

THE EFFECTS OF STUDENTS' ABSENTEEISM AND THEIR EXIT ON EDUCATIONAL INSTITUTES: A CASE STUDY

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ABSTRACT

This study surveys the factors influencing pupil attrition at The Professor (AR) Institution in Lahore, Pakistan, from June 2023 to May 2024. Complete an evaluation of reasons for leaving, inclusive of monetary regulations, exam of completion, strict policies, process duties, perceived weaknesses in coaching, domestic relocation, health troubles, parental flexibility, religious commitments, institutional control, and long-distance substitutes, this studies highpoints both the demanding situations confronted via college students and latent areas for institutional improvement. Financial hardship, job responsibilities, and relocation problems emerged as important reasons for pupil dropout. The facts additionally indicated that strict institutional rules, inadequate coaching pleasant and terrible management donated to student sadness. This have a look at provides approvals, along with flexible payment plans, progressed aid services, teacher education, and adaptive scheduling, which can help the organization reduce dropout rates.

Also, the analysis discloses that needless strictness and insufficient teaching great harmfully affect pupil pleasure and engagement, suggesting the significance of promoting beneficial instructional surroundings via instructor education and the implementation of extra bendy rules. The observe presents actionable guidelines to improve retention costs and enhance the overall educational experience. Reduce finances from fever students make it harder for the school to provide complete programming and sufficient support services and other's flexible fee planning.

By speak me these troubles, The Professor (AR) Institution has an opportunity to create an extra useful and handy studying environment that meets diverse students' wishes and promotes educational stability. The consequences of this observe now not only shed light on the specific obstacles at The Professor (AR) Institution but additionally offer precious visions for instructional establishments dealing with similar demanding situations, underlining the significance of adaptive guidelines in improvement scholar fulfillment and stability in schooling. This study gives insights into scholar retention techniques that might be treasured for academic establishments dealing with parallel challenges.

Keywords: Reasons for Students Institutional Dropouts and Solutions, Seasonal Trends in Dropouts, Educational Infrastructure, Institutional Management Challenges & Evaluation, Retention and Student Fees.

INTRODUCTION

The disengagement of students from school, colleges, and universities is causing a quiet crisis in educational institutions worldwide. There is a

concern pattern of absence with broad ramifications because each year, many students either cutback on their attendance or leaves these

schools completely. Individual's Pupils decisions that seem personal are actually a reflection of larger systematic problems. Personal circumstances such as a financial hardship, mental health issues, family obligations, lack of management of institutions and a lack of interest in the curriculum are among the many factors that contribute to absence and eventual withdrawal from school. However, institutional elements including a dearth of resources, rigid academic rules, and a lack of support services all contribute significantly to students leaving the classroom.

The Absenteeism has a negative influence on communities, educational institutions, and society as a whole, going well beyond the students themselves. Since financing and resources are frequently correlated with enrollment and student retention rates, absenteeism puts a pressure on schools and universities' finances. Reduce finances from fewer students make it harder for the school to provide complete programming and sufficient support services, which can lead to a vicious cycle where the remaining students are at risk of dropping out. A trend of excessive dropout fees can also hurt academic scores, school reputations, and community assist, making it harder for establishments to recruit new students, employees and funding.

An instructional organization's reputation, finance and well known operational stability are all at once impacted with the aid of scholar's retention, making it a vital indicator of achievement. However, a prime trouble for plenty educational institutions is the exodus of college students who're sad with the administration and institutional help. Students feel disconnected and pissed off because of poorly run student services, constrained access to academic steerage, ineffective verbal exchange, and a failure to respond to their needs. These students may feel abundance as an end result, which could purpose them to depart the college. In addition to harming the pupil's instructional and expert possibilities, this exodus damages the college's popularity and deters mother and father and ability college students from enrolling. Additionally, as financing and assets are frequently linked to enrollment and retention rates, student's dropout charges have an effect on college price range.

Nowadays, we've got visible this thing some of the scholar's that the student's leave organization in which there may be strictness. Because that is a

main hassle of pupil's ego or self-appreciate. Student's may be strongly discouraging from pursuing similarly examine at a given precise establishments with the aid of strict guidelines and rigid getting to know enjoinders. Increase strain and anxiety might end result from student's feeling constrained and unsupported in a very rigid gaining knowledge of surroundings. This environment can create a sense of alienation and estrangement by discouraging candid communication between college students and teachers. Student's academic performance, motivations, and generally educational experience are all greatly impacted by parent's participation. Students may experience a variety of difficulties that may eventually cause them to drop out of school if parents do not have the means, knowledge, or commitment to support their education. This parent's "Weakness" may be caused by a number of things, such as a lack of funds, unfamiliarity with academic standards, time constraints brought on by work obligations, or, in a certain situation, a failure to prioritize education. Students may experience problems including academic pressure, low self-esteem, and a lack of supervision if they don't receive enough support at home. Even if the underlying cause is outside the school's direct control, a high attritions rate damages an institution's reputation since potential families may believe it is in capable of supporting or retaining children. In terms of finances, each student who leaves signifies a loss tuitions income and possible enrolment-based support, which can deplete the institution's resources and impair its capacity to continue offering top-notch services and activities

A key factor of any a hit instructional group is the caliber of its college and body of workers. Students may additionally have an unpleasant academic enjoy characterized by means of uneven education, a lack of guide, and inadequate course after they encounter inexperienced or under qualified team of workers. Without the important training, instructors and group of workers may additionally discover it difficult to efficiently oversee school rooms, provide individualized educational aid, or create a welcoming and inclusive environment. The article examines the cause of student absence, how educational institutions either contribute to or exacerbate the problem, and the high expenses associated with students choosing to drop out of school. We study that to investigate how the poor

management practices are causing students to leave, as well as the extensive financial and reputational impacts of student's attrition on educational institutions.

1. Literature Review:

The issue of students to leave in educational institutions is complex and influenced by the numerous interconnected factors.

Parents involvements and students' retentions:

Epstein, (2001) Framework of Six types of Involvement states that parental assistance, such as helping with homework, going to school functions, and offering advice on academic choices, can significantly raise student motivation and performance. However, kids may encounter major difficulties, if parents are unable to provide the necessary funds, time, or knowledge to support their children education. According to research by (Fan & Chen, 2001), student's academic success and active parental involvement are positively correlated, underscoring the effect that parental disengagement can have on student's chances of dropping out. Reduce academic motivation, elevated stress, and eventually disengagement from school can result from inadequate parental participant (Hoover-Dempsey & Sandler, 1995).

Student Attritions & Institutional Strictness:

Excessive discipline and rigid academic standards have been linked in studies to student discontent and emotional stress, which can further contribute to withdrawal decision Martinez, (2001). According to the (Gregory, Cornell, & Fan, 2011) research, for example, rigorous attendance regulations, harsh grading schemes, and inadequate support networks can foster an atmosphere in which students feel overwhelmed and abandoned. Although the goal of strictness in educational environments is to uphold academic standard and discipline, it frequently results in a lack of open communication, which makes students anxious and lessens their sense of belonging. As a result, students may look for more accommodations learning's settings, which could affect the number of students enrolled at the school and its reputation (Bean & Metzner, 1985).

Quality of management and Student Engagement:

To create a responsive and encouraging learning environment, effective management is essential. Tinto, (1993) research emphasizes the significance of institutional dedication to student support services, which are critical for meeting the various requirements of students. According to (Kuh, Kinzie, Schuh, & Whitt, 2011), students frequently experience disarray, ambiguous communication, and restricted access to essential resources when educational institutions lack effective administration. Poor management practices can harm an institution's reputation, making it difficult to draw in and keep new students, which make financial and operational difficulties even worse, as noted by (Thomas & Galambos, 2004). Research shows that excessively strict environments can lead to student dissatisfaction and disengagement Bronfenbrenner, (1979b). Research suggests that institutions with robust teacher development programs see higher retention rates due to improved student satisfaction with instructional quality (Hill, Yu, Barrow, & Hattie, 2009).

A Staff Training & Impact on Students Outcomes:

One of the most important retention is the credentials and training of staff members. Not only can highly qualified teachers provide better instruction, but they also give the students the academic and emotional support they need Yorke, (1999). On the other hand, research shows that under qualified or in experienced personnel find it difficult to properly engage students, which can result in discontent, disengagement, and eventually dropout Ingersoll, (2001). (Klem & Connell, 2004) assert that regular, high quality interactions with faculty members who are equipped to handle both academic and personal difficulties are beneficial to students.

Social Integration & Student Involvement:

(Pascarella & Terenzini, 2005) content that involvement in extracurricular activities and student organizations strengthen student's sense of belonging and increase their dedication to the school. Astin, (1984), Theory of Involvement states that are students who actively engage in campus life report higher levels of academic achievement and happiness. Research indicates

that integrating cultural or religious studies can help retain students by meeting their specific educational needs (Jeynes, (2003). Distance is a well-documented factor in student dropout, particularly in areas (Vogel et al., 2018).

Financial Aid & Economic Support:

Researcher by (Goldrick-Rab, Harris, & Trostel, 2009) shows that economic support programs, financial aid, and scholarships greatly improve student's retention. In addition to helping students pay for living expenses and tuitions, these financial aid programs lessen the strain that comes with juggling job and school. In contrast, students who are underfunded are frequently compelled to put their jobs before their studies, which results in disengagements and burnout (Chen & DesJardins, 2010). In addition to aiding in student retention, financial support initiatives for educational institutions also serve to reaffirm their dedication to accessibility, which can improve their reputation and public image, particularly in economically challenged areas (Bettinger, (2004).

Campus Climate & Inclusivity:

Students retentions is also greatly impacted by the general campus atmosphere, which include opinions about safety and inclusivity. According to the studies by (Hurtado & Carter, 1997), students from underrepresented groups are more likely to drop out of schools when they encounter prejudice, animosity, or a lack of cultural representation. Health issues are a major factor influencing student dropout, particularly among those with chronic illnesses (Pryor, Hurtado, Saenz, Santos, & Korn, 2007).

Academic Environment and Curriculum Relevance:

Students who accept as true with that the curriculum is pertinent to their hobbies and expert desires are much more likely to stay enrolled, according to investigate through Tinto, (2012).

Institutional Adaptability and Responsiveness to Student Feedback:

A key element encouraging retention is how well educational institutions respond to the needs and input of their students. Institution's that actively seek out and address student criticism had higher retention rates, according to the studies by (Braxton et al., 2013). This kind of responsiveness

shows that the school respects the experiences of its students and is prepared to modify its course offerings and campus resources as needed.

2. Theoretical Framework:

In exploring the factors contributing to scholar attrition at The Professor AR's group in Lahore, Pakistan, a theoretical framework is important to manual the evaluation and interpretation of the accrued information. This framework attracts on numerous interrelated theories that embody financial, educational, and sociocultural dimensions influencing pupil retention. At its middle, the Push-Pull Theory serves as a foundational idea, suggesting that students are "driven" far from their cutting-edge academic organization by way of negative elements—consisting of financial constraints, insufficient coaching nice, and strict control practices—whilst concurrently being "pulled" towards alternative educational possibilities or life choices, inclusive of joining a Quran madrassa or coming into the group of workers. This duality is especially relevant within the context of Pakistan, in which economic pressures frequently dictate academic paths.

Social Cognitive Theory affords insights into how college students' beliefs approximately their skills and the outcomes in their academic reports shape their choices. Students who perceive monetary limitations as insurmountable or who lack familial assist of their educational endeavors may additionally increase terrible self-efficacy beliefs, similarly increasing the chance of dropout. This framework underscores the need of considering not simplest the external elements driving college students far away from the organization but additionally their inner perceptions and motivations. By applying this multi-faceted theoretical framework, the observe ambitions to analyze the complex internet of motives for scholar attrition, with a selected recognition on how monetary concerns intertwine with academic excellent and social dynamics. This technique will facilitate comprehensive information of the demanding situations confronted by way of students at The Professor AR's group and provide treasured insights for growing centered interventions to enhance pupil retention and institutional effectiveness.

3. Research Objectives:

The look at seeks to assess how each thing impacts retention and to suggest tailor-made improvements to the organization's management practices, trainer-student engagement, curriculum delivery, and operational aid systems. The ultimate objective is to develop actionable techniques that assist pupil retention, decorate institutional adaptability, and role the organization as responsive and supportive academic surroundings that aligns with student needs and aspirations.

A middle objective is to understand the position of institutional factors, including lecture timing, aid availability, and management responsiveness, in influencing students' choices to stay or go away, with an emphasis on figuring out actionable regions for improvement. Ultimately, the intention is to provide The Professor AR's institution with robust, facts-pushed strategies for boosting student engagement, increasing institutional adaptability, and imposing targeted interventions to help scholar retention and satisfaction, thereby strengthening the group's reputation and typical instructional effect. Further, the look at will consciousness on figuring out actionable improvements for each contributing aspect, aiming to beautify the institution's administrative responsiveness, educational excellent, help resources, and adaptableness to college students' evolving desires. Through a more in-depth have a look at these influential factors, the look at objectives to move past figuring out the "why" behind student attrition—it seeks to manual the institution in creating a greater enticing, supportive, and responsive studying environment. Each finding might be tested no longer only for statistical relevance but additionally for its realistic implications, presenting solutions to decorate teacher engagement, update administrative practices, and higher help scholar properly-being.

3.1. Research Objective Question:

- What are the primary reasons for student attrition at The Professor AR's institution, and how do these reasons vary across different academic levels?
- Are there significant monthly variations in student dropout rates, and if so, which months experience the highest attrition?
- How do specific factors, such as financial issues, teacher strictness, job obligations, and

health concerns, influence the likelihood of students leaving the institution?

- Which institutional improvements could most effectively address the key reasons for student attrition identified in the study?
- What management strategies can be adopted to create a more supportive educational environment?
- What role does parental involvement play in student retention, and how can institutions enhance this relationship?
- How can the institution better address financial challenges faced by students to improve retention?
- What steps can we take to enhance the strength of our institution?

4. Research Methodology:

To very well check out the elements influencing pupil attrition at The Professor AR's organization in Lahore, a detailed method became devised, ensuring a sturdy and complete technique to statistics collection and evaluation. The technique may be broken down into several key additives: Data series took place over a span of six months to account for seasonal versions in pupil attendance and dropout rates. The questionnaire changed into distributed both on line and in character, with the choice for college kids to complete it anonymously to encourage sincere responses. Faculty participants and educated studies assistants facilitated the records series technique to make certain clarity and to assist college students in understanding the questions.

The sample of 250 college students became decided on the use of stratified random sampling to ensure representation across exceptional training, which includes nursery, preparatory, number one (grades one to ten), secondary (first and second year), commencement, and pc path students. This technique turned into crucial for know-how how attrition numerous among one of a kind instructional degrees. The survey became distributed via more than one channels, which includes on line platforms and bodily distribution in classrooms, to maximize accessibility and participation.

4.1. Research Design:

A mixed-techniques studies layout becomes hired, integrating both quantitative and qualitative methods. This layout turned into selected to

provide a holistic knowledge of the scholar enjoy and to seize both statistical statistics on attrition fees and deeper insights into college students' personal experiences and perceptions. **Sampling:** The have a look at utilized stratified random sampling to pick out a consultant pattern of 250 college students from diverse educational levels. This protected college students from nursery, preparatory, number one (grades one to 10), secondary (first and second year), commencement, and laptop courses. Stratification ensured that each class stage became safely represented, bearing in mind significant comparisons across one of a kind educational level.

4.2. Data Collection Instruments:

The primary facts collection instrument becomes a complete questionnaire designed to capture a variety of factors related to student attrition. The questionnaire blanketed:

Demographic Information:

Collecting records on age, gender, class degree, and socioeconomic history.

Reasons for Leaving:

A set of closed-ended questions permitting students to choose multiple reasons for his or her decision to go away the institution, such as monetary problems, instructor engagement, and familial influences.

Open-Ended Questions:

Qualitative questions allowing college students to provide specific narratives about their reviews, demanding situations, and tips for development. In addition to the questionnaire, focus institution discussions had been held with small groups of college students to foster an open environment for discussion. These sessions aimed to discover issues diagnosed inside the survey and to benefit deeper insights into particular issues affecting student retention.

4.3. Ethical Considerations:

The research design turned into submitted for ethical approval to the institution's ethics overview board, confirming adherence to moral requirements for studies related to human subjects. Special attention became given to representing lying populations pretty, making sure a diverse sample that included various

socioeconomic backgrounds to higher apprehend the elements influencing attrition. Data security features had been carried out to safeguard accrued information, with confined get entry to and right education for crew individuals coping with the information.

5. Statistical Hypothesis:

5.1. Class-Level Differences in Attrition Rates: (H-1)

- H_0 : There are no significant differences in student attrition rates among the various academic classes (nursery, preparatory, primary, secondary, graduation, and computer courses).
- H_1 : There are significant differences in student attrition rates among the various academic classes.

5.2. Monthly Attrition Rates: (H-2)

- H_0 : There is no significant difference in the average number of students leaving the institution across all months.
- H_1 : There is a significant difference in the average number of students leaving the institution across different months.

5.3. Interaction of Class Level and Month on Attrition Rates: (H-3)

- H_0 : The interaction between class level and month does not significantly influence student attrition rates.
- H_1 : The interaction between class level and month significantly influences student attrition rates.

5.4. Interaction of Month and Skip Reasons on Attrition Rates: (H-4)

- H_0 : The interaction between month and skip Reasons does not significantly influence student attrition rates.
- H_1 : The interaction between month and skip Reasons significantly influences student attrition rates.

5.5. Interaction of Class and Skip Reasons on Attrition Rates: (H-5)

- H_0 : The interaction between Class and skip Reasons does not significantly influence student attrition rates.
- H_1 : The interaction between Class and skip Reasons significantly influences student attrition rates.

5.6. Reasons for Leaving: (H-6)

- H_0 : There is no significant difference in the mean number of students leaving due to different reasons (e.g., financial, academic, personal, institutional policies).
- H_1 : There is a significant difference in the mean number of students leaving due to different reasons.

5.6.1. Impact of Financial Issues: (H-7)

- H_0 : Financial issues do not significantly impact student decisions to leave the institution.
- H_1 : Financial issues significantly impact student decisions to leave the institution.

5.6.2. Paper Finished: (H-8)

- H_0 : Leaving due to paper completion does not significantly impact the institution's revenue.
- H_1 : Leaving due to paper completion significantly impacts the institution's revenue.

5.6.3. Job Issues: (H-9)

- H_0 : Leaving due to job issues does not significantly impact the institution's revenue.
- H_1 : Leaving due to job issues significantly impacts the institution's revenue.

5.6.4. Home Shift (Relocation): (H-10)

- H_0 : Leaving due to home relocation does not significantly impact the institution's revenue.
- H_1 : Leaving due to home relocation significantly impacts the institution's revenue.

5.6.5. Influence of Teacher Strictness: (H-11)

- H_0 : Teacher strictness does not have a significant effect on student retention rates.
- H_1 : Teacher strictness has a significant effect on student retention rates.

5.6.6. Teacher Engagement: (H-12)

- H_0 : Teacher weakness (lack of focus on student education) does not significantly correlate with student attrition.
- H_1 : Teacher weakness significantly correlates with student attrition.

5.6.7. Impact of Distance: (H-13)

- H_0 : Long commuting distances do not significantly affect student attrition rates.
- H_1 : Long commuting distances significantly affect student attrition rates.

5.6.8. Parental Influence: (H-14)

- H_0 : Parental permissiveness (parents agreeing to everything children say) does not significantly influence student decisions to leave the Institution.
- H_1 : Parental permissiveness significantly influences student decisions to leave the Institution.

5.6.9. Management Effectiveness: (H-15)

- H_0 : Inadequate management practices do not significantly affect student retention rates.
- H_1 : Inadequate management practices significantly affect student retention rates.

5.6.10. Health Issues: (H-16)

- H_0 : Students with health issues do not have significantly higher dropout rates than those without.
- H_1 : Students with health issues have significantly higher dropout rates than those without.

5.6.11. Transition to Other Educational Systems: (H-17)

- H_0 : Students joining the Quran madrassa do not differ significantly in attrition rates from those remaining in the academic system.
- H_1 : Students joining the Quran madrassa have significantly different attrition rates compared to those remaining in the academic system.

6. Data Analysis Methods:

The data evaluation focusing on student attrition at The Professor AR's organization in Lahore, particularly regarding students' charges, employed a complete technique to understand the economic factors influencing dropout costs. Initially, distinct statistics of the rate structure across various academic ranges, such as nursery, preparatory, number one, secondary, graduation, and laptop publications, had been accrued alongside statistics on students' price statuses—categorizing them as completely paid, partially paid, or unpaid. Descriptive facts were utilized to summarize the common fees and distribution of fee statuses, at the same time as attrition costs have been calculated to evaluate dropout dispositions among those classes. This analysis found out important insights into how monetary challenges & other

skip motives correlate with college students' choices to go away the group.

Qualitative statistics from open-ended survey responses have been analyzed the usage of thematic evaluation to uncover ordinary issues and personal narratives associated with economic challenges & other students skip motives. Quantitative statistics from the questionnaires and the pupil's expenses had been analyzed the use of statistical software such as SPSS. Descriptive facts were calculated to summarize demographic traits and attrition fees. Inferential statistical tests, including the 2-way of ANOVA, had been hired to examine the relationships between express variables, which includes reasons for leaving and class stages and additionally the ratio scale is sort of a rate.

6.1. Finding and Discussion:

We conducted a survey of the **professor (AR) Institution**, an educational Institute in Lahore, Pakistan. In this survey, we collected 250 students of this educational Institute throughout the year who were leaving the Institute for some reasons in every month. The statistics supplied outlines the patterns of student withdrawal at The Professor (AR) Institution in Lahore, revealing different factors across months, elegance degrees, and pass

reasons that contribute to the general pupil attrition. Each month stories differing prices of student exits, with June displaying the very best depend (33) and February the bottom (nine). This seasonal version may imply a power of external instructional schedules, which includes exam seasons or summer time vacations, on pupil retention. Class-level statistics reflects a giant attention of scholar departures in crucial instructional years, considerably in higher grades like Nine, Ten, 1st-Year, and second-Year, indicating capacity challenges in maintaining college students at some point of key transitional years in their instructional trips.

This analysis underscores the complicated nature of pupil retention, driven by way of various affects that intersect across administrative, educational, and personal dimensions. By knowledge those factors, The Professor (AR) Institution should devise focused techniques to decorate retention, along with imparting economic aid, improving teacher education, adapting management practices, and helping college students all through essential instructional transitions. This record offers a comprehensive look at the needs and demanding situations of the scholar population, presenting valuable insights for growing retention-targeted rules and improving institutional resilience.

Table#1:

Tests of Between-Subjects Effects

Dependent Variable: Fee Schedule

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	215919734.127 ^a	163	1324660.946	5.397	.000
Intercept	229695365.454	1	229695365.454	935.788	.000
Month	4269742.995	11	388158.454	1.581	.119
Class	42647601.300	16	2665475.081	10.859	.000
Skip Reasons	754677.715	10	75467.771	.307	.977
Month * Class	20227922.688	26	777997.026	3.170	.000
Month * Skip Reasons	4698027.565	10	469802.757	1.914	.054
Class * Skip Reasons	3186108.614	7	455158.373	1.854	.087
Month * Class * Skip Reasons	.000	0	.	.	.
Error	21109265.873	86	245456.580		
Total	1118750000.000	250			
Corrected Total	237029000.000	249			

a. R Squared = .911 (Adjusted R Squared = .742)

The analysis of variance (ANOVA) on the based variable, "Fee Schedule," offers insights into the elements influencing rate systems primarily based on various classes, together with month, elegance,

and motives for pupil departure (Skip Reasons) within the organization. The corrected model shows a giant impact average ($F=5.397$, $p<.001$), indicating that the version explains a widespread quantity of the variation in price agenda

throughout distinctive classes, with an R-squared price of 0.911 (adjusted R-squared = 0.742). This means that approximately 91% of the variation in the fee schedule is explained by the model, which is highly significant and implies that the factors examined are relevant to understanding fee-related differences among students.

Specifically, the "Class" variable shows a significant main effect ($F=10.859$, $p<.001$), it means that the (H-1) is rejected and also suggesting that the class level of students has a strong impact on the fee schedule. This may reflect the different educational needs and resources allocated for students at different levels. The "Month" variable, however, does not show a statistically significant effect ($F=1.581$, $p=.119$), it means that the (H-2) is accepted and also implying that monthly variations do not significantly influence the fee schedule in this context. Similarly, the "Skip Reasons" variable alone does not show a significant effect ($F=0.307$, $p=.977$), that the result is (H-6) is accepted indicating that reasons for leaving the institution are not individually significant in determining fee structures.

Interactions between variables provide additional insights. The interaction between "Month" and "Class" is significant ($F=3.170$, $p<.001$), that the result is (H-3) is rejected and also suggesting that the combined effects of these factors influence the fee schedule and students leaving the institution, possibly due to differing financial needs or fee adjustments based on the month and student level. The interaction between "Month" and "Skip Reasons" approaches significance ($F=1.914$, $p=.054$), that the result is (H-4) is accepted and also indicating a potential but not definitive influence of both timing and departure reasons on fees of students leaving the institutions. The

interaction between "Class" and "Skip Reasons" is not statistically significant ($F=1.854$, $p=.087$), that the result is (H-5) is accepted and also suggesting that class level combined with reasons for departure does not have a substantial impact on the students leaving the institutions and fees structure.

Overall, the findings suggest that while the class level of students is a significant factor in the fee schedule, monthly variations and reasons for departure do not significantly affect fees individually. However, the interaction between month and class is meaningful, indicating that timing and educational level together play a role in determining fee structures. These insights can help the institution refine its fee policies to reflect the needs of students across different class levels and times of the year.

6.2. Month's in The Professor (AR) Institution:

The facts gathered on pupil departures from Professor (AR) Institution in Lahore, Pakistan, spans from June 2023 to May 2024. The analysis exhibits splendid seasonal tendencies, especially on the subject of the finishing touch of educational packages. During February and March, there may be a widespread wide variety of students leaving the group due to the realization of checks for classes 9th and 10th. Similarly, in April and May, scholar departures increase again as inter students ends their assessments. These patterns motive considerable fluctuations in the organization's enrollment numbers, with top departures in those months. The analysis highlights how examination schedules influence student retention, pointing to precise intervals of the educational 12 months in which enrollment numbers revel in a predictable decline.

Table#2: Month's Inference Results

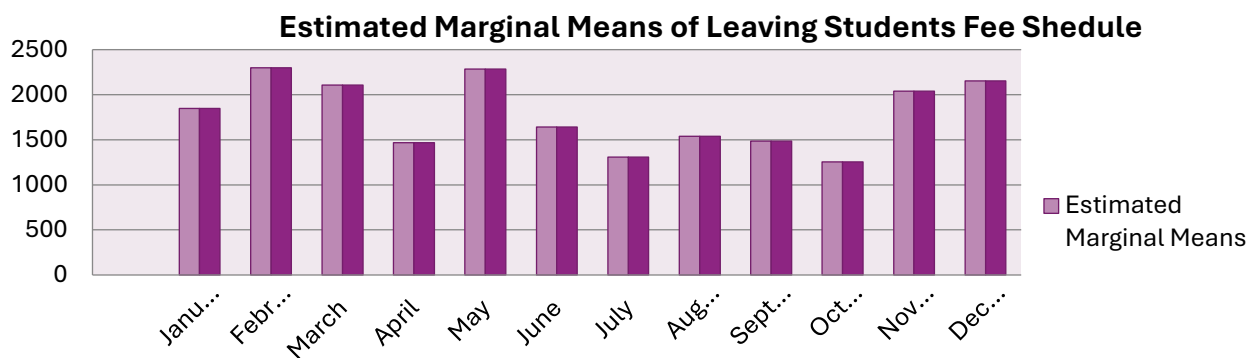
Month	Mean	Std.Error	95% Confidence Interval	Upper Bound
			Lower Bound	
January	1848.889 ^a	120.605	1609.134	2088.644
February	2300.000 ^a	169.601	1962.845	2637.155
March	2107.639 ^a	109.666	1889.630	2325.648
April	1466.333 ^a	107.619	1252.393	1680.273
May	2283.125 ^a	157.281	1970.460	2595.790
June	1641.468 ^a	112.019	1418.781	1864.155
July	1306.771 ^a	109.841	1088.414	1525.128
August	1540.000 ^a	152.704	1236.435	1843.565

September	1485.648 ^a	131.282	1224.668	1746.628
October	1253.333 ^a	120.228	1014.329	1492.338
November	2038.889 ^a	108.363	1823.471	2254.307
December	2153.846 ^a	132.018	1891.402	2416.290

The evaluation of month-to-month rate schedules in Professor (AR)'s organization presents precious

insights into the version of expenses throughout the 12 months.

Losing Month's for Improvements & Suggestion:



Figure#1

To cope with the demanding situations confronted by using The Professor (AR) Institution, in particular the high charge of scholar departures in February, March, April, May, November and December, it's essential to awareness on each operational upgrades and strategic planning. The months of February, March, April and May see a huge drop in pupil numbers as many whole their studies, which closely impacts the institution's budget. To mitigate this, the organization may want to do not forget introducing brief-time period certifications, superior courses, or ability-based totally workshops that could entice graduating students to stay engaged with the group.

In November and December, the issue lies with management inefficiencies and limited space,

causing students to leave due to dissatisfaction and overcrowded facilities. Addressing this would require improvements in institutional management, including streamlining administrative processes, enhancing communication, and setting up a clear feedback system to address student concerns promptly.

6.3. Students Classes in The Professor (AR) Institution:

The Professor (AR) Institution have many classes like a regular class (these are students who do not go to school), Nursari, Prep, One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten (Science & Arts), 1st Year, 2nd Year (Science & Arts), Graduation, and Computer Courses Classes. This Data Analysis is given below:

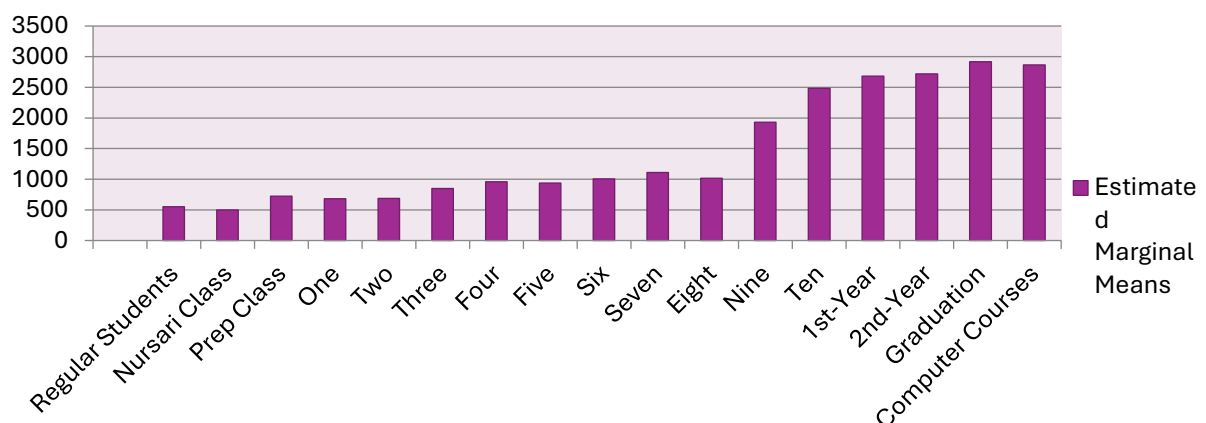
Table#3: Classes Inference Results

Students Class in The Professor Institution	Mean (AR)	Std. Error	95% Confidence Interval Lower Bound Upper Bound
One	683.333 ^a	160.492	364.285 1002.382
Two	687.500 ^a	175.163	339.288 1035.712
Three	850.000 ^a	193.650	465.037 1234.963
Four	956.250 ^a	163.850	630.527 1281.973
Five	940.000 ^a	210.196	522.145 1357.855
Six	1004.545 ^a	141.236	723.778 1285.313
Seven	1112.500 ^a	189.198	736.388 1488.612
Eight	1018.182 ^a	142.428	735.045 1301.319

Nine	1930.133 ^a	86.647	1757.885	2102.382
Ten	2481.731 ^a	119.760	2243.655	2719.806
1st-Year	2681.424 ^a	117.344	2448.151	2914.696
2nd-Year	2717.098 ^a	93.657	2530.914	2903.281
Graduation	2916.667 ^a	193.650	2531.703	3301.630
Computer Courses	2864.198 ^a	146.796	2572.377	3156.018
Regular Students	550.000 ^a	350.326	-146.425	1246.425
Nursari Class	500.000 ^a	350.326	-196.425	1196.425
Prep Class	725.000 ^a	193.650	340.037	1109.963

This data implies that as students advance through levels at the Professor (AR) Institution, their fees increase substantially, likely impacting retention and dropout rates. Addressing affordability at each educational level, especially in higher classes, might help in retaining students.

Estimated Marginal Means of all Classes

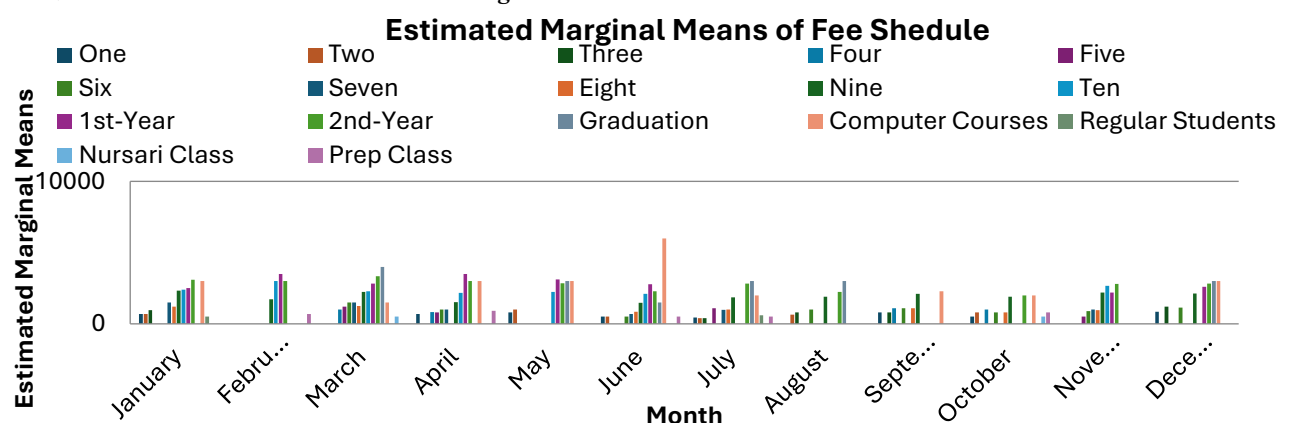


Figure#2

Since these advanced courses and higher-level classes contribute more substantially to the institution's income, a loss of students from these levels directly affects the institution's

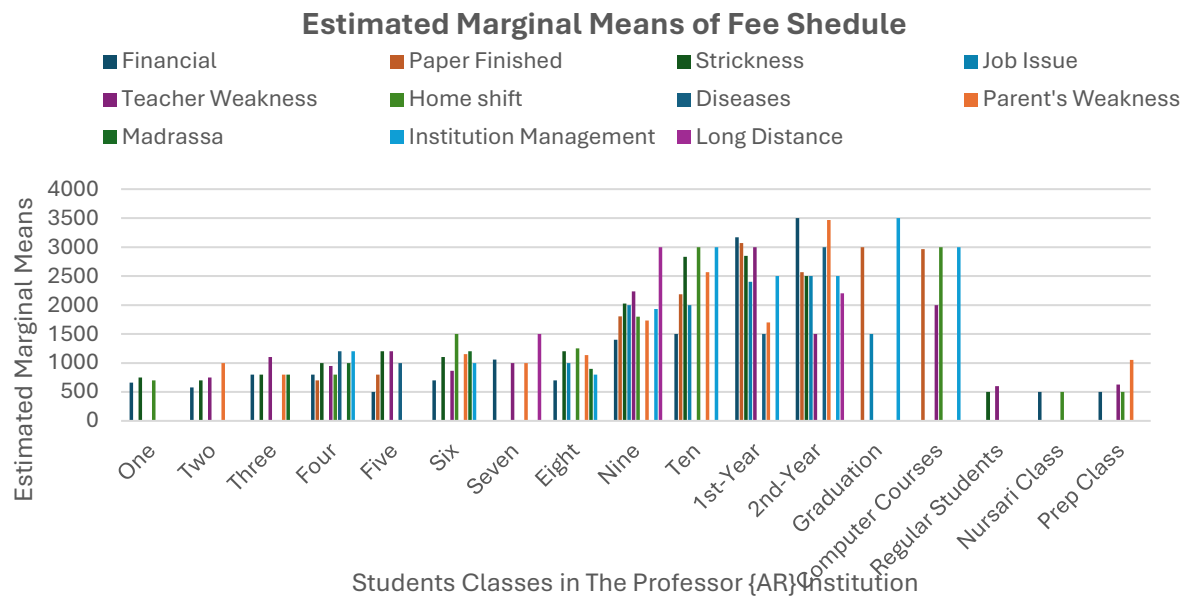
financial stability. Given that senior-level students often face educational transitions, such as exams or graduation, attrition at these levels is likely due to natural academic progression rather than dissatisfaction.

6.3.1. In each month Class data of leaving students record:



Figure#3

6.3.2. In each month Class data of leaving students record:



Figure#4

Suggested Improvements and Solutions:

To mitigate the financial impact of student attrition, especially in higher-level classes, the institution could implement the following strategies:

Retention Programs for Senior Students:

Establishing support and retention programs for students in 9th through Graduation levels can help maintain enrollment. Mentorship, academic support, and targeted guidance can reduce dropout rates.

Flexible Payment Plans:

Offering flexible payment options, such as installment plans or fee concessions for high-performing or financially constrained students, could encourage more students to complete their courses without financial strain.

Increased Classroom Capacity and Facilities:

Given that some attrition is due to overcrowding or limited space, the institution could invest in expanding its facilities. Improved infrastructure would not only address current overcrowding issues but also make the institution more attractive to potential students, thus boosting enrollment.

Career Counseling and Pathway Programs:

Implementing career counseling for senior students could help them see the benefits of continuing their education at the institution, especially if additional courses or advanced

certifications are offered. These steps can help the institution improve student retention and stabilize fee income, particularly from high-revenue classes, thereby securing its financial foundation.

6.4. Students Skip Reasons in The Professor (AR) Institution:

From June 2023 to May 2024, data was collected on students leaving The Professor (AR) institution in Lahore, Pakistan. The reasons for student attrition were diverse, reflecting both academic and non-academic factors. Major reason was the completion of exams, particularly for students in classes 9th, 10th, 1st-Year, and 2nd-Year, which left after their academic requirements were met. Some students left due to teacher-related issues, including strictness, inadequate attention, and a perceived lack of effectiveness in teaching, which led students and parents to seek alternative educational options. Additionally, logistical challenges, such as families relocating (either to villages or due to rental shifts) and the long distance to the institution, contributed to student withdrawals. Health issues, either of the students or their family members. Other students opted to join religious institutions (Quranic madrassas) instead, shifting their focus to religious studies. Finally, institutional management issues, such as inconsistent class schedules, insufficiently structured teacher-led sessions, and a lack of modernized facilities tailored to students' needs, also affected retention.

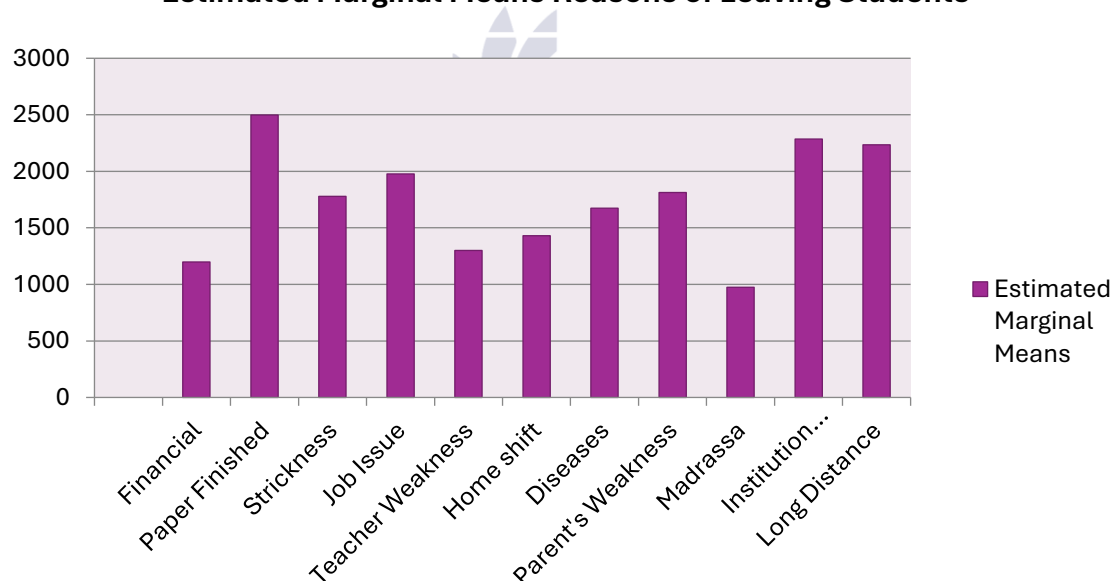
Table#4: Leaving Student's Inference Results

Skip reasons in The Professor (AR) Institution	Mean	Std. Error	95% Confidence Interval Lower Bound Upper Bound
Financial	1197.656 ^a	83.015	1032.628 1362.684
Paper Finished	2497.115 ^a	72.568	2352.855 2641.375
Strickness	1779.710 ^a	97.132	1586.617 1972.803
Job Issue	1977.778 ^a	165.145	1649.480 2306.076
Teacher Weakness	1300.000 ^a	107.779	1085.743 1514.257
Home shift	1430.000 ^a	152.704	1126.435 1733.565
Diseases	1675.000 ^a	247.718	1182.553 2167.447
Parent's Weakness	1813.158 ^a	105.114	1604.198 2022.118
Madrassa	975.000 ^a	247.718	482.553 1467.447
Institution Management	2286.667 ^a	123.583	2040.991 2532.342
Long Distance	2233.333 ^a	286.040	1664.705 2801.962

The table provides insights into various reasons for students leaving Professor (AR) institution. The mean values indicate the average fee schedule associated with each reason, providing an estimate of the financial impact. The reasons with the

highest mean values are "Paper Finished" (2497.115) and "Institution Management" (2286.667). For instance, the reason "Financial" has a mean of 1197.656, suggesting that many students face financial challenges in continuing their education.

Estimated Marginal Means Reasons of Leaving Students



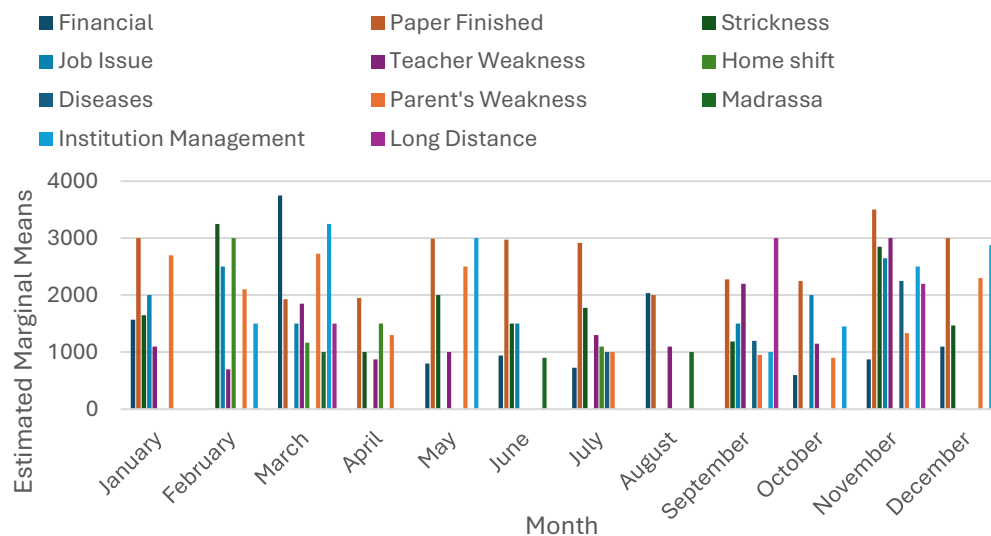
Figure#5

these results highlight areas where improvements could reduce student attrition. Enhancing institutional management, offering support for students with financial challenges, improving teaching methods, and potentially providing

transportation options for distant students could help mitigate these issues. Addressing these aspects would require a focused approach by the institution to adapt to the students' needs, ultimately fostering a more supportive and effective learning environment.

In each month Skip Students Reasons data of leaving students record:

Estimated Marginal Means of Fee Shedule



Suggested, Improvements and Solutions:

Student retention is a considerable issue in educational establishments global, together with The Professor (AR) Institution in Lahore, in which students drop out for diverse reasons. Based on the facts gathered from June 2023 to May 2024, key motives for college kids leaving consist of financial constraints, examination final touch, strict rules, task obligations, perceived teaching weaknesses, relocations, health troubles, parental flexibility, spiritual commitments, administrative inefficiencies, and distance.

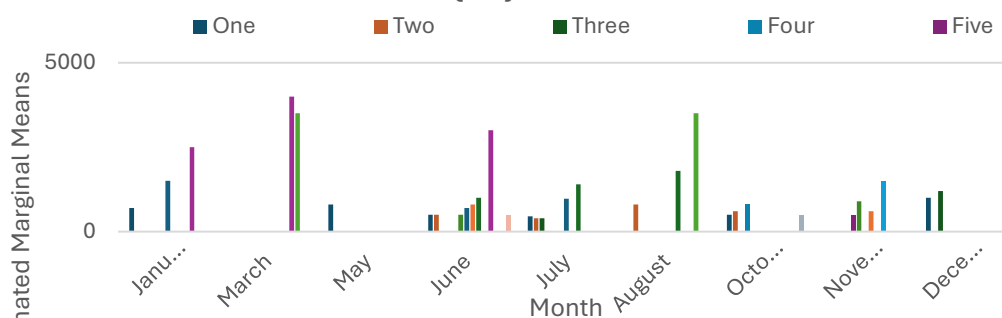
The desk highlights numerous motives college students are leaving The Professor (AR) group. Each motive displays a unique task faced by means of students and factors to precise regions for institutional improvement. This article examines those reasons, proposes solutions for every, and provides a literature assessment to contextualize

these demanding situations within broader educational insights. We have eleven reasons; we provide an explanation for one at a time. Here is an evaluation of every purpose in my opinion, followed via hints for improvement: **Month * Students Class in The Professor {AR} Institution * Skip reasons in The Professor {AR} Institution:**

6.4.1. Financial Reasons:

Analysis: With a mean of 1197.656, financial challenges are a significant reason student leave. So the result (H-7) is rejected. So, we say that the financial issues are significant impact student's decision to leave the institution. Financial constraints are a significant factor influencing student dropout rates, reflecting moderate fee impact with relative consistency across cases. The high cost associated with fees can be burdensome, particularly for families with limited incomes.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Financial



Figure#7

Improvement and Suggestions: Offering scholarships, financial aid, or fee installment plans

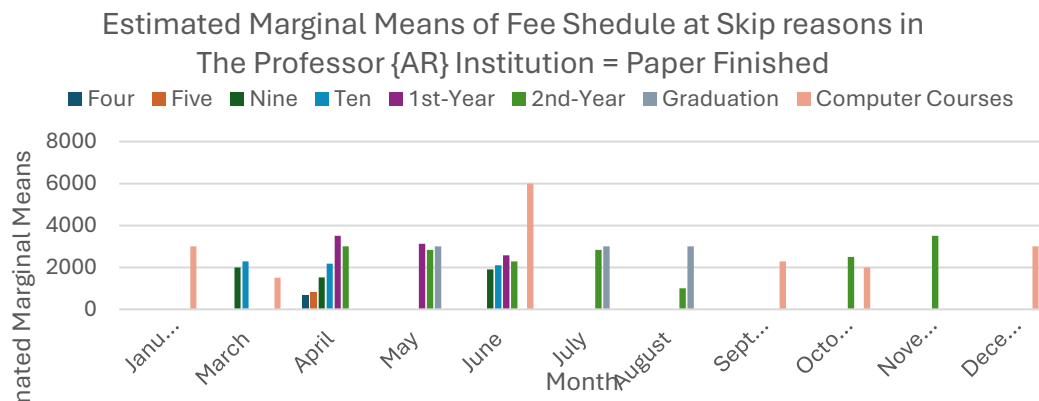
could help students facing financial hardship continue their studies. Developing a financial

assistance program targeted at low-income families would support students committed to their education but constrained by their financial situation. Financial difficulties are a leading reason for students leaving the institution. Implementing flexible payment plans, offering need-based scholarships, and providing financial counseling can help reduce the burden on financially struggling students. The institution can also partner with charitable organizations or

government bodies to create support funds for students in need.

6.4.2. Paper Finished: Analysis:

This reason has the highest mean (2497.115), indicating that many students leave after completing their 9th, 10th, 1st-year, and 2nd-year exams. So the result (**H-8**) is rejected. So, we say that students leaving due to paper completion significantly impact the institutional revenue.



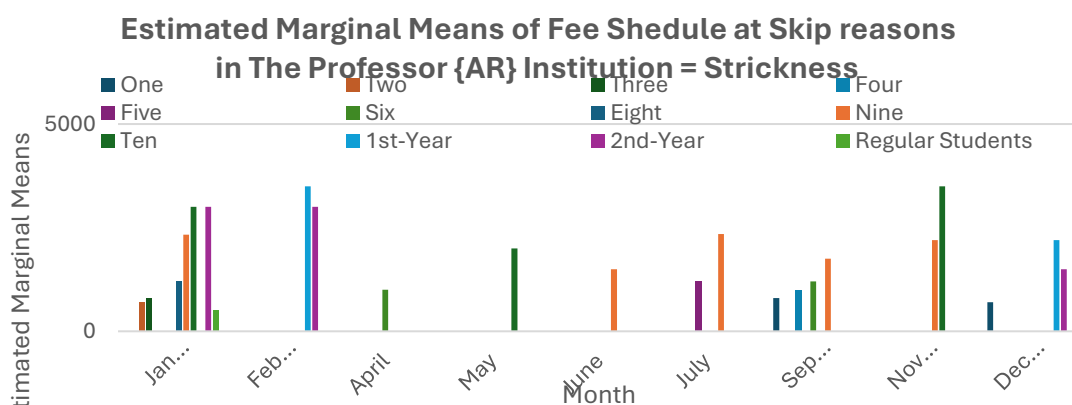
Figure#8

Improvement and Suggestions:

To retain students after major exams, the institution could introduce alumni networks, advanced study programs, and career counseling services. These initiatives would provide students with resources to help them transition to the next academic or professional stage.

6.4.3. Strictness:

Analysis: Strict behavioral policies have a mean of 1779.710, suggesting that some students may find the environment too stringent. So the result (**H-11**) is rejected. So, we say that strictness is another significant reason for student departure, potentially indicating dissatisfaction with institutional policies or disciplinary measures.



Figure#9

Improvement and Suggestions:

While discipline is essential, adopting a balanced approach that promotes a positive environment could make students feel more comfortable.

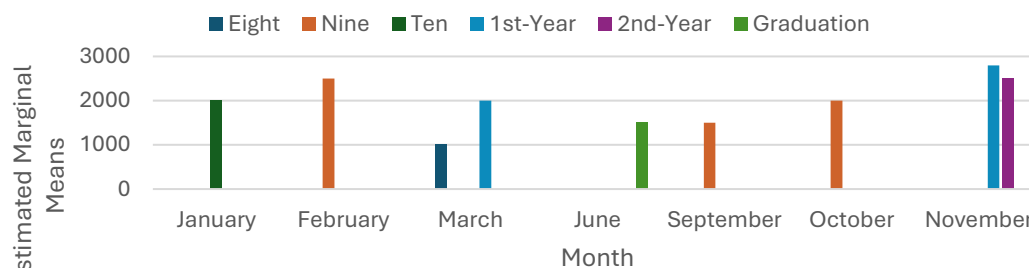
Providing teachers with training in positive discipline and student engagement techniques could reduce the dropout rate associated with strict institutional rules. Teacher strictness, it is

essential to provide professional development focused on student engagement and effective discipline techniques.

6.4.4. Job Issue:

Analysis: With a mean of 1977.778, job-related commitments cause some students to leave. So the result (H-9) is rejected. So, we say that students leaving due to job issues significantly impact the institutional revenue.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Job Issue



Figure#10

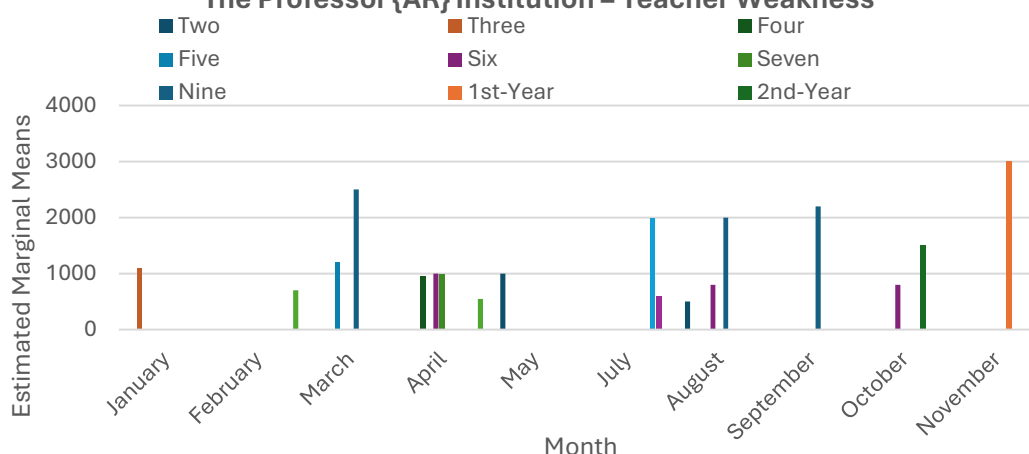
Improvement and Suggestions: Flexible elegance schedules, night-time instructions, or on-line alternatives may want to accommodate working students who conflict to balance education with activity responsibilities. These options may want to make it simpler for employed college students to stay enrolled. Flexible scheduling alternatives or evening instructions will be presented to deal with college students who paintings.

6.4.5. Teacher Weakness:

Analysis:

A mean of 1300.000 shows that perceived weaknesses in teaching quality can lead to dissatisfaction. So the result (H-12) is rejected. So, we say that teacher weakness to lack of attention to the students that is significantly correlates with students' attritions. This result highlights how perceived inadequacies in teaching quality may influence students' decisions to leave, impacting fee revenue moderately.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Teacher Weakness



Figure#11

Improvement and Suggestions: Addressing concerns about teaching quality by investing in teacher training and development programs would enhance student satisfaction. Regular feedback

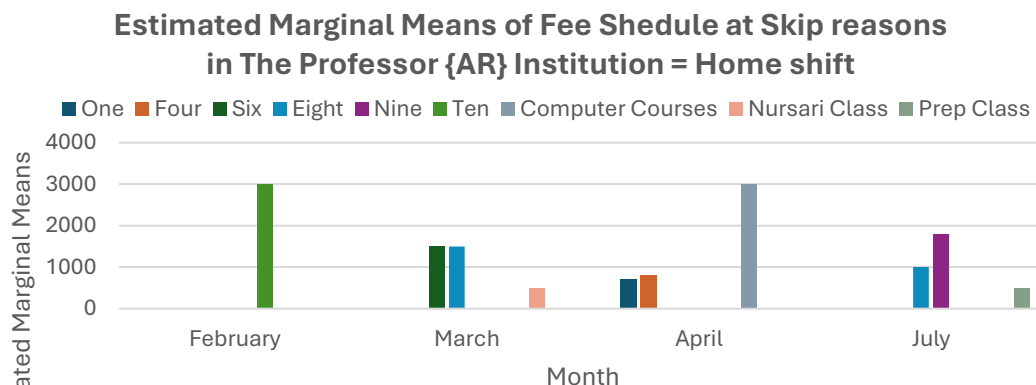
mechanisms could also help the institution monitor and improve instructional quality. Institutions should invest in teacher training programs to enhance pedagogical skills,

particularly in areas such as interactive learning and student engagement.

6.4.6. Relocation (Home Shift):

Analysis: Students moving due to relocation

(mean of 1430.000) is another factor. So the result (H-10) is rejected. So, we say that leaving institution due to relocation is significant impact on institutional revenue. Moving due to housing or family reasons is a moderately significant cause of student departure.



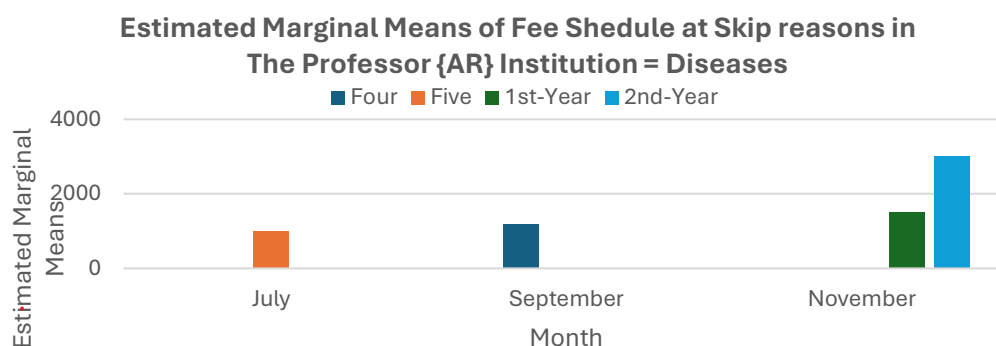
Figure#12

Improvement and Suggestions:

The institution could also consider partnerships with local accommodation providers. For students who move due to relocation, the institution could consider online classes or hybrid options. Offering remote learning solutions ensures students can continue their studies despite changes in their geographic location.

6.4.7. Diseases:

Analysis: Health issues, with a mean of 1675.000, are a cause of dropout as students focus on recovery. So the result (H-16) is rejected. So, we say that the students with health issues have significantly higher dropout rates than those without.



Figure#13

Improvement and Suggestions:

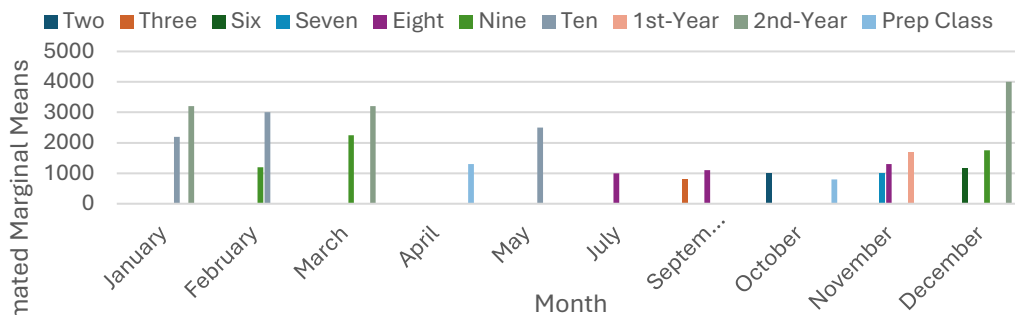
Introducing health support services, flexible attendance policies, and wellness initiatives could assist students dealing with health challenges, allowing them to continue their education while focusing on recovery. Institutions should offer flexible attendance policies, remote learning options, and mental health support to students with health challenges. A supportive environment with easy access to healthcare can make it easier

for students with medical issues to continue their education.

6.4.8. Parental Flexibility (Parent's Weakness):

Analysis: A mean of 1813.158 indicates that some parents, overly flexible with their children's requests, agree to discontinue their attendance. So the result (H-14) is rejected. So, we say that parental permissiveness significantly influences student decision to leave the institution.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Parent's Weakness



Figure#14

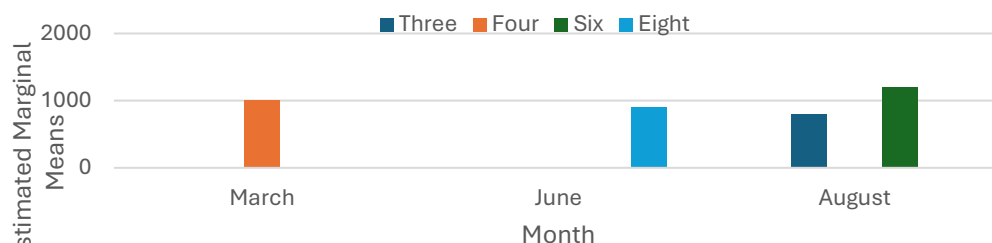
Improvement and Suggestions: Conducting workshops for parents to highlight the importance of consistent education could reduce dropout related to parental leniency. Providing guidance to parents on supporting their child's educational journey can foster a commitment to academic continuity. The institution could hold regular parent-teacher meetings to emphasize the importance of continuity in education and the negative consequences of easy withdrawal. Educating parents on the benefits of persistence

and resilience could help reduce student departures related to parental influence.

6.4.9. Madrassa (Religious Studies):

Analysis: Some students (mean of 975.000) leave to join religious education institutions. So the result (H-17) is rejected. So, we say that the students joining the madrassa and skip the institute are significant effect of the institute revenue. This is common in some families that prioritize religious study over traditional education.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Madrassa



Figure#15

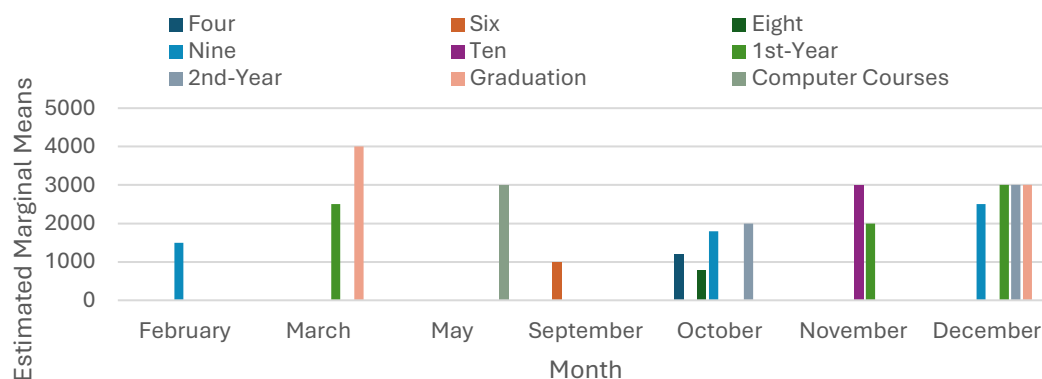
Improvement and Suggestions: Integrating optional religious study classes within the institution could allow students to pursue both traditional and religious education, reducing the need to leave for religious institutions. For students interested in religious studies, the institution could explore collaborations with religious centers to integrate religious education as part of its offerings, allowing students to balance both academic and religious commitments.

6.4.10.

Institution Management Issues:

Analysis: With a high mean of 2286.667, this indicates issues with institutional organization, such as lecture timing, management, and availability of facilities. So the result (H-15) is rejected. So, we say that inadequate management practices significantly effect of student's retention rates.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Institution Management



Figure#16

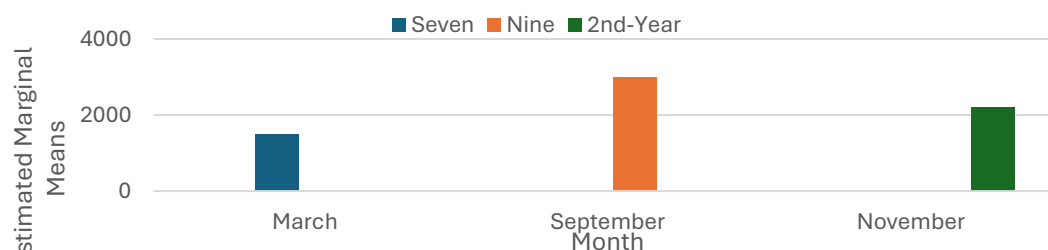
Improvement and Suggestions: Enhancing administrative efficiency, maintaining reliable class schedules, and ensuring adequate facilities could improve the student experience and reduce dropout due to management issues. Regular training for administrative staff and a feedback system would ensure smooth operations. Improving institutional management by ensuring organized schedules, proper communication

channels, and responsive administration can enhance student satisfaction. Conducting regular feedback surveys can also help identify management issues and rectify them promptly.

6.4.11. Long Distance:

Analysis: The mean of 2233.333 highlights that distance is a significant barrier. So the result (H-13) is rejected. So, we say that the long commuting distances significantly affect student attrition rates.

Estimated Marginal Means of Fee Shedule at Skip reasons in The Professor {AR} Institution = Long Distance



Figure#17

Improvement and Suggestions: To support college students facing long commutes, the organization may want to offer transportation services or discover online mastering options. Partnering with nearby housing providers close to the campus may additionally offer convenient accommodation answers. For students home a ways from the group, supplying goes back and forth services or shipping support can be effective.

7. Discussion:

A specific evaluation of the information reveals a variety of factors main to scholar attrition,

including financial constraints, the finishing touch of tests, strict institutional policies, and task obligations, perceived weaknesses in coaching, relocation, health troubles, parental leniency, non-secular commitments, institutional control problems, and long-distance demanding situations. Each cause points to precise underlying troubles, suggesting focused techniques to enhance student retention. The analysis of bypass reasons for college students leaving The Professor (AR) Institution famous a variety of contributing factors, every of which presents an opportunity for centered interventions to enhance retention.

Financial demanding situations are a vast reason for scholar dropouts, with many students leaving due to incapacity to have enough money the tuition charges. Providing scholarships, economic resource, or installment plans ought to help students from low-income families, decreasing dropout charges and inspiring persisted enrollment.

And also enormous reason for leaving is examination final touch; students regularly view the give up of essential exams as an herbal exit factor. To encourage these students to stay engaged, the group ought to provide post-graduation assist which include career counseling, superior have a look at options, and networking opportunities, giving college students and experience of cause and route even after exams are over. Strict institutional guidelines additionally make a contribution to pupil dropout, with some students leaving due to inflexible surroundings which can lack empathy or flexibility.

Health problems are any other vital component, as college students with scientific demanding situations regularly face difficulties in preserving normal attendance. Religious commitments, especially enrollment in non-secular establishments like madrassas, prompt a few students to leave traditional instructional institutions. Poor institutional management, characterized by disorganization or inconsistent magnificence schedules, additionally frustrates college students, contributing to dropout rates. Enhancing administrative performance, ensuring dependable schedules, and supplying adequate centers could enhance college students' experiences, thereby lowering dropout fees related to control problems.

Finally, long-distance commuting stays a barrier, in particular for college kids from rural areas. Addressing this issue by offering transportation offerings, on line publications, or nearby accommodation alternatives may want to help reduce dropouts because of distance. Tailored techniques that respond to unique bypass reasons will not handiest hold extra students however additionally foster a supportive, adaptable, and inclusive environment where student's sense recommended preserving their education regardless of demanding situations.

8. Conclusion:

Addressing the dropout reasons recognized at The Professor (AR) Institution in Lahore requires a multi-faceted method tailor-made to students' needs. Financial aid, flexible scheduling, pleasant teaching, health assist, and greater administrative management are crucial to improve retention.

Key reasons include economic constraints, job duties, relocation issues, and challenges associated with institutional control and coaching first-class. Some college students also go away after finishing big assessments, at the same time as others are motivated via parental attitudes or select spiritual schooling paths. Each of those elements highlights special aspects of the student revel in and factors to regions where the group can make significant upgrades. By providing financial assist, bendy scheduling options, enhanced management practices, and better instructor education, The Professor (AR) Institution can create extra supportive and adaptable surroundings that meet students' diverse wishes

These fluctuations in fees can also impact students' and families' budgeting, in particular for those with confined economic assets. The group should recall implementing a more consistent month-to-month rate shape or offer clear communicate around the reasons for rate adjustments during the 12 months. Additionally, introducing flexible payment plans for higher-rate months may alleviate economic pressure on families. This technique could decorate monetary predictability for students, improving their overall revel in and doubtlessly contributing to multiply retention by means of decreasing monetary pressure.

The statistics supplied on the rate agenda throughout numerous training at The Professor (AR) Institution highlights the distribution of expenses related to extraordinary academic stages and packages. Classes in early life, consisting of Nursery and Prep, exhibit more less costly charges that is regular with the general trend of making early schooling greater accessible. This charge distribution may also have implications for enrollment and retention strategies; by way of adjusting rate structures, presenting targeted scholarships, or presenting bendy payment alternatives in higher grades and specialized courses, the group may want to aid college students throughout their academic journey and

potentially lessen dropout prices due to monetary pressures.

To deal with those problems, the group could do not forget implementing targeted monetary useful resource, bendy scheduling options, improved administrative practices, and multiplied guide services. By information and addressing those numerous desires, The Professor (AR) Institution has the ability to create more inclusive supportive surroundings that reduces dropout rates and promotes lengthy-time period educational engagement.

This article might be very useful in controlling several elements that have an effect on scholar retention if a comparable evaluation wishes to be performed for some other Institution, College or University. The research displays that if institutions nicely cope with those elements, they can hold strong instructional surroundings and extensively decrease student dropout costs. By understanding these factors, institution can put into effect degree like an economic aid package, scholarships, bendy learning alternatives, online publications, improved teaching satisfactory, and better administrative control.

In conclusion, addressing the multifaceted motives behind pupil dropout at The Professor (AR) Institution requires a combination of monetary aid, flexible studying alternatives, supportive trainer-student relationships, powerful fitness and wellbeing applications, parental education, integration of spiritual research, administrative efficiency, and accommodation for distance-associated issues. Implementing these centered techniques ought to decorate pupil delight and retention, creating greater inclusive, supportive, and adaptable academic surroundings.

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