

Exploring the Determinants of Student Dropout in Private Universities of Bangladesh

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Abstract

Bangladesh Islami University (BIU) plays a significant role in disseminating education in Bangladesh. Every year, many students get admitted here. However, many students can not complete their graduation and post-graduation levels. This study focuses on mapping out the factors that work behind the students' dropping out at Bangladesh Islami University. A dropout sample survey has been developed to determine the factors influencing students' attrition from university programs. This study explores using 51 students' (dropout and regular) data and logistic regression, the number of married students, households head's profession, transport dissatisfaction, current staff attitude, overall campus environment, poor academic record at SSC and HSC level and excess academic pressure have a positive impact on dropout at higher study levels. Besides, this study investigates that working students, number of family members, campus security, infrastructure, quality food facility, tuition fee waiver, and easy answer script evaluation reduce the dropout rate at higher study levels. Finally, this research concluded with some recommendations that help the university authority and education policy makers to resolve the dropout rate at tertiary level study in Bangladesh.

Keywords: Dropout, Higer Study level, logistic Regression, Private University, Bangladesh.

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1. Introduction

Public and private institutions have rapidly expanded in Bangladesh during the past 20 years. According to demand, as the economy grows with significant middle-income

status, the nation requires skilled laborers across all major economic sectors, i.e., agricultural, industry, and services. On the supply side, general people now desire to achieve higher levels of education because of the revolutionary improvements in primary and secondary education. The number of public and private universities has rapidly increased due to the supply and demand side requirements (Monem & Baniamin, 2010). In general, there are now a large number of students enrolled in tertiary educational institutions in Bangladesh. Even though the "Dropout" problem is undoubtedly a significant obstacle for Bangladesh's

educational system. The critical thing is that every dropout generates considerable expenses for Bangladesh's economy, individuals, and families. Dropouts generally encounter significant challenges in finding employment and confirming financial security. Besides, female students' dropout rates due to marriage and gender inequities) cannot be ignored when counting every moment of Bangladesh's socioeconomic development.

Most of the scholarly articles focus on the developed countries' dropout rate at higher study level, for example, Aina (2013) and Ghignoni (2017) explored that dropout at higher study level due to parental education and social class issues in Italy. Similarly, Aina (2013) and Di Pietro (2006), also concluded that students from economically developed areas with promising job prospects are more likely to enroll in higher education and have lower dropout rates. Additionally, poor teaching methods and learning environments may increase the dropping out rate among Norwegian and German students (Hovdhaugen and Aamodt, 2009; Georg 2009). Also, student and teacher relations may reduce the dropout probability rate at higher study levels (Heublein et al., 2017; Di Pietro and Cutillo, 2008). Some scholars found that study satisfaction and motivation may reduce the probability rate of dropout at tertiary level study (Schiefele et al., 2007; Suhlmann et al., 2018).

Dropout at higher study levels is undoubtedly a major challenge for any nation. Similarly, Bangladesh faces tertiary level study dropout challenges every year. Only a few scholarly articles focused on this issue i.e.. Ansarey (2016) explored withdrawal from higher study levels due to marriage and childbirth for female students and the family's financial burden in Bangladesh. Hossain (2016) investigated using data from private and public universities that poverty and poverty-related factors are the main reason for dropout from higher education. The author also found that marriage, sexual harassment, household role, and lack of evaluation of female students, while exam failure, financial instability, brain drain, student politics, and drug addiction are the broader factors to withdraw from the higher study. Regarding the scholarly findings of Bangladesh, the common factors behind the students' dropout from the tertiary study are financial issues, marriage, student politics, teachers' and office staff's behavior, campus environment, and learning materials(Wright, 1997; Hossain, 2016; Ansarey, 2016; Chowdhury & Parvin, 2020; Hasan et al., 2021).

According to the study of Bangladesh's tertiary-level study, almost all findings follow the descriptive analysis with graphs and tables; however, there is a lack of econometric estimation to find the factors that impact the dropout rate at higher study levels. The primary purpose of this study is to find the determinant of higher study withdrawal from BIU using 51 students' data (dropout and

regular) and an econometric approach, logistic regression. This study also conducts Key Information Interviews (KIIs) with the respondents for a comprehensive and deep knowledge of student dropout rates. The respondents of KIIs are 20 teachers and 15 office staff. This study also collected secondary data on students' enrolment and dropout from summer 2020 to spring 2023 from the admission office of BIU. Regarding the findings of the study, married students may have a high probability of withdrawing from higher education. The current service of teachers and office staff may increase the probability of dropped students, while the neutral position of service satisfaction, office staff may have higher probability impact on dropped rate than the teachers' service. However, strongly agree on current teachers and office staff services have two directional results on the student drop rate, i.e., teachers' behavior may reduce, but office staff behavior may increase the probability of dropping students in BIU. Additionally, a neutral position against the tuition fee may increase the dropping of students. The strong former academic record may reduce the student dropping at the higher study level of BIU.

This study will assist policymakers in choosing the best strategy for student dropout and provide a prediction that may help the authority control the common dropout problems. On the other hand, the study will be helpful for the learners' parents to comprehend the internal and external causes of dropout and to provide them with a sense of their participation in minimizing the dropout rate at higher study levels.

2.0 Objectives of the Study

The main objective of this study is to determine why students drop out from the graduation and post-graduation levels. The following are the specific objectives of the study:

1. To explore the factors of dropout at undergraduate and graduate level students of BIU
2. To find out the possible way out to reduce the dropout at tertiary level.

3.0 Literature Review

In literature, a higher-education dropout is not usually characterized consistently. Many other definitions have been used based on theoretical concerns, and differentiation should be established based on the level at which dropouts occur. Students may alter their field of study (within the same subject area or between topic areas), the type of degree they pursue, the type of university they attend, or even their university altogether for reasons such as academic failure, unrealistic expectations, or lucrative employment offers (Larsen et al., 2013). Depending on the student's or faculty's viewpoint, these many sorts of

dropouts may be viewed as transfers (for example, from one field to another) or as a formal total dropout.

In most cases, leaving college without a degree is the product of a lengthy decision-making process rather than a quick decision. Throughout this time, a number of circumstances and issues have built up (Heublein, 2014). Previous research looked into the dropout of postsecondary education in various countries with various focuses and discovered a number of potential reasons for dropping out. Behr et al. (2020) concluded a recent review analysis. These factors can be broken down into institutional, social, motivational, and study-related factors. The Social factors include student demographics, family history, socioeconomic condition, and prior education.

Aina (2013) and Ghignoni (2017) both studies, which concentrated on the connection between family background and the decision to dropout rate of higher study in Italy and found that the likelihood of not completing your degree is decreased in proportion to parental education and social class. According to Aina (2013) and Di Pietro (2006), geographical location is crucial when analyzing the relationship between regional labor market conditions and university dropout rates in Italy. Students from economically prosperous with promising job prospects are more likely to enroll in postsecondary education and have lower dropout rates. Additionally, financial aid can reduce the dropout rate significantly in Germany (Glocker, 2011), and more than 20 hours of work in a week increases the probability of the dropout rate in higher study levels in Norway (Hovdhuaugen, 2015). On the other hand, poor teaching methods and learning environments may increase the dropping out of Norwegian and German students (Hovdhuaugen and Aamodt, 2009; Georg 2009). However, student and teacher relationships can play an essential role in higher study levels (Ghignoni, 2017) as well as good and flexible programs may decrease the dropout probability rate in tertiary level study (Heublein et al., 2017; Di Pietro and Cutillo, 2008). Interestingly, study satisfaction and motivation can reduce the probability rate of withdrawal from the higher study level (Schiefele et al., 2007; Suhlmann et al., 2018).

Most of the scholarly writings focused on the dropout rate in the tertiary level of developed countries. Only a few articles concentrated on study withdrawal from the higher study level of Bangladesh. For example, Ansarey (2016) studied using the primary and secondary data of ASA University Bangladesh and found some common factors that lead to withdrawal from higher study levels, i.e., marriage and childbirth for female students and the family's financial burden. The author also explored some other factors, for example, facing difficulties due to sudden changes in their family, students getting more occupied

with their earnings, and difficulties with their financial constraints, etc. Hossain (2016) investigated using data from private and public universities that poverty and poverty-related factors are the main reason for dropout from higher education. The author also found that marriage, sexual harassment, household role, and lack of evaluation of female students, while exam failure, financial instability, brain drain, student politics, and drug addiction are the broader factors to withdraw from the higher study. Regarding the scholarly findings of Bangladesh, the common factors behind the students' dropout from tertiary study are financial issues, marriage, student politics, teachers' and office staff's behavior, campus environment, and learning materials (Wright, 1997; Hossain, 2016; Ansarey, 2016; Chowdhury & Parvin, 2020; Hasan et al., 2021). According to the study of Bangladesh's tertiary-level study, almost all findings follow the descriptive analysis with graphs and tables; however, there is a lack of econometric estimation to find the factors that impact the dropout rate. The primary purpose of this study is to find the determinant of higher study withdrawal from BIU using the econometric approach and fulfil the research gap.

4.0 Research Methodology

This study is categorized as descriptive research with a quantitative approach since it makes an effort to observe, document, and analyze the phenomenon using statistical techniques like binary logistic regression model for data analysis without the intervention of the researcher.

4.1 Data and Variables

The main objective of this study is to estimate the factors of students' dropout at the higher study level using primary data of 51 dropouts and regular students from BIU. For robustness checking, this study collects data from both dropped and regular students. This study also conducts Key Information Interviews (KIIs) with the respondents for a comprehensive and deep understanding of student dropout. The respondents of KIIs are 20 teachers and 15 office staff. This study also collected secondary data on students' enrolment and dropout from summer 2020 to spring 2023 from the admission office of BIU.

Additionally, the primary data has been collected through a structured questionnaire using Google form. The dependent variable is a dummy variable (μ_i) is constructed for dropout students at higher study as follows.

$$\mu_i = \begin{cases} 1, & \text{if the student drops the study at tertiary level} \\ 0, & \text{Otherwise} \end{cases} \text{--- 1}$$

In other words, the dummy variable, namely 'dropped', assumes that **1** represents the dropped student who gave up the study or transferred the credit to another university and **0** indicates the student who is studying or finished the study from BIU.

4.2 Descriptive Statistics

Each of the dependent and independent variables from the regression models are listed in Table 1.

Table 1: Descriptive Statistics							
	M		W			HHP	
Dummy	Freq.	Percent	Freq.	Percent	Category	Freq.	Percent
Yes	22	43.14	31	60.78	Business	18	35.29
No	29	56.86	20	39.22	Govt. Service	10	19.61
Total	51	100	51	100	Others	15	29.41
					Private Service	8	15.69
					Total	51	100
	STB		SCE		WAR		
Category	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Agree	6	11.76	7	13.73	10	19.61	
Disagree	4	7.84	6	11.76	9	17.65	
Neutral	18	35.29	18	35.29	20	39.22	
Strongly Agree	21	41.18	13	25.49	4	7.84	
Strongly Disagree	2	3.92	7	13.73	8	15.69	
Total	51	100	51	100	51	100	
	STF		SCS		SFF		EAP
Category	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq. Percent
Agree	5	9.8	5	9.8	7	13.73	9 17.65
Disagree	7	13.73	7	13.73	11	21.57	9 17.65
Neutral	24	47.06	20	39.22	15	29.41	20 39.22
Strongly Agree	9	17.65	13	25.49	2	3.92	7 13.73
Strongly Disagree	6	11.76	6	11.76	16	31.37	6 11.76
Total	51	100	51	100	51	100	51 100
	SSB		SI		STFF		DtPE

Category	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Agree	14	27.45	9	17.65	4	7.84	7	13.73
Disagree	5	9.8	12	23.53	19	37.25	12	23.53
Neutral	13	25.49	14	27.45	15	29.41	14	27.45
Strongly Agree	14	27.45	9	17.65	9	17.65	6	11.76
Strongly Disagree	5	9.8	7	13.73	4	7.84	12	23.53
Total	51	100	51	100	51	100	51	100

Source: Created by Author

The Pearson correlation matrix is presented in the table 2

Table 2: Correlation Matrix

	Dropped	M	FI	STB	SSB	STFF	WFAR
Dropped	1.00						
M	0.17	1.00					
FI	-0.03	-0.01	1.00				
STB	-0.06	-0.07	-0.15	1.00			
SSB	0.05	-0.24	0.07	0.43*	1.00		
STFF	0.07	0.09	0.20	0.19	0.23	1.00	
WFAR	0.05	0.03	0.16	0.20	0.16	0.10	1.00

Source: Created by Author

Where,

i = Individual

Y = Dependent Variable(Dropped)

– [dummy; yes if student dropped or transfer credit]

M = Married (yes or no)

W = working (yes or no)

NFM = Number of Family Members

HHP = Household Head's Profession

STF = Satisfactory Transport Facilities

SSB = Satisfactory Staff Behavior

STB = Satisfactory Teacher's Behavior

SCS = Satisfactory Campus Security

SI = Satisfactory Infrastructure

SCE = Satisfactory Campus Environment

SFF = Satisfactory Food Facilities

STFF = Satisfactory Tuition Fee Facility

WFAR = Weak Former Academic Records

EAP = Excess Academic Pressure

DtPE = Difficult to Pass Exam

4.2.2 Scenario of Dropout Rate of BIU

This research has also collected data from the University's controller of the examination office to evaluate the overall dropout scenario. The data is shown in the following diagram.

Table-3: Dropout Rate

	Batch 52 & 49		Batch 51 & 48		Batch 50 & 47		Batch 48 & 45		Batch 47 & 44		Batch 46 & 43	
	Spring 2023		Fall2022		Summer 2022		Fall2021		Summer 2021		Spring 2021	
MBA Final	23	23	25	24	25	21	18	18	6	6	27	20
RMBA (Evening)	0	0	14	10	11	8	7	7	2	1	13	6
MA in English Final	27	24	10	10	10	8	3	3	6	6	12	12
LLM Final	17	17	14	9	10	9	6	6	11	11	8	7
MA in IS Preli.	6	5	23	15	21	18	12	12	4	3	16	9
MA in IS Eve Final	14	14	14	9	15	12	24	24	13	13	31	28
MA in IS Reg. Final	7	7	6	8	7	7	3	3	2	2	11	11
SubTotal:	94	90	106	85	99	83	73	73	44	42	118	93
% of Dropout		4.26%		19.81%		16.16%		0		4.55%		21.19%

Source: Developed by Author

Table-4: No. of Admission & Registered studentt

	Batch 52 & 49		Batch 51 & 48		Batch 50 & 47		Batch 49 & 46		Batch 48 & 45		Batch 47 & 44		Batch 46 & 43		Batch 45 & 42		Batch 44 & 41	
	Spring 2023		Fall2022		Summer 2022		Spring2022		Fall2021		Summer 2021		Spring2021		Fall 2020		Summer 2020	
Program Name	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg	Ad	Reg
BBA	27	23	79	75	23	13	33	16	17	11	7	3	13	7	3	1	11	3
LLB (Hons)	50	37	50	38	50	34	42	28	31	26	14	5	12	6	8	5	30	22
BA in IS Regular	55	52	118	84	47	22	67	38	46	28	14	9	22	12	8	3	13	6
BA in IS Evening	61	58	76	53	72	48	59	29	53	36	12	8	30	18	10	5	17	4
BA in English	35	28	86	68	41	28	48	29	27	13	9	4	19	4	7	3	15	8
Subtotal:	228	198	405	366	233	145	249	140	174	114	56	29	96	47	36	17	86	43
% of Dropout		13.16%		9.63%		37.77%		43.77%		34.48%		48.21%		51.04%		52.78%		50%

Source: Created by Author

It is seen that the students have been admitted to this University but didn't register. From this data, 13 students were admitted to the BBA program, and only seven students have registered for Spring 2021. The overall dropout rate in the spring 2021 session for all departments of the undergraduate level total amount is 51.04%. Sixteen students were admitted to the MA in IS Preli program, and only nine students have registered for Spring 2021 From this data. The overall dropout rate in the spring 2021 session for all departments of the post-graduation level total amount is 21.19%.

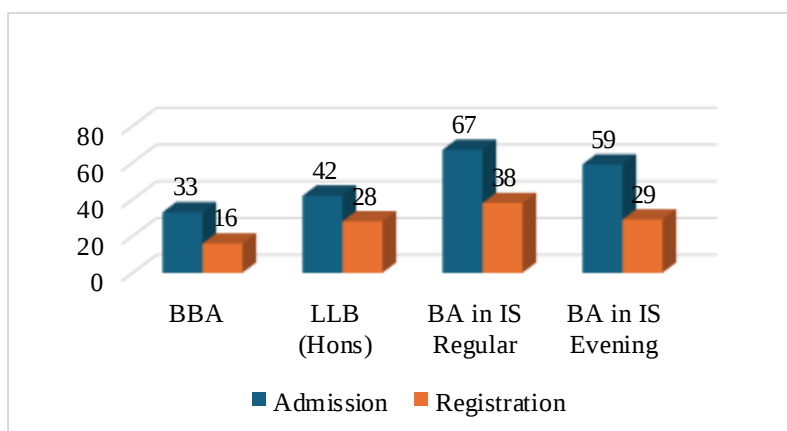


Figure 1: Dropout graph of Spring 2022, Source: Developed by Author

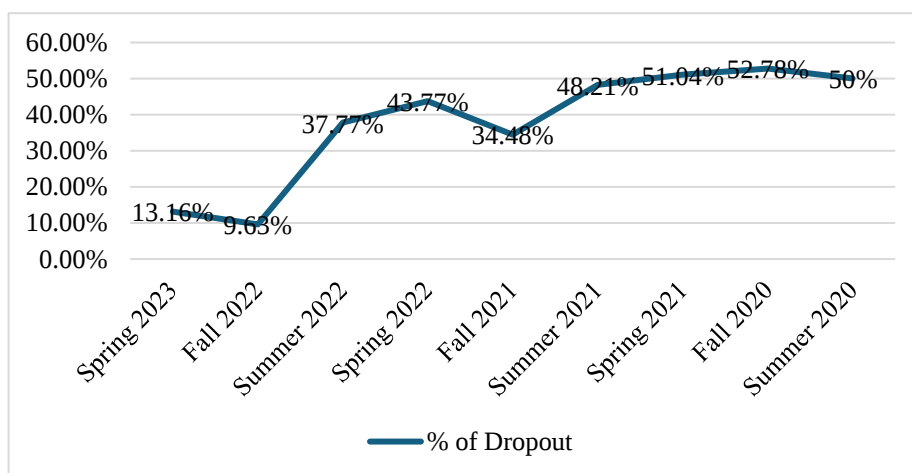


Figure 2: Semester wise Dropout scenario, Source: Developed Author

Based on the above data table, the graph represents the overall dropout percentage for the last nine-semester registration against the admitted students. Where the lowest percentage was 9.63% in Fall 2022, and the highest rate was 52.78% in Fall 2020

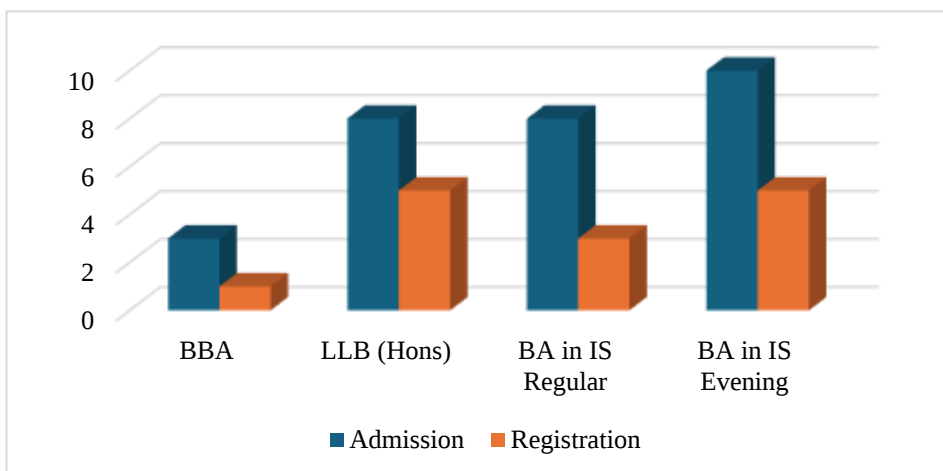


Figure 3: Dropout graph of Fall 2020, Source: Developed by Author

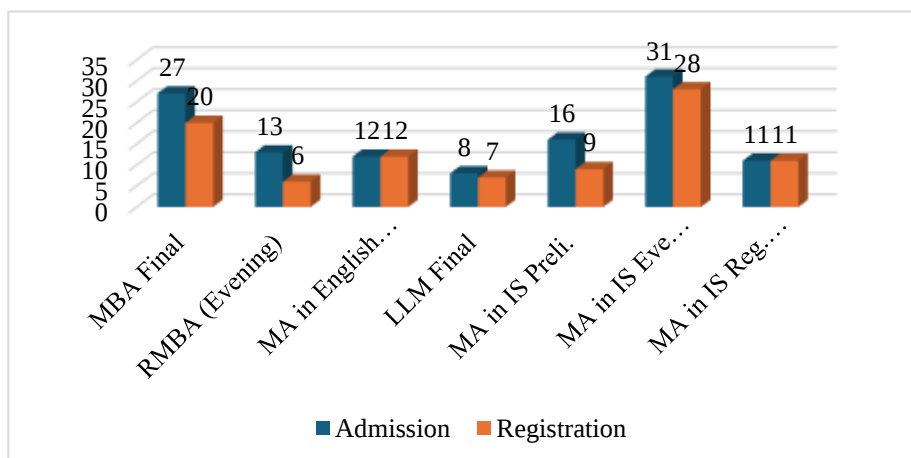


Figure 4: Dropout graph of Spring 2021, Source: Developed by Author

Spring 2023 Total No. of Register Student = 1681 (Total Admitted Student 2608 and Total drop student = 927)

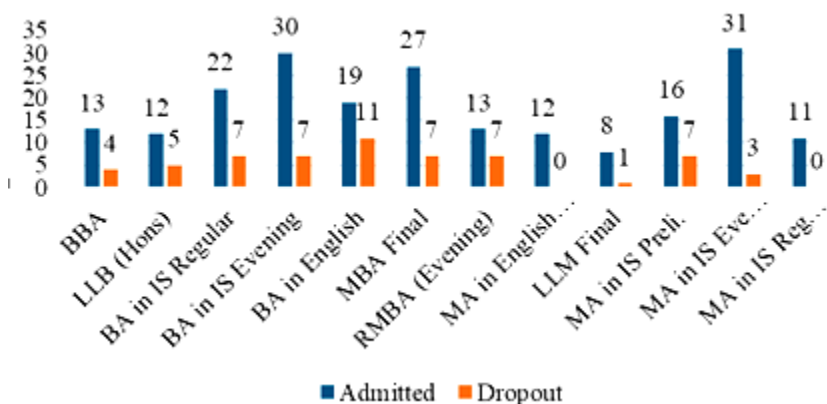


Figure 5: Dropout Graph of Spring 2021, Source: Developed by Author

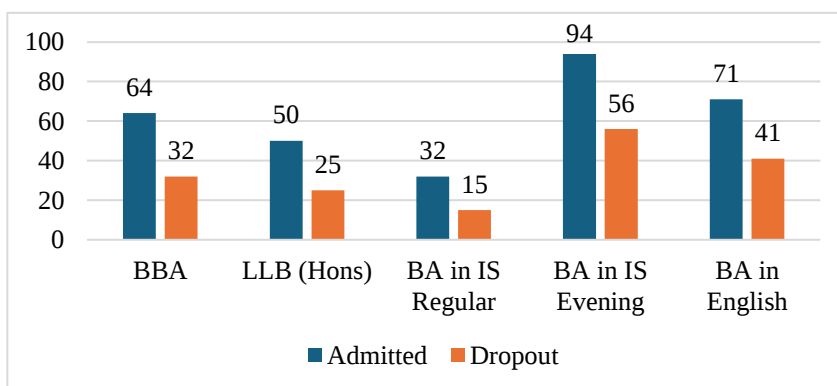


Figure 6: Dropout Graph of Spring 2019, Source: Developed by Author

Table 5: Highest dropout scenario (Spring 2019)			
Program Name	Admitted	Reg	Dropout Rate
BBA	64	32	50%
LLB (Hons)	50	25	50%
BA in DIS Regular	32	17	46.88%
BA in DIS Evening	94	38	59.57%
BA in English	71	30	57.75%

Source: Developed by Author

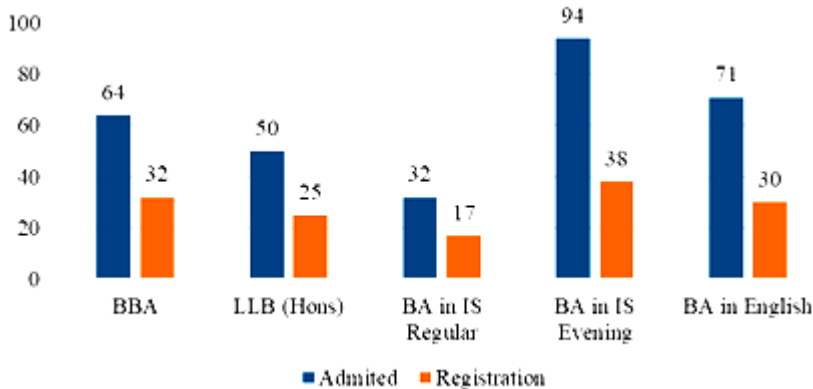


Figure 7: Highest Dropout Scenario (Spring 2019), *Source: Developed by Author*

Table 6: Batch wise registration											
41/38	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
	2019		2020			2021			2022		
BBA	21	16	14	12	14	14	14	11	12	12	11
Law	31	24	22	21	21	19	17	18	17	18	18
IS(Reg.)	13	10	8	9	9	9	9	9	8	8	7
IS(Evn.)	45	30	26	26	26	25	26	22	22	22	21
Eng	25	14	12	15	12	12	12	6	9	10	8

Source: Developed by Author

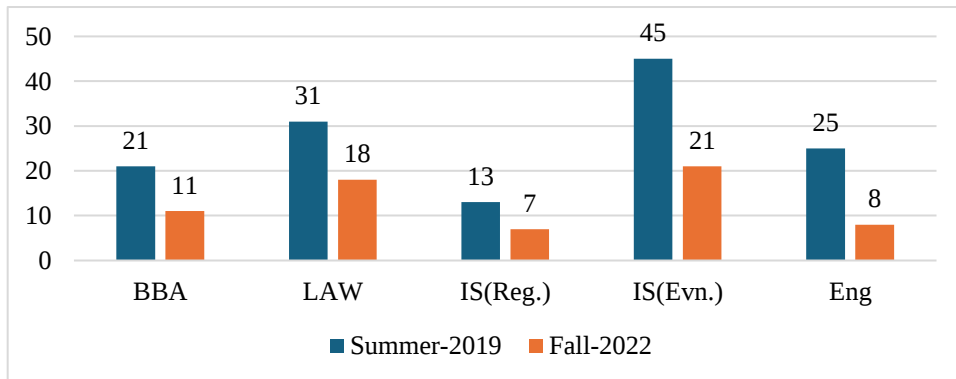


Figure 8: Registration scenario of the Batch 41 & 38, *Source: Developed by Author*

Based on the above data table, the graph represents the scenario where 21 students started their BBA program in Summer 2019, but in the Fall 2022, only 11 students were registered, and the dropout percentage was 47.62%. Gradually for Law 41.94%, Islmaic Studies Regular 46.15, Islmaic Studies Evening 53.33%, English 68%. According to the information for the English program it raises the highest dropout % among all over the graduation program.

4.3 Econometric Model

Furthermore, the six regressor variables are applied to investigate the reasons for dropout at higher study levels. Almost all independent variables are qualitative except the monthly family income.

First of all, this study explores the determinant of student dropout rate at the tertiary level using the logistic regression model as follows.

$$Y_i = \ln\left(\frac{P_i}{1 - P_i}\right) = \alpha + \beta_1 M_i + \beta_2 FI_i + \beta_3 STB_i + \beta_4 SSB_i + \beta_5 STFF_i + \beta_6 WFAR_i + \eta_i - 2$$

Where,

i = Individual

Y = Dependent Variable(Dropped)

– [dummy; yes if student dropped or transfer credit]

M = Married (yes or no)

FI = Monthly Family Income

STB = Satisfactory Teacher's Behavior

SSB = Satisfactory Staff Behavior

$STFF$ = Satisfactory Tuition Fee Facility

$WFAR$ = Weak Former Academic Record

η = Stochastic Error Term

$$\ln\left(\frac{P_i}{1 - P_i}\right) = \text{Odd Ratio}$$

To empirically examine the factors that impact on dropout rate at higher study levels of BIU, Y_i denotes the dependent variable (dummy); the respondent is either a dropout or a regular student. $\ln\left(\frac{P_i}{1 - P_i}\right)$ represents the natural log and P_i indicates the probability. If $P_i = 1$ means that the respondent is a dropout student of BIU and $P_i = 0$ indicates the respondent is a regular student of BIU.

This study used Google Forms to collect data and Microsoft Excel for data mining. Additionally, STATA-14 is conducted for descriptive statistics and empirical estimation, i.e., the logistic regression model.

5.0 Results and Discussion

5.1 Econometric Estimation

The main objective of this research is to identify the factors for the dropout rate at higher study levels of BIU. In order to find this study, a model of dropout prediction built by applying the logistic regression models with the six regressors are initially developed. Data collected from 45 regular and 6 dropout students at the undergraduate and graduate levels of BIU are used to estimate the econometric model.

The variable "Married" has a positive and significant (5%) impact on dropout students of BIU. Besides, the odd ratio is greater than one, which means that the married variable's coefficient positively influences BIU's student drop rate. The coefficient of family income may reduce the student dropout rate, and the finding is significant at 5% level. The Neutral position may increase (statistically insignificant), but the strongly agreed position on satisfactory teacher behaviour (-1.61 and statistically significant) may reduce the probability of dropout rate of higher study levels of BIU. Besides, a neutral and strongly agreed position on satisfactory staff behavior may increase the dropout rate in BIU's graduate and undergraduate levels of study, and the findings are statistically significant. Interestingly, respondents' neutral opinions on current tuition fees may increase the dropout rate, and the result is statistically significant at 10%, while respondents strongly agreed that the current tuition fee may reduce the dropout rate, and the finding is not statistically significant. This study also finds that weaker student's previous academic records that disagreed, and neutral position on the weaker academic record may reduce the dropout rate at the tertiary study level; the findings also indicate the statistically significant.

Table 7: Logistic regression

Dropped	Coefficient	Odd Ratio
Married	1.78** (1.37)	5.93** (8.14)
Family Income	-0.00** (0.00)	0.99** (0.00)
Satisfactory Teacher's Behavior		
Neutral	1.22 (2.27)	3.39 (7.71)
Strongly Agree	-1.61* (1.88)	0.20* (0.38)
Satisfactory Staff Behavior		
Neutral	17.81* (3094.13)	54300000.00 (168000000000.00)

Strongly Agree	1.94 (2.57)	6.93 (17.79)
Satisfactory Tuition Fee Facility		
Neutral	-16.99* (3094.13)	0.00* (0.00)
Strongly Agree	-0.18 (2.50)	0.83 (2.08)
Weak Former Academic Record		
Disagree	-1.06** (2.36)	0.34** (0.82)
Neutral	-0.73* (1.85)	0.48* (0.89)
_cons	-2.46 (1.75)	0.09 0.15
	Number of observations =22 LR chi ² (14) =21.15 Iteration=10 Prob > chi ² =0.10 Log likelihood = -9.80 Pseudo R ² =0.2885	Number of observations =22 LR chi ² (14) =12.13 Prob > chi ² =0.10 Log likelihood = -9.80 Pseudo R ² =0.2885
<i>p</i> -values in parentheses * <i>p</i> < 0.1, ** <i>p</i> < 0.05, *** <i>p</i> < 0.01		

Source: Developed by Author

5.2 Key Information Interviews (KIIs)

This study also conducts Key Information Interviews (KIIs) with the respondents for a comprehensive and deep knowledge of student dropout rates. The respondents of KIIs are 20 teachers and 15 office staff. Some respondents mention several specific issues, i.e., one teacher who was the guardian of a student said that the student's expectations could not be fulfilled due to dirty classrooms, washrooms, disrespect from office staff, etc. Finally, the student transfers the credit to another university after finishing the first semester. KIIs respondents expressed several common issues that may positively impact the dropped rate in BIU, which are mentioned below based on six different areas.

5.2.1 Family Background and Personal Issues

1. Many students can not afford the tuition fee due to their earning fluctuations, living expenses, or other costs. For that reasons students choose affordable educational alternatives, such as other private universities or the National University.

2. Personal or family-related problems include the marriage of female students and extra financial burdens on male students.
3. Students with weak previous academic records may struggle to keep up with coursework, which leads to dropouts from regular study.

5.2.2. Campus Environment and Infrastructure

1. Some students leave academic courses to admit other universities as they receive superior academic and non-academic opportunities, i.e., tuition fees and a better campus environment.
2. Though student politics is not officially allowed, students' activity under political banner or political group roaming create panic and sense of insecurity.
3. Some guardians opinioned that the university does not maintain the Islamic environment properly.
4. The common room is not sufficient for the students.
5. Dirty classrooms and faulty of multimedia service along with uncomfortable washroom are the main cause of students' dissatisfaction, leading to switching to another university.

5.2.3. Teacher

1. Insufficient teacher's support hinders students' academic progress and leads to dropout.
2. Faculty's lack of friendly and supportive behavior negatively influences student satisfaction.
3. Dissatisfaction with the quality of teaching and learning experiences adversely impacts student retention.

5.2.4. Office Staff

1. Non cooperative behavior of office staff negatively influences student satisfaction.
2. Administrative inefficiencies and bureaucracy create frustration and disengagement among students.
3. Students' interactions with some office staff, security staff, or university management may not meet their expectations, leading to dissatisfaction.
4. Insufficient support from office staff and administration hinders students' academic progress and leads to dropouts.
5. Administrative issues, i.e., delays or errors in updating students' account information, can create confusion and frustration, leading to dropout.

5.2.5. Student

1. The academic pressure and rigorous coursework may become overwhelming for some students, leading them to dropout.
2. Outdated or inaccurate information on the university's website creates confusion and dissatisfaction among students.
3. Sometimes academic & management issues negatively impact student satisfaction and retention.
4. Dissatisfaction with the quality of teaching and learning experiences adversely impacts student retention.
5. Insufficient guidance and counseling services (academic and personal) stimulate uncertain career paths.

5.2.6. Tuition Fee

1. Regarding the campus environment and other facilities, BIU's tuition fee is much higher than other universities.
2. Office staff, higher authority, and the head of the department misbehave with students because of tuition fees due. This disrespect from the concerned persons of the university directly impacts their regular activities and search for alternative institutions.

5.2.7. Class Room, Library, and Others

1. Insufficient resources, such as library sitting, modern and recent edition books, computer labs, damaged sitting desks and whiteboards, poor or damaged AC, and multimedia, hinder students' learning experience and academic performance.
2. The absence of the Memorandum of Understanding (MoU) with corporate sectors creates obstacles to internship and job opportunities. Additionally, students face difficulty in admitting foreign universities due to the lack of enough MoU.
3. The food quality, cooking environment, cost, and overall sitting experience in the university canteen are unsatisfactory.

6.0 Recommendation

Recommendations from this study will contribute to the universities and policymakers to increase retention among students. The authority should take some remedial measures to control the worse situation of dropouts students from the BIU, such as:

6.1 Students' Recommendations

This research collected data from 51 students (dropout and regular). The respondents provide data based on different areas, i.e., campus infrastructure and

environment, teachers' evaluation, office staffs evaluation, training facilities, etc. According to their opinion, the following recommendations are presented;

1. The tuition fee should be logically revised because it is much higher than the similar facility provided universities. Additionally, the student should be given extra time to pay their due because of family income fluctuations.
2. Students desire good behavior from office staff and the head of the department when they can not pay their tuition fees timely. The concerned individuals should be trained.
3. Students desire around 50% of study loan facilities.
4. The accounting system must be maintained with updated software.
6. The offered courses should be reviewed and adopted according to market demand and international standards.
7. The tuition fee waiver policy can be revised for encouraging poor and the bright students.
8. Accommodation based demand, sanitation, safe drinking water, common room, and student prayer room facilities.
9. Siblings discount can be a valuable initiative to support families with several students admitted to this university for making guidance among the students.
10. Attractive classroom design and highly decorated library, auditorium, hygienic food, canteen environment, etc., should be ensured as early as possible.
11. Ensure a suitable environment for sports and recreation facilities.
12. The university should have enough study tour fund.
13. The university should increase market-demanding subjects.
14. Students and guardians expected education services like counseling, job internship, and placement.
15. The university should start all types of Evening and Friday courses (honors and master's).

6.2 Teachers and Office Staffs' Recommendations

1. The university may consider offering diverse courses regarding the market demand, such as B.Sc. in Electrical and Electronics Engineering, B.Sc. in Electrical and Telecommunication Engineering, and B.Sc. in Computer Science and Engineering, Pharmacy, Civil Engineering, MDS and MSS in Applied Sociology and BSS and MSS in Journalism and Mass Communication.

2. Regarding family-related problems, the university has very few things to do. However, a community awareness seminar can be launched to raise the interest of parents and students in studying and minimizing varsity dropouts. Even the university can launch a campaign for the awareness of the people.
3. Ensure clean classrooms, hygienic washrooms, safe drinking water, female common room, well-decorated classroom, and student prayer room facilities.
4. During admission, students should submit the original marksheet and certificate to minimize the student dropout from BIU.
16. Job market-oriented seminars and short courses should be arranged regularly.
17. The university should maintain an Islamic environment.
18. Policymakers should pay attention to the importance of need-based education for students and arrange facilities with a gender focus.
19. Policies and resources should be targeted at supporting students during the first to third semester of enrolment, which is the critical dropout period.

7.0 Conclusion

This study investigates the causes of student dropouts. It is clear that students' dropout in private universities is not due to a single reason; there are various reasons behind this. The major reason conducted by the study is low financial and economic position of families and inability to afford educational expenses, academic problem, job-related problem, family problem, and so on. The pressure of study as most important reason, financial problems as the second most important factor and migration at third factor that cause student dropout at private universities in Bangladesh (Islam and Pavel, 2011). The confirmation of the problematic phenomenon of dropout of university studies has logically led many universities to design, implement and evaluate programs and strategies to increase their rates of persistence, to improve retention and to reduce student exhaustion.

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