements reveals systemic defects and how the administration has addressed them.

Academic ethics are likely to be upheld by a system or institution with coping mechanisms against interference, safeguarding and enhancing the institution's reputation. Practical strategies focusing on providing high-quality education, reducing socioeconomic barriers, fostering positive teacher-student interactions, and protecting the institution from the political environment can increase retention and boost Tribhuvan University's reputation.

4.10. Faculty Members (FM)

Based on in-depth interviews with faculty members, the results provide a comprehensive analysis of Tribhuvan University's Master of Business Studies (MBS) program and its dropout factors.

4.11. Quality Assurance and Academic Standards

The academic rigour of the MBS program presents both opportunities and problems. Maintaining a high-standards education system can lead to student dropouts. Thus, Faculty qualifications, knowledge, experience, delivery, curriculum relevancy, and student classroom assessment policies and practices can positively impact the academic institutions. Improving the program's viability and public perception requires adjusting policies to meet market demands. Therefore, this improvement supports built-in systems like internal quality audits, peer evaluations, and freedom. Gradually, more re-evaluation and modification may be necessary to achieve curriculum competition.

4.12. Access to Education and Socioeconomic Factors

Financial aid and student scholarships are established to support the impoverished, but their reach is limited. Faculty members argue that more funding for these initiatives would increase the number of students receiving assistance and better support targeted demographics. Counseling and academic advising support systems aim to offset the impact of socioeconomic position and improve retention by strengthening comprehensive support systems.

4.13. The Importance of Teachers in their Relationships with Students and their Assistance with Academic Tasks

Favorable Teacher-Student Interactions (TSI) significantly impact students' inspiration and maintenance. Active teachers and students association fosters an academic environment that supports academic development, quality, and student success.

However, these regulations are more inclusive and require more effective tracking and student assessment methods. Interventions addressing teacher-student relationship gaps have shown success, but more skillful handling of engagement tactics is needed to sustain achievements and improve retention and image gains.

4.14. How Politics Affects Academic Freedom

The Faculty Members (FM) argue that politics has negatively impacted academic decision-making and curriculum creation, disrupting program administration and lowering instruction standards. They suggest decentralization and self-governing entities within the administration to mitigate these effects. However, further support is needed to protect academic policies from external influences. The institution's reputation is also impacted by political aspects of national and international governance, despite public relations initiatives to protect it.

4.15. Academic Regulations Regarding Dropout Rates and Pathologies

University dropout rates have somewhat decreased due to adopting measures like differentiating attendance requirements, offering substitute evaluation methods, and altering grading schemes. Furthermore, while these policies are beneficial, they need to be more sophisticated to address the particular issues that at-risk students face.

4.16. Meeting the Requirements of Adult Education Students

The Master of Business Studies (MBS) program at Tribhuvan University faces challenges in its reputation and dropout rates despite its support for remote learning. To meet the needs of non-traditional students, the program may need to expand its policies and allocate more funding. To improve retention, faculty members propose a plan to enhance the program's reputation by increasing research outputs, hiring more academic staff, and creating international connections. This will improve the program's quality and create an engaging learning environment for various student categories.

Despite the support from legislation, teacher-student relationships may require additional tactics to maintain a positive learning environment. Political interference threatens academic freedom and the University's reputation. However, aligning management's goals with quality improvement strategies aligns with the University's future goals, which could benefit the MBS program's reputation and retention rate. Tribhuvan University may need to improve social services for economically disadvantaged students, modify its governance, foster positive relationships between students and faculty, and keep academic policies away from politics to achieve these goals.

4.17. Current Master of Business Studies (MBS) Students (CMS)

An examination of the primary concerns related to dropout rates, as revealed by in-depth interviews with current MBS students and their program assessments, is provided below.

4.17.1. The Quantity and Quality of Education Provided by the MBS Program

Students at Tribhuvan University find MBS courses useful for theoretical purposes but lack practicality, applicability, and accessibility.

4.18. Socio-Economic Status and Resource Availability

Students from socioeconomic disadvantages face numerous obstacles, including a lack of funds, inaccessibility of educational resources, and the demanding study process with employment or family responsibilities. These obstacles increase the likelihood of dropout rates. Access to relief programs and scholarships varies, with regional funds often awarded to a few students due to a lengthy application process. Economic status significantly impacts student retention rates,

as low-income children often drop out due to a lack of financial or psychological support.

4.19. Relationships Between Teachers and Students and Academic Support

Positive interactions with teachers are linked to higher student satisfaction and retention. However, professors' availability and approachability vary, with some feeling supported and others lacking Access. Advising relationships and mentoring are crucial for degree awards, especially for at-risk groups. Lack of mentorship can leave students feeling distant and unmotivated, increasing their likelihood of quitting school. Positive interactions with teachers also enhance a university's reputation and encourage active participation in class activities.

4.20. Interference of Politics in the Academic Setting

Political interference in administrative and academic affairs often disrupts schedules, leads to poor decision-making, and delays academic procedures, causing instability in the learning environment. This diverts stakeholders from the institution's true mission, particularly education, leading to imbalances in the academic calendar, altering hierarchy, and creating an unhealthy learning environment. Students express weariness or lack of enthusiasm, believing political meddling undermines the University's reputation and may result in student withdrawal and potential recruits opt-out.

4.21. Student Retention in Institutions and Institutional Involvement

Many students lack financial aid, tutoring, and counseling, which could increase retention rates. Flexible scheduling is appreciated, but workload management is criticized for accommodating working-class or family-related students. Efforts to make the curriculum more accessible and flexible for students with personal problems are crucial. Addressing financial difficulties, lack of academic support, and inadequate administrative aid is essential for a satisfying educational experience.

4.22. Regarding Students' Development and Contentment

The Master of Business Studies (MBS) program at Tribhuvan University, Nepal, faces challenges in addressing dropout rates and improving its reputation. Increased faculty mobility and mentorship programs can enhance the academic atmosphere and the institution's reputation. Political interference can damage the institution and diversion from academic work. Eliminating interference with the University's internal processes can protect the academic calendar and lessen external influence.

Students want a more proactive response regarding program attendance and administrative services, particularly for non-traditional students. Meeting students' demands for relevant training, financial aid, adequate facilities, and administrative support can increase satisfaction and retention

rates. Tribhuvan University (TU) Nepal should consider implementing structural, academic, and supportive corrective measures to improve student retention and enhance its reputation and goodwill as a trustworthy academic institution (AI) of higher education in Nepal. By addressing these issues, the TU can better serve its students and maintain its standing in the higher education sector for academic excellence.

4.23. Former MBS Program Students (FMPS)

Tribhuvan University's former Master of Business Studies (MBS) program participants' in-depth accounts reveal key factors contributing to dropout rates, affecting students' experiences and the University's public image.

4.24. The Subjective Assessment of Academic Expectations and the Study Process

Many students leave school due to financial difficulties, citing inadequate financial aid. Scholarships and grants are often difficult to find, exacerbating financial constraints.

Academic advisors and psychological counselors are often deemed inadequate, limiting their use for students facing financial difficulties. The rigid academic schedule and curriculum also pose additional challenges for students who work while studying, increasing their likelihood of dropping out.

4.25. Organizational Support and Socio-Cultural Mechanism

Tribhuvan University (TU) Nepal should introduce a program for financial support for student services for those deprived of educational support. Although academic advisors and psychological counselors are accessible, most students believe these services are inadequate, limiting their use as solutions for students facing financial difficulties.

The rigorous academic schedule presented extra challenges for the pupils who had to work while they studied. These students found it even more challenging to balance employment and school because of the program's rigid curriculum, which raised their likelihood of dropping out.

4.26. Relationships Between Teachers and Students and Academic Support

Former students have reported dissatisfaction and disengagement due to the lack of mentorship and faculty availability. While rare encounters with faculty members were beneficial, the absence of regular academic advice and organized mentoring programs negatively impacted self-esteem and led to dropout rates.

4.27. The Impact of Political Aspects on the Institutional Structure

Political participation in university administration and procedures has significantly impacted students' experience, affecting scheduling, content, and decision-making.

4.28. There were Obstacles on the Intellectual and Personal Fronts

Students struggling with course material and exams often lack academic support, leading to significant dropout rates. The lack of specific interventions and compensating classes resulted in students not meeting academic expectations. Many left school under stress and mental health issues, with stress being a significant factor. Work-study-life balance is also challenging, as many students are also household heads. Program schedules often lack flexibility, increasing the strain on individuals attempting to balance multiple responsibilities.

4.29. Measures for Institutional Support and Retention

Former students' exit interviews revealed that the institution's current retention system lacks effective strategies and poorly explained support systems. Despite long lines and restricted hours, academic advising and counseling services were available, but students felt inadequate support, leading to high dropout rates and frustration.

4.30. Things' Effect on Society's Global Status

After leaving their University, students' perceptions changed. Some believed high dropout rates reflected the institution's history and quality of education. Others feared they could deter prospective students and harm the school's reputation, believing that higher student retention would improve trends.

4.31. Signs of Change that are Necessary

Tribhuvan University (TU) students have expressed dissatisfaction with the quality, financial aid, teacher responsiveness, and institutional effectiveness of their Master of Business Studies (MBS) program. They suggest updating the curriculum, enhancing teaching methods, and expanding resources. They also suggest implementing a feedback system for curriculum updates and review. Supported reforms include improving financial aid, expanding Access to academic counseling, and addressing mental health concerns.

They also suggest starting a mentorship program and improving the current counseling service. The study suggests that political influence should be curbed to respect the institution's intellectual standards. Governance structures should prioritize scholarly concerns over political goals. The relationship between students and teachers should be improved with mentorship, office hours, and more student access to teachers. The University's strategy for retaining students is nebulous, but it could significantly improve its reputation in higher education.

5. Discussion

Political and social factors, financial aid, classroom environment, and education quality are key factors contributing to student erosion, indicating these issues are prevalent in all higher education institutions [8, 21]. The MBS syllabus's sufficiency and relevance are significant factors.

However, students drop out due to a perceived lack of relevance to the current business and economic environment [20], who found that out-of-date or irrelevant course content is a risk factor for dropout. Therefore, [17] also demonstrated that outdated curricula impact students' perceptions and levels of participation. Furthermore, the study suggests that Tribhuvan University should focus on enhancing scholarships for underprivileged groups and enhancing the link between financial support and retention strategies [17, 20], calling for more financial support policies to be implemented for a wider population segment.

Numerous studies have shown that teacher-student interaction is a crucial component of student retention. Similarly, this study supports the findings of [8, 21], which discussed how mentorship and accessibility are important for retention at Tribhuvan University and how supportive learning environments have high retention rates.

This study highlights the importance of academic ties in reducing student feelings of isolation and happiness, particularly in the context of structured mentorship programs, a unique area not typically explored in research. The issue of executive decision-makers non-negotiable attitudes within organizations and the impact of political influence on program dropout rates and educational systems can improve student retention, similar to studies [20, 8].

In conclusion, higher education institutions in different regions, such as Asia [16, 19], seem to have different but similar issues with dropout factors. The distinctions observed at Tribhuvan University, however, indicate that the necessity of such interventions primarily depends on institutional and geographical factors such as the availability of financial aid, less political interference, or specialized mentoring rather than. These findings, if anything, show that although general policies may reduce general dropout risk factors, sensitivity to institutional and cultural contexts may call for or permit more successful retention tactics which are inlined with studies [19, 8]. Thus, this study emphasizes the need for Tribhuvan University to implement regionally tailored policies to address political issues in the existing educational system, which primarily focuses on student enrollment, thereby reducing dropout rates and improving the University's reputation.

6. Conclusion

The study reveals that Tribhuvan University's (TU) Master of Business Studies (MBS) program dropout rates are influenced by various factors, including academic quality, socioeconomic assistance, interactions between professors and students, political impact, and organizational policies.

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These factors can impact students' willingness to continue or leave the program, affecting their motivation to continue their studies and increasing their employment prospects. Similarly, students often leave the MBS program due to dissatisfaction with the curriculum, which may not align with their desired skill set. Financial problems, particularly for low-income students, can also lead to students giving up on their academic goals. Expanding financial aid and scholarship opportunities can help address this issue and demonstrate TU's commitment to diversity and student achievement.

Additionally, interactions between professors and students also influence student happiness and engagement. Political interference can negatively impact the academic atmosphere and students' perceptions of the institution's independence. Reducing political interference can improve the learning atmosphere, ensuring excellent retention rates and preserving the institution's worth. Moreover, Tribhuvan University (TU) can address these issues by reducing political interference, enhancing student-faculty guiding programs, expanding financial aid to underprivileged students, and regularly modifying the curriculum. Mechanisms to collect complaints and track dropout rates must be implemented to prevent retention issues. Next, Tribhuvan University's MBS program student dropout rate requires multifaceted interventions considering academic rigour, financial accessibility, teacher friendliness, political impartiality, and flexible learning rules. By taking targeted approaches, improving the educational program, and establishing a workplace that supports student achievement, TU can improve its standing as a respected university in Nepal.

6.1. Policy Implication

This study's findings have many practical implications for researchers, academic institutions, universities, policymakers, planners, and regulators. Therefore, Future research can take advantage of larger sample sizes, variables, causal relationships, and methodologies encompassing different educational paradigms and geographic settings. Furthermore, longitudinal studies may be carried out to provide a thorough understanding of the distinction between long-term goals and strategies for student retention in higher education.

Authors Contribution

- Conceptualization: 1, 2, 3, 4 & 5
- Writing Initial Draft: 1, 2, 3, 4 & 5
- Methodology: 1, 2, 3, 4 & 5
- Data Analysis: 1, 2, 3, 4 & 5
- Information Collection and Interview: 3
- Rewrite and revision: 1, 2 & 3

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