

## A STUDY OF THE CAUSES OF DROPOUT IN SEMESTER SYSTEM: A CASE OF BZU MULTAN

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### **Abstract**

*The basic purpose of this research was to recognize the causes of drop out in semester system at university level. The study was delimited to Bahuddin Zakariya university Multan.Data were collected from teachers and the of the same university. The sample of 51 were taken through snowball sampling technique as only those were included in the research that were drop out from university in the year 2017 from different programmes of university. The sample of teachers (33) was also taken from the similar departments from which the study sample of was taken. Two self-constructed questionnaires were developed and got validated. The average, frequency, standard deviation and percentages were used to attain definite conclusions. it was found that the major causes of dropout were medium of instructions, teachers attitude, own company and absenteeism. Majority of the teachers showed lower level of agreement. Such as unfair marking by the teachers, ineffective communication by the teachers, and lack of individual guidance and maladjustment of in environment etc.*

**Keywords:** Dropout, university level, medium of instruction, teachers' attitude.

### **Introduction**

Education is a lifelong process in which an individual constantly acquires new capability, which might be obtain in the form of knowledge, skills, attitudes, values or combination of all these. Education plays very efficient role in the development of the society for maintain peace and justice. Education is the progressive development of the person in all faculties, intellectual physical, artistic and ethical. Education is the way for profitable development at the same time as it has optimistic impact on employment, entrepreneurship, opportunities for male and female progress into efficiency (Latif, 2015).Education help in the direction of get ready students generation for nationwide as well as worldwide demands like occupational and specialized skilled, technical development, management and administration and all other succeeding fields. For a moment this expansion effects with dropout. Its common perception that Student dropout reduces the overall probability of improvement and at the same time as explained by Nazarul Islam & Pavel (2011) dropout exerts a destructive consequence on top of the asset in education through create non-innovative and non-productive situation.Qureshi & Niazi, (2011) stated that education system has separated into the following levels in Pakistan: Primary level, secondary level and Higher Education .HE which is also recognized the same as third stage, tertiary and post-secondary educational level. Tertiary teaching is usually taken to comprise undergraduates and post graduate education. Colleges and universities are the major institutions that offer higher education.

Bergeson (2005) has illustrated that higher education is imparted through many modes. Two famous modes of higher education are: the annual system and semester system. In Pakistan, the semester system is normally practiced in Universities for bachelor to master level degrees. A semester usually consists of 6 months or 18 weeks after subtracting Saturday, Sunday, and public holidays. In the semester system each educational year is divided into identical part of about six months each semester -1 and 2 semesters. So a semester is a period of six months during

which teaching work is conducted. There are some pros and cons of semester system as highlighted by Rajan (2011) ; Furdu, Tomozei and Kose (2017).

### **Semester System Pros**

1. In semester system, students get a chance to study different subjects.
2. In semester system, assignments are given to students which help them to have knowledge other than the defined syllabus.
3. Flexibility in syllabus, and students have option to study some subjects according to their choice.
4. Semester system allows to synchronies undergraduate studies with postgraduate courses.
5. Teacher and student interaction increases and teachers have more information about their students
6. Contents of courses are decided by teachers and they can decide them by reviewing student's interests.
7. Students get more vacations because they get a semester break after final exams of every semester.
8. In semester system, credit hours are defined and students have to study just according to the defined credit hours
9. It is good for the Academic goals of Students as well as for State
10. Personality Building and Presentation Skills
11. Students secure higher grades
12. Students who studied in Semester System can get Jobs easily
13. The semester system keeps students busy throughout
14. Exams are held twice in Semester System which gives little relief to students

### **Cons of Semester System**

1. Students often feel overburdened
2. Hard for students to do other stuff
3. Tight schedule
4. Students have to manage the syllabus in short time.
5. Sometimes, teachers cannot convey the whole knowledge of the subject due to short time
6. Students do not get time for extra study; as a result they just have basic knowledge of the subject
7. In semesters system, students do not get chance to re-evaluate their papers, so they have to manage and maintain their grades
8. There is less time for research, students do not get enough opportunity to research
9. Time passes very quickly and it does not let students to have complete knowledge about the subject.

After the end of teaching work of the six month, examinations are held. In this system, examinations are held half-yearly instead of a yearly. It means that have to strive continuously for their academic achievement. If they do not meet minimum criteria to retain in a program they dropped.

Dropping out means, in the education system leaving the institute without the degree. The major reasons might be numerous for instance dissatisfaction from the education system, societal basics or else another unfavorable situation. Bill and Melinda (2014) highlights so as to typically dropping out is well thought-out the same as the are leaving the institution devoid of qualifying the degree or grade other than it does not take place in a day to a certain extent it is a long process. Goel (2004) stated that dropout means leaving the institute with no completing the learning and course work plus have no official document and diploma finally. A number of learners who are leaving their schools or institutions in very near the beginning stages, a few in the middle and a number of at the previous years. In Pakistan, education structure is divided into five stages and the last phase is well thought-out at the same time as the university education. In fact, Pakistan is in front of the difficulty of a great dropout rate almost at all five stages (Qureshi & Rarieya, 2008). At higher education level, student's dropout becomes very serious because it is the last stage of each and every one types of development. (Arce, et.al, 2015) The expression 'university dropout' is usually used to explain situation wherever a student leaves the university study in which he has enroll earlier than having to obtain a recognized degree. The terms used to portray university dropout as of a student viewpoint are many: departure, dropout, academic failure, withdrawal, non-completion, non-continuance, while their positive counterpart are: perseverance, continuation, completion There are times when a student is just unhappy with the university they are at. This is actually another reason people drop out that isn't necessarily a problem. Often a

student is better suited to an alternative way of learning, or would rather start working straight away. It all depends on what the student needs.

If this is a reason that students want to drop out, make sure that students are truly unhappy with the varsity as a whole and if students can't change studentsr immediate environment. If not, and students know what students want to do outside of the university, then this is not something that needs to be avoided by a student (Jones, 2008). University dropout is a main issue and should be seen at the same time as a breakdown of the higher education system to produce a result (graduates) after having invest a noteworthy amount of assets, normally publicly funded (OECD, 2012).

After the analysis of different studies the phenomenon show different reasons of dropping out such as differences within, families, institutes, community and learners's behavior. It is also an observation that the socio-economic condition of the student's enthusiasm and parent's education are the main predictors of institutional attainment or dropout fact (Farooq, 2013). Qureshi & Rarieya (2008) emphasize that the conclusion to take out from the university was normally leading the social and economic, personal conditions. Bergson (2005) Correlated reasons to financial issues, often drop out due to a conflict between their studies, job, and home commitments. Many have to work a part time job to keep up financially with their degree. The demands of the job then affect their ability to commit to their studies.

Once students add different family commitments over and above that, many are unable to cope. If the student is unable to figure out how to manage the various pressures, it often leads to them no longer being able to study as well as the type of family mobility, too much attention in sports education, additional opportunities in business or jobs have an effect on stability of their education. Furthermore, cultural factors social status, and financial circumstances also show effect on ' maintenance. In addition, dropout obtain influenced by bad company, particularly gangs and drug which addicted people. There are diverse reasons of dropout, i.e. bad environment, poor grades, depression, mental illnesses, be deficient in freedom, job opportunities and dullness due to less relevance of courses to the preferred professions. Apparently it seems that no particular factor is cause dropout. When students arrive at university there is a new found freedom. Students no longer have studentsr parents keeping students accountable, or teachers disciplining anyone that acts against the rules of their school. At university, students are treated like an adult.

Many students are not prepared for this new freedom, and begin to overindulge in the social aspects of the university experience. This often includes an overuse of alcohol and other drugs.

When this overindulgence happens students naturally are unable to keep up with their academics and other stressors of university life. This can lead to a student failing, and then dropping out. Though, Colclough et. al. (2000) stated that the major factor behind increased dropout rate is poverty which disables to accomplish their essential needs as to pay transport fairs, tuition fee, buy stationary or food and other requirements of life. Poor infrastructure, lack of interest of teachers with their teaching profession, institutional distance, poor administration, safety problems particularly for girls and speech differences amongst have been considered other major problems causing dropout. One of the major reasons that drop out is because of financial struggles. The truth is, varsity is expensive. From tuition fees to textbooks, rent, groceries, and more the costs really do add up. Grant & Mete (2009) highlight those who do not meet their academic demands of university are far more difficult than school, if a student is not prepared for this jump, it can lead to them struggling to keep up with the work and passing their courses. In school a teacher is there to keep students accountable with studentsr work and to ask any questions students have. They are far more involved in studentsr learning, whereas at university lecturers are not going to teach students how to learn but rather they will be explaining in-depth concepts which students have to figure out how to learn studentsrself. If a student hasn't learnt to study for themselves and to keep themselves accountable, passing will become incredibly difficult. Eventually, that struggle does often end in a student dropping out. In addition to that have different potential and of different ages, when put together in the same class, treated with unsuitable methodologies, raise the probability of dropout. The fact of dropout is uncontrolled not only in Pakistani universities but it has enlarged in many other developed and developing countries. It is stated in Pakistan's National Policy (2009) that the rate of dropout in the country, particularly amongst female is disturbing and it indicates deprived efficiency of educational system. Like

other developing countries, Pakistan is also facing many problems due to high dropout rate as unemployment, poverty and disappointing law and organize situation (Gull, Gulshan & Ali, 2013). It is realized in the education policy (2009) that to get better the education, it is not sufficient to register highest but to keep them and offer them quality education is the foremost concern.

In this view, the basic purpose of this research is to study the causes of dropout in semester system at university level and also find out the essential steps to reduce it at least level. The study will be helpful for planners and educationists to become aware of the causes of dropouts so that they can take essential steps to get better the circumstances. The conclusion of the study will also help the higher education authority to overcome that problem.

### Statements of the problems

This study was aimed to study the causes of students' dropout in semester system at university level".

### Objectives of the study

This study was based on the following objectives:

1. To find out the causes of dropout of at higher level.
2. To know the causes of dropout from their own perspectives.
3. To know the causes of ' dropout from teacher's point of view

### Delimitation of the study

This research study was delimited to:

All the (male & female) studying during the year 2017 and all teachers (male and female) who are working in the year 2017 in BZU, Multan.

### Research Methodology

#### Population

All the teachers and students of Bahauddin Zakariya University Multan were the accessible population in the year 2017.

#### Sample

In this study only those students were included who were dropped out from university in the year 2017 from different (M.A/M.S.C&,B.S,) programmes. They were selected via snow-ball sampling method while teachers were selected through convenient sampling technique from the identical departments as of which the sample of student was taken. The feature of sample is the same as: (Male) = 26 (Female) = 25

Total sample of = 51

Male Teachers = 14 Female Teachers = 19

Total sample of teachers = 33

### Development of the tool

Two self-constructed questionnaires were used to gather data. Questionnaires were developed following review the associated literature and have conversation with the supervisor and some fellows who were dropped. The both questionnaires were consisted on 47 items in the form of 06 factors. The questionnaires were based on different causes of dropout at university level.

List of these factors is given below:

1. Teacher’s competence.
2. Curriculum and content.
3. Learning environment and infrastructure.
4. Assessment system.
5. Learning Resources.
6. Co-curricular Activities.

Intended for the validation of the instrument, the investigator got the suggestion from experts and specialist accessible in the department of education at BZU. The questionnaire was redesigned and improved in the superior light of suggestion which was specified by the expert .Fifty one survey were circulated among and thirty three questionnaires were distributed amongst teachers. The return of marked questionnaires was total hundred percent.

**Statistical Analysis**

The investigator feeded data into codes and were given as SA(strongly agree) 1, A(agree) 2 ,N(neutral) 3,D(disagree) 4, and SD(strongly disagree) 5 and yes 1 and no 2. Subsequent to awarding marks to the each choice , and then total was compute. In the direction to attain definite conclusions percentage, mean ,standard deviation and z test be used in the direction of contrast the opinion of student, male and female of science and arts subjects.

Items which were analyzed throughout percentage method, which are obtainable here during the structure of table. Items were in the form of factors. Total factors were 6. Every factor has different number of items. Analysis of these factors is presented in the form of table.

**Factor Wise Analysis**

There were six (6) factors which have diverse statement. Mean was computed of each factor to perceive the acceptance level of respondents on these given statements. It’s very clear that the if the mean is between 2 then level of acceptance is moderate. if the mean is below 2, then the level of acceptance is seems to low while the mean 3 or above, shows the higher acceptance level of the statement.

Sr.	Factors	Mean
1	Teacher’s competence	2.26
2	Curriculum and content	3.14
3	Learning environment and infrastructure	2.14
4	Assessment system	3.17
5	Learning Resources	2.13
6	Co-curricular Activities	2.21

The table 1 which indicates the mean score of all factors, into every one of factors means score was greater than 2. It clearly shows that the entire factors have reasonable acceptance level. Furthermore, greatest mean score which shows the higher level of acceptance on the part of respondents. The table shows that the factor-4 (assessment system) (3.17) and factor- 2 curriculum and content has (3.14) shows that the respondent’s level of acceptance. In case of other factors such as teacher’s competence, co-curricular factors, learning environment and learning resources have modest level of acceptance on the part of teachers and learner.

**RESULTS RELATED TO STUDENTS ’ RESPONSES:**

The data, collected through questionnaire and after analysis, following consequences were drawn: Greater part of were strongly agreed on these following statements:

- Teacher’s attitude was insulting while answering his/her question.
- Teachers were not available for consultation even after class.
- Lack of motivation for teaching was observed from teachers.

- Curriculum content of their subject was very difficult.
- Lack of individual guidance was a cause of dropout.
- Semester system itself is a cause of dropout.
- Shortage of time for preparation of exams in semester system was a cause of dropout.
- Learning materials (handouts, course notes) were difficult to understand.
- Recommended reading books of their courses were not available.
- Bad company was a cause of dropout.

**Table 2: Showing the responses of the teachers**

No.	statement having the mean>3.00	MEAN SCORE
1.	cannot adjust themselves in university environment	3.06
2.	Semester system itself is a cause of dropout.	3.18
3.	Question papers are out of course	3.82
4.	Marking of answer scripts is not objective	3.45
5.	Frequency of examinations in semester system is a cause of dropout.	3.06
6.	Questions in question paper are very difficult for	3.30
7.	Learning materials (handouts, course notes) are difficult to understand.	3.27

Table 2 shows that out of forty-seven (47) statements, seven (7) statements have mean score which greater than 3.00, which indicates the higher level of agreement of the teachers. On the other hand forty (40) statements have mean score less than 3.00, which show the lower level of agreement.

#### **RESULTS RELATED TO TEACHERS RESPONSES**

Data, collected through questionnaire and resting on the base of analysis following consequences were drawn: Greater part of teachers was strongly agreed on these following statements:

- The basic reason of dropout is Medium of instruction.
- Generally depend on selective study.
- Curriculum is too lengthy to complete.
- do not revise their notes at regular bases.
- Teachers were available for consultation even after class.

#### **DISCUSSION**

The Study presents an overview of the causes of student’s dropout in view of teachers and students. The responses of the both groups (teachers and students) were different from each other. For instance, sampled said that teachers were not available for consultation even after class but sampled teachers said that teachers were available for consultation even after class. Munshi ,Javed & Husain,2012 reported almost the same results. As compared the science subjects with arts subjects, there is hardly a precise allocation of marks and measuring for examination. The standards and grades vary from institution to institution, from term to term and from paper to paper in the same year. Each teacher does not possess the competency to set a reliable measuring tool to evaluate the students’ academic achievement. Consequently, it will create dissatisfaction among students. Moreover, it looks rather difficult to apply the rules of semesterrization on a considerable strength of students appearing in the examination as private students. Furthermore, the local pressure affects the examination system. The students and their parents do not rely too much in internal assessment. There are numerous chances of favoritism and subjectivity. This system may not be fruitful due to the lack of professional training for teachers. Students rely much on guessing the correct option in MCQs instead of comprehension. Teachers also feel relax in completing the prescribed syllabus within a stipulated time period (Fallows & Symon, 2000). According to Yousaf, and Hashim (2010), about 16% respondents are against the semester system of examination and 56% of the respondents are of the view that semester system is more costly as compared to the annual system of examination. Students agreed that the semester system of examination is involved with the subjectivity in assessing and grading the students’ progress. Teachers show authoritative behaviour in this system. The majority of the teachers (80%) is of the view that there are a few drawbacks in the semester system of examination such as subjectivity and favoritism as compared to annual system. Furthermore, the teachers agreed that



the semester system needs a proper training to run the semester system of examination successfully (Khattak, Ali, Khan, & Khan (2011). Malik, Avais, and Khanam (2010) concluded in their research that the semester system of examination does not provide opportunities for the students to develop thorough concepts and in depth studies. The findings of Cates and Monk-Tutor (2010) revealed that the semester system has made the system of examination uneven. Surprisingly, the semester system of examination has faded the uniformity in the examination system. Furthermore, this system of examination is tougher, time consuming and more expensive. As regards the teachers, they become more authoritative in semester system; their personal liking and disliking affects the students' marks also. The students are confined to their courses in the semester system. They do not bother to spare time for extensive studies. Consequently, their knowledge remains restricted and limited to a very narrow perspective. Another fault of this system is that courses are much shorter. As discussed earlier the causes of semester system drop out, the semester system is comparatively expensive; therefore, the poor students cannot get admission or continue their studies.

### RECOMMENDATIONS:

There are some recommendations which are given below on the basis of the findings of the study.

1. The set of courses should be reform, revised and adopted according to the interest and demand of the students to produce further employment opportunity at home and overseas.
2. The teachers training are very essential for process of current equipment's and tools and to make sure the accessibility of instruments for practical classes so that student be able to obtain adequate practical knowledge.
3. Provide career guidance before who apply to university would considerably cut dropout rates.

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