

UNIVERSITY OF EDUCATION, WINNEBA

**ENROLLMENT AND ATTRITION RATE OF FASHION AND TEXTILES
STUDENTS IN SELECTED TECHNICAL UNIVERSITIES OF GHANA**



**A thesis in the Department of Clothing and Textiles Education,
Faculty of Home Economics Education, submitted to the School
of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Home Economics)
in the University of Education, Winneba**

OCTOBER, 2021

DECLARATION

Student's Declaration

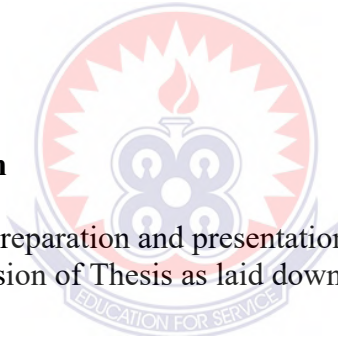
I, Diana Oppong declare that this thesis is my work towards Masters of Philosophy in Home Economics, and to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Signature:.....

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised per the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.



Name of Supervisor: Dr. Rosemary Quarcoo

Signature:.....

Date:.....

DEDICATION

The work is dedicated to my departed son, Kwame Asiedu Acheampong, my husband and children Prince Aseidu Acheampong, Akosua Aseidu Acheampong, Kwadwo Aseidu Acheampong, and my entire extended family for their unconditional love, support, and prayers throughout my study.



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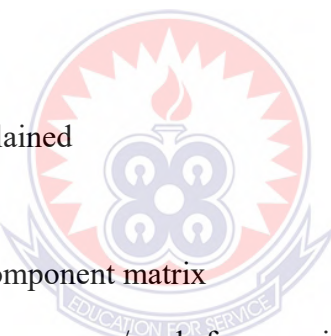
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ABBREVIATIONS

APTS	:	Assisted Passage to Success
ATU	:	Accra Technical University
COTVET	:	Council of Technical Vocational Education and Training
ECU	:	Edith Cowan University
EFC	:	Expected Family Contribution
ENTER	:	Equivalent National Tertiary Entrance Rank
EP	:	Enabling Programmes
FINER	:	Feasible, Interesting, Novel, Ethical, and Relevant
FTS	:	Fashion Design and Textiles Studies
GPA	:	Grade Point Average
HND	:	Higher National Diploma
HE	:	Higher Education
HEIs	:	Higher Education Institutions
HESA	:	Higher Education Statistics Agency
KsTU	:	Kumasi Technical University
NCES	:	National Center for Education Statistics
PICOT	:	Patient, Intervention, Comparison, Outcome and Time
PIT	:	Palompon Institute Technology
SAM	:	Student Attrition Model
SAT	:	Scholastic Assessment Test
SES	:	Socio-Economic Status
SOSAN	:	Social Studies Association of Nigeria
SPSS	:	Statistical Package for Social Sciences
SVM	:	Support Vector Machine
TTU	:	Takoradi Technical University

TVET	:	Technical Vocational Education and Training
UK	:	United Kingdom
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
US	:	United States
VET	:	Vocational Education and Training



ABSTRACT

This study investigated the enrollment and attrition rate of Fashion and Textiles students in selected Technical Universities of Ghana. The study employed the survey design and the mixed method approach. Questionnaire and an interview schedule were used in the data collection. Data were analysed using Factor analysis, Pearson Correlation, and Descriptive statistics. Findings from the study revealed that students had varied reasons for pursuing Fashion and Textiles in Technical University such as to improve quality of profession, to increase job opportunities etc. The study examined the number of admitted and graduated Fashion and Textiles students for three academic years. In addition, students identified the quality of education offered, the personal ambition to discover knowledge, and the availability and access to funding or financial support to aid in their training as influential factors in their decision to enroll on the programme. Nonetheless, the study established that insufficient financial aid/funding, inadequate academic support, false expectations of curriculum content, low academic performance, and the unsatisfactory students' expectations of the Fashion and Textiles programme were the identified attrition factors. The study recommended that the Departmental Board within the Fashion and Textiles Departments of the various Technical Universities should consider modifying and improving the quality of their course content/curriculum by making it more practical, industry-centered rather than concentrating on most theory courses.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The existence and progress of universities around the world are deeply dependent on student enrollment as this is essential to their development and the sustenance of their programmes. In the UK for instance, statistics from Higher Education Statistics Agency (HESA) stated that the total of first-degree qualifications obtained improved each year, except for 2014/15, which was due to the dropout in first-year when the students were admitted and in 2017/18, the rise in postgraduate students was largely due to an increase in enrolments from Non-European Union (Non-EU) students (Higher Education Statistics: UK, 2021).

According to Olsen (2008), attrition rates for Australian Universities were 10.5% in 2006; the conclusion drawn from his study was selected from 32 universities. The study showed that those who continued the course, either by finishing or continuing with the course of study to 2007 were about 89.5% of the sample. The study again found that of the 102,686 international students within the sample, 7.6% gave up and left while 11% (constituting 383,297) of domestic students also gave up. Student attrition remains a significant challenge for universities worldwide no matter how much attention it continues to attract.

Student attrition has been investigated for many years; most have claimed that students concluding rate is an essential measurement of student success. Simpson (2004) defines attrition as a steady reduction in the total of students enrolled. Student dropout is a key concern in education and decision-making (Tinto, 2006). Around 40% of students pursuing bachelor's degrees in U.S do not complete their degree in 6

years (National Center for Education Statistics [NCES], 2015) and that leads to the universities losing lot of returns each year in the United States (Raisman, 2013).

According to Moodley and Singh (2015), Africa also faces attrition challenges and many students are not able to complete their education causing them to drop out in their initial year of study. Their study suggested that improper career choices, inadequate academic support, and insufficient funding are the main factors influencing student attrition. Njoroge et al. (2016) suggested that the attrition level of universities in Kenya was 37% due to students' academic performance. It was identified as the second major purpose for students falling out of the university in most African universities. According to Cizek and Burg (2006), the performance of Nigerian students in examination was coupled with a lot of pressure and fretfulness that lead to student attrition. They however suggest that the improvements in the learning environments will help lessen student attrition as well as the need for technology to ensure students pursue their studies to completion.

During the 2006/2007 academic year, the overall enrollment in the tertiary sector in Ghana was over 135,000. At the polytechnic level, enrollment improved from about 1,900 in 1990-1991 to about 45,000 in 2008-2009 (Effah, 2011). These developments are the results of a variety of government policies to improve higher education in Ghana.

Atuahene and Owusu-Ansah (2013) opined that even though enrollment increased from as low as 14,500 before 1993 to 179,998 during 2009-2010, and then rose to 201,153 during 2010-2011 academic years, there remain a greater percentage of students who are excluded from participating in tertiary education. Between 2009-2010 and 2011-2012, university's participation rose by 57%, while polytechnics

registered an impressive 21.4%. Atuahene and Owusu- Ansah further added that presently, universities are filled beyond realistic size, and many intellectually eligible students are deprived of admission due to the high enrollment rate, but not all complete their programmes.

The drive to attain tertiary education in Ghana was confirmed by UNESCO in a Global Education Monitoring report, indicating over 157,626 students enrolled in higher education in Ghana. There was an increase in enrollment worldwide from 2000 to 2014 as the number of students who enrolled increased from 100 million to 207 million (Walker & Okpala, 2017).

Technical universities play a key role in transforming and organizing students to fit into industry of which the Fashion and textile students are not an exception since knowledge is inculcated into the students practically. Due to that, the number of students pursuing Fashion and Textiles Studies in the Technical universities has gone up and special emphasis has been laid on the study of Technical and Vocational Education at the tertiary level. It is believed that, upon completion, students acquire relevant skills to enable graduates from the area of study to offer their quota to the socio-economic progress of the nation.

Technical Vocational Education and Training (TVET) is known for having the potential to stimulate industrial growth and economic development. Part of the mandate/function of the Technical Examination Unit, is to provide for assessment and certification for students who complete courses of study in Technical, Vocational, and Polytechnics/ Technical universities in Ghana on behalf of the Ghana Education Service (Council of Technical Vocational Education and Training [COTVET], 2014). The Fashion and Textiles Studies (FTS) programme that is Vocational and Technical

grounded is one of the programmes offered in the Technical Universities. Base on the technical and practical oriented nature, it has been observed from data from some examination officers in Kumasi and Accra Technical university that 125 and 160 learners enrolled onto the programme in the 2016/2017 academic year respectively.

Fashion and Textiles are understood as a global phenomenon on the huge economic importance of apparel production in world trade (Hasen, 2004). Fashion design courses have quite a significant impact on students by equipping them with employable skills to fit into the job market through tertiary education.

The study of FTS is not only about the attainment of the educational qualification, but also the achievement of skills and abilities to produce quality products that are sometimes challenging for some students, leading to attrition (Jones, 2002). Students are required to have key skills in creativity and innovation, the ability to produce new variations of clothing and textile designs, the ability to research, absorb, and synthesize ideas and skills to become good entrepreneurs (Jones, 2002; Granger & Sterling, 2003). The learning of fashion has become very competitive and Fashion Departments in the Technical universities admit students from different fields of study with the basic prerequisite grades. Among these are graduates from the Senior High Schools, Vocational schools, Intermediate certificate holders in fashion, Advance certificate holders, and Diploma holders in fashion. Personnel in other specialised areas like Doctors, Nurses, Teachers, Prison Service and Fire Service, can all enrolled in the Fashion and Textile programme due to the numerous benefits of studying Fashion and Textiles at the tertiary level.

Studies in Ghana on student attrition are however scanty but the few identified studies on attrition are centered on teacher attrition in the second-cycle schools. For instance,

Sam et al. (2014) explored issues of teacher retention and attrition in Ghana by exploring Public Senior High Schools in Kwabre East district of the Ashanti region of Ghana. They cited non-compliance of the conditions of service for teachers by Ghana Education Service as reason for teacher attrition. A study by Adusei-Asante and Doh (2016) examined the theoretical arguments presented on attrition and retention in higher education, as well as how the principles of attrition and retention impacts the design and implementation of a peer-mentoring programme implemented at Edith Cowan University (ECU) in Western Australia for local African undergraduate students. According to the findings, one of the most common practical strategies used by most organizations promotes integration and fosters a sense of belonging, particularly among the isolated. When it comes to attrition, peer mentorship has proven to be extremely beneficial. As a result, any effort to promote retention must include peer-mentoring tactics that bridge the social and academic gaps commonly associated with higher education, according to the available evidence in the study.

To solve the dropout issue, a greater knowledge of why students drop out is required, however determining the reasons for dropout is extremely challenging. Dropping out is said to be influenced by a variety of circumstances relating to the individual student as well as the family, school, and community (Tinto,1993). While student attrition rates are becoming an increasingly relevant (Korinek & Punpuing, 2012) regulatory risk indicator for higher education institutions, not every student who drops out is having academic difficulties. Student enrolment and attrition are a concern to institutions since a high enrolment rate increases the institution's revenue and is serious to an institution's continual existence. And a high level of attrition harmfully affects an institution's finance, amenities, and long-term planning. Therefore, this

study examined the enrollment and attrition rate of fashion and textiles students in the technical universities of Ghana.

1.2 Statement of the Problem

According to Al-Saud (2006), approximately 35% of university students drop out before completing their studies worldwide. Even though the enrollment rate of students seems to be increasing, it has been observed that some of the students are not able to complete the programme but drop out either in the first year or before completing their fashion and textiles education (Al-Saud, 2006).

According to Morison and Cowley (2017), attrition damages students, universities, and society. Financial, emotional, and opportunity costs were recognized as costs to students. Non-completion can make students feel like a failure, putting their self-esteem and motivation in danger.

Sangodiah et al. (2015) stated that students drop out from their course of study due to several reasons. The degree of attrition varies from one institution to another, and this has become a great cause for concern as it leads to both academic and administrative wastage of resources besides the adverse effect on the social aspect.

Despite the numerous studies on student attrition across the globe, there exist limited studies on the subject that specifically address attrition in the Fashion Design and Textiles programme in Ghana. As a result, if much caution is not taken, students dropping out of the program will lead to fewer graduating professionals entering the workforce. Identifying the factors that influence the attrition rate of students as well as the relationship between them and suggesting retention strategies in the Fashion and Textiles Department has become of Important

The study therefore explored the reasons behind the enrollment and attrition rate of students in the Fashion and Textile Department of selected Technical Universities in Ghana and suggested ways or retention strategies to discontinue attrition rates.

1.3 Purpose of the Study

The purpose of the study is to investigate the enrollment and attrition rate of fashion and textiles students in two Technical Universities in Ghana.

1.4 Objectives of the Study

The specific objectives of the study are to:

1. investigate students' reasons/goals for pursuing Fashion and Textiles in Technical University.
2. examine the number of Fashion and Textiles students admitted and graduated from 2014/2015, 2015/2016, and 2016/2017 academic years in selected Technical University.
3. identify the influential factors for Fashion and Textiles students decision to enroll in Technical University.
4. identify the factors which influence Fashion and Textiles student's decision to leave prior to completion in Technical University

1.5 Research Questions

1. What are the reasons/goals for pursuing Fashion and Textiles in Technical University?
2. How many admitted students graduated Fashion and Textiles programme within three academic years in selected Technical Universities?
3. What are the influential factors for Fashion and Textiles students decision to enroll in selected Technical University?
4. What are the factors that influence Fashion and Textiles students decision to leave prior to completion in Technical University?

1.6 Hypothesis

H₀: There is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out.

1.7 Significance of the Study

1. The research highlighted the challenges that lead to the attrition rate of Fashion and Textiles students in the ATU and KsTU Technical universities in Ghana.
2. It clearly informed management of Fashion and Textiles Departments in Technical universities when published about the expectations of students and specific factors that may pose as potential reasons as to why they withdraw from the programme of study.
3. The study suggested strategies to the Departments that will help sustain students' interest as well as motivate and retain them to be able to complete the programme.

4. The knowledge or understanding of possible reasons contributing to the dropout rate, an institution would be able to take the required steps to lower the likelihood of students dropping out.

1.8 Delimitation (Scope)

The study was delimited to examining Fashion and Textiles student's enrollment and attrition rate in Technical Universities. The research took place in Kumasi Technical University (KsTU) in the Ashanti Region and Accra Technical University (ATU) in the Greater Accra Region.

1.9 Organisation of the Study

The study was divided into five chapters, chapter one introduced the topic and comprised the background to the study, problem statement, objectives, research questions, purpose of the study, significance, the scope, organisation, definition of terms. The second chapter reviewed topics on related literature, theoretical framework and conceptual framework. Chapter three talked about the methodology, the research design shed light on the research approaches used in the study, population, sample and sampling techniques, the research instrument used, data collection method that was adopted and how the data was analysed as well as the ethical consideration. Chapter four looked at the results presentation and interpretation. The fifth chapter summarised the findings and ended with recommendations based on the main conclusions drawn from the study.

1.10 Definition of Terms

In the study, the following terms were used:

Enrollment talks about the process of arranging to join or gain admission into any tertiary institution.

Attrition is defined as the departure from all methods of higher education before the conclusion of a degree or other certificate.



CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviewed literature on the factors influencing the attrition in higher education, effects and consequences of attrition on institutions, challenges of students, retention strategies for students in higher education and other related studies, role of Technical Vocational Training Education (TVET), and history and roles of technical universities. This chapter is mainly subdivided into the theoretical review, conceptual framework, and empirical review.

2.2 Theoretical Review

2.2.1 History of social integration theory (1892)

In the late 19th century, Emile Durkheim, a French philosopher, and a sociologist was the first to offer sociology as a discipline of study. Durkheim viewed society as a shared consciousness of people. Durkheim suggested that different types of social integration, which he referred to as kinds of solidarity. Durkheim decided to devote his attention to teaching after rejecting a career as a rabbi. Because sociology was not a subject accessible to teach at the time, he taught philosophy and continued to work in the field. Durkheim was particularly interested in how people are socially integrated (as mentioned in Riley, 2015). Positive solidarity, according to Durkheim, has a direct impact on how people are absorbed into society. This sort of solidarity is two-fold, with mechanical and organic components cooperating to shape people's response to their societal contexts. The mechanical component “creates solidarity by tying individuals to some discrete element of the larger society” (Riley, 2015, p. 54),

whereas the organic component “creates solidarity by linking individuals to some discrete element of the larger society” (Riley, 2015, p. 54).

Individual differences combine to form a network of interpersonal interactions in mechanical solidarity, whereas individual differences combine to form a network of interpersonal relationships in organic solidarity (Riley, 2015). The architecture of relationships, according to Durkheim (as cited in Riley, 2015), has a significant impact on a person's social integration. Suicide rates were lower in people and groups with a high level of social integration, whereas high suicide rates were connected to low levels of social integration (Lukes, 2013; Thompson, 2002). Durkheim's work is sometimes used as a foundation for retention research because they involve social integration theories (Lukes, 2013).

For example, Durkheim's (as described in Berkman et al., 2000) theories were used as a foundation in a study on how social integration influences a person's general health. The impact of social integration on student retention, particularly on college campuses, has also been investigated. Vincent Tinto's work is mostly concerned with this issue. Tinto has done extensive research and writing on retention, and his work has served as the foundation for other research.

2.2.2 Tinto’s model (Tinto’s Interactional Theory) - (1987)

Examining the literature on retention led to the discovery of Vincent Tinto's study. Tinto (1987) has examined and issued facts about learning communities, including First-Year Experience (FYE) programs, and student retention in addition to being a faculty member at Syracuse University. According to Tinto (1987), student attrition is usually caused by one of three factors: educational challenges, students who are unable to reconcile their learning with their ability, and students' unwillingness to

integrate into their institution's social and educational life. Tinto (1987) established his Model of Institutional Departure after studying these three factors. This model highlights the necessity of college students becoming involved in both learning and extracurricular activities, as well as forming relationships with both instructors and peers (Tinto, 1987). Tinto (1975) aimed to correct flaws in previous studies of retention in his study. Previous studies, he claims, had failed to differentiate between students who dropped out for academic reasons and those who dropped out for reasons other than academic grounds. Similarly, he agreed that students who abandoned higher education for some time and then returned to finish it later should be investigated. Tinto researched both Durkheim's (as cited in Johnson, 1965) theory of suicide and the cost-benefit analysis of dropping out of college to construct "an institutional rather than a systems model of dropout" (Tinto, 1975, p. 91).

Although there are several studies and views on student attrition, according to Tinto and Pusser (2006), the ideas have not led to the development of successful retention programs. The authors review this topic since efforts to study student attrition have had no substantial impact on any of the data. Tinto and Pusser (2006) identified, "It is clear that gains in our understanding of the process of student persistence have not been translated into gains in student persistence" (p. 2). More established measures for boosting the retention of students from low-income households were especially asked for in their research.

These learners were more likely to enroll in two-year colleges, reducing their chances of earning a four-year degree. Although the majority of researchers approve that social integration is vital for student retention, specific programs to improve social integration have yet to be developed. The classroom is well-known as the most crucial

area for student integration, particularly during their first year (Hotchkiss et al., 2006). As students adjust to college life, the classroom is one location where they can see the same group of friends daily (Hotchkiss et al., 2006). If a high percentage of students travel to and from class or work off-campus, the classroom may be their only opportunity to interact with other students and faculty. While the importance of the classroom in social integration is well understood, (Tinto & Pusser, 2006), well-developed programs to promote classroom sociability were yet to be implemented. As a result, this theory was used in the research.

2.2.3 Swail's theory on retention (1995)

Because of the many interconnected variables that influence student retention and dropout, student retention models are complicated. It is also linked to a group of fundamental elements that have been thoroughly researched by experts (Chacon et al., 2012). Tinto's approach, which focuses on student integration, is a common paradigm for explaining student retention. It is based on three main pillars: cultural, social, and academic, all of which have served as the foundation for a variety of different concepts and models. Tinto's approach puts a focus on academic and social integration, both of which are dependent on student, family, and institution input characteristics (Chacon et al., 2012).

While these are important factors that influence students' retention at higher education institutions, his model does not account for other factors that lead to students dropping out, such as financial hardship, poor academic performance, a lack of family or social/emotional support, and difficult personal adjustment (De Witz et al., 2009).

Swail (1995, p.21) established that financial help, recruitment and admissions, curriculum and instruction, academic services, and student services are all part of the comprehensive retention strategy. In most institutions, these are the major departments (Swail, 1995). He emphasizes the ability of campus departments to work together toward common goals while keeping students in mind.

2.2.4 Bean and Metzner's model of nontraditional student attrition (1985)

Bean and Metzner's (1985) attrition model accept that a student's attitude, conduct, and ambition to complete his or her academic endeavor are all vitally important to his or her college experience. They note the use of four factors (background, organizational, environmental, attitudinal, and result) in their model and postulate that they influence a student's intention to drop out of college directly or indirectly. Bean and Metzner (1985) added exogenous factors (Student Background Factors) to Tinto's theory, but more crucially, endogenous factors (psychological consequences) influence a student's intention to quit college. They point out that endogenous factors are particularly relevant to non-traditional students' studies because they look at the "utility and practicality of getting a degree, student satisfaction with the educational experience, the student's commitment to the goal of completion, and the stress of attending college." These points of view are important to this research, and they will be incorporated into Tinto's model to produce a retention model that is appropriate for-profit institutions.

Bean and Metzner's model emphasized unconventional students (those who typically attend community and/or for-profit universities) and claimed that they do not experience "integration" in the same way as traditional students. Nontraditional students also face a greater "environmental press" (Bean & Metzner, 1985, p. 489),

which “includes less interaction in the college environment with peers or faculty members, less interaction through extracurricular activities and the use of campus services... and much greater interaction with the non-collegiate, external environment” (Bean & Metzner, 1985, p.489). As a result, environmental factors have a greater impact on a nontraditional student's decision to "drop out" than intellectual variables linked with their academic pursuit. This is a concept that this research endorses. The idea that institutions should monitor a student's "intent" to quit college is a second concept supported by this study (Bean & Metzner, 1985, p. 48.).

The more information a college has about its students (both endogenous and exogenous elements), the better equipped it is to meet their requirements. This insight, they note “is the biggest predictor of them dropping out” (Bean & Metzner, 1985, p. 527). In “Dropout and Turnover; the synthesis and Test of a Causal model” (1980), Bean protested the previous models of Spady (1970) and Tinto (1975) because “strict attention was not paid to either the reclusiveness (directional causality) of the variables in the theoretical models or the discreteness of the variables” (Bean, 1980, p. 156). In essence, he believed that earlier models did not adequately depict the cause-and-effect link (path analysis) between the model's variables and that the variables themselves were not clearly labeled and classified other studies on student retention focused on traditional students attending traditional institutions of higher education before Bean and Metzner's (1985) research. “Little study has been devoted completely to these nontraditional students beyond a mere tabulation of the dropout rate,” Bean and Metzner wrote at the start of “A Conceptual Model of Nontraditional Undergraduate Student Attrition” (p. 485). After examining some of the factors that have influenced the rise of nontraditional students in higher education, the article

provided an “appropriately cumbersome definition of a nontraditional student” (p. 489):

‘A nontraditional student is older than 24 or does not live in a campus residence (e.g., is a commuter), or is a part-time student or some combination of these three factors; is not greatly influenced by the social environment of the institution; and is chiefly concerned with the institution’s academic offerings (especially courses, certifications, and degrees)’ (Bean & Metzner, 1985, p. 489).

Bean and Metzner (1985) felt compelled to define the term "dropout" to make the linking ideas of their retention theory clear and rational. A “dropout” they noted as “any student who enrolls at an institution one semester but does not enroll the next semester and has not completed his or her formally declared programme of study” (p. 489).

As previously stated, Spady (1970, 1971), Tinto (1975), and Pascarella (1980) only employed characteristics that targeted traditional students attending traditional institutions in their retention studies, and their use of the term "dropout" was quite ambiguous. However, Bean and Metzner (1985) believed that the word needed to be defined to develop a retention model that would contribute to the literature on the fast-rising community of nontraditional students attending nontraditional universities. Because it emphasizes the variables being researched, this theory will be applied in the current investigation.

2.2.5 Goal setting theory (1960)

In the 1960s, Locke developed and improved goal-setting theory, publishing his first essay on the subject, "Toward a Theory of Task Motivation and Incentives," in 1968. The article indicated that visibly acknowledged goals and performance had a good link. Goal-setting theory says that people who establish objectives are more likely to

achieve them than people who do not. Goal specificity, difficulty, commitment, feedback, and task complexity all influence performance (Locke & Latham, 2002). According to this theory, people perform best when their goals are challenging and specific. Furthermore, an individual's dedication to the objective, confidence in their ability to achieve the goal, and possession of the essential abilities to finish the task at hand all influence performance. In retention intervention programs, goal-setting activities have been found to help college students recognize and overcome academic issues (Sorrentino, 2007). Students on academic probation benefit greatly from goal-setting activities (Kamphoff et al., 2007).

2.3 Conceptual Framework

To construct the conceptual framework, the researcher put the various factors influencing attrition in tertiary institutions into four (4) as depicted by Yetman (2010) but a little bit modified to suit the current study. These four (4) major factors were identified as academic factors, situational factors, institutional factors, and dispositional factors. The researcher further identified factors that fell under each of the four (4) major factors mentioned earlier. All these factors work hand in hand to influence the attrition rate of fashion and textiles students in tertiary institutions. The reasons for enrollment and factors influencing enrollment works consecutively to determine the various factors influencing attrition among fashion and textile students in tertiary institutions. Students' decision to enroll in any tertiary institution is due to several factors. Some of these reasons/factors may be to attain higher education, job prospect, to enjoy an active social life, the reputation of the tertiary institution, parental influence, socio-economic/financial conditions, and student preference among others (Sedahmed & Noureldien, 2019; Matsolo et al., 2016; Odia, 2014). In situations where these reasons/factors for enrollment losses their value, attrition rates

then upsurge. However, if institutions are able to mark out effective retention strategies to curb the militating effects of these four (4) major factors as depicted in Figure 2.1 below then institutions can be assured of much higher retention of students.

The main groups and the factors embedded in them are:

- (i) Academic Factors refers to the abilities or factors that are required of a student to ensure fruitful learning. These factors may include but not limited to insufficient preparation, disinterest with the course content or style of instruction/lectures, poor skills in writing essays, examinations, and tests (which led to low level of educational preparation, poor academic performance, poor communications with classmates and the school administration, and impracticable prospect.
- (ii) Situational Factors depicts matters or condition concerning a person's own environment or situation at any specified time frame. It mostly comprises of events emanating from personal life conditions such as financial difficulties; health challenges; ability to interrelate or network fluently with classmates, the institution's faculty members, and handle conflicting issues with family, friends, and at the workplace; transportation issues; disability-related challenges (either physical, mental or any form of learning infirmity); and lack of support from others.
- (iii) Institutional Factors address practices and measures put in place by institutions that inhibit learning activities in the institution. Institutional barriers entail limits intrinsic in the approach's institutions utilize to design, deliver, and control activities of learning. These factors may comprise of the way the programme is design or the course content, the number of students per class, duration of the course of study, the general mode of operation of the institution

and so on. Other major institutional factors could be the complications arising from the institution's provision of financial support to underprivileged learners to pay for their tuition fees and learning materials, undesirable attitudes or approaches towards learners and uncondusive learning facilities.

(iv) Dispositional Factors refer to the learner's insight and attitudes toward learning. These factors address the ability of learners to enroll and successfully complete a course of study. They entail academic preparedness, source of motivation, GPA, socio-economic standing, style of learning or studying, gender, and many others.

Figure 2.1 on the next page is the conceptual framework that was used in this study:



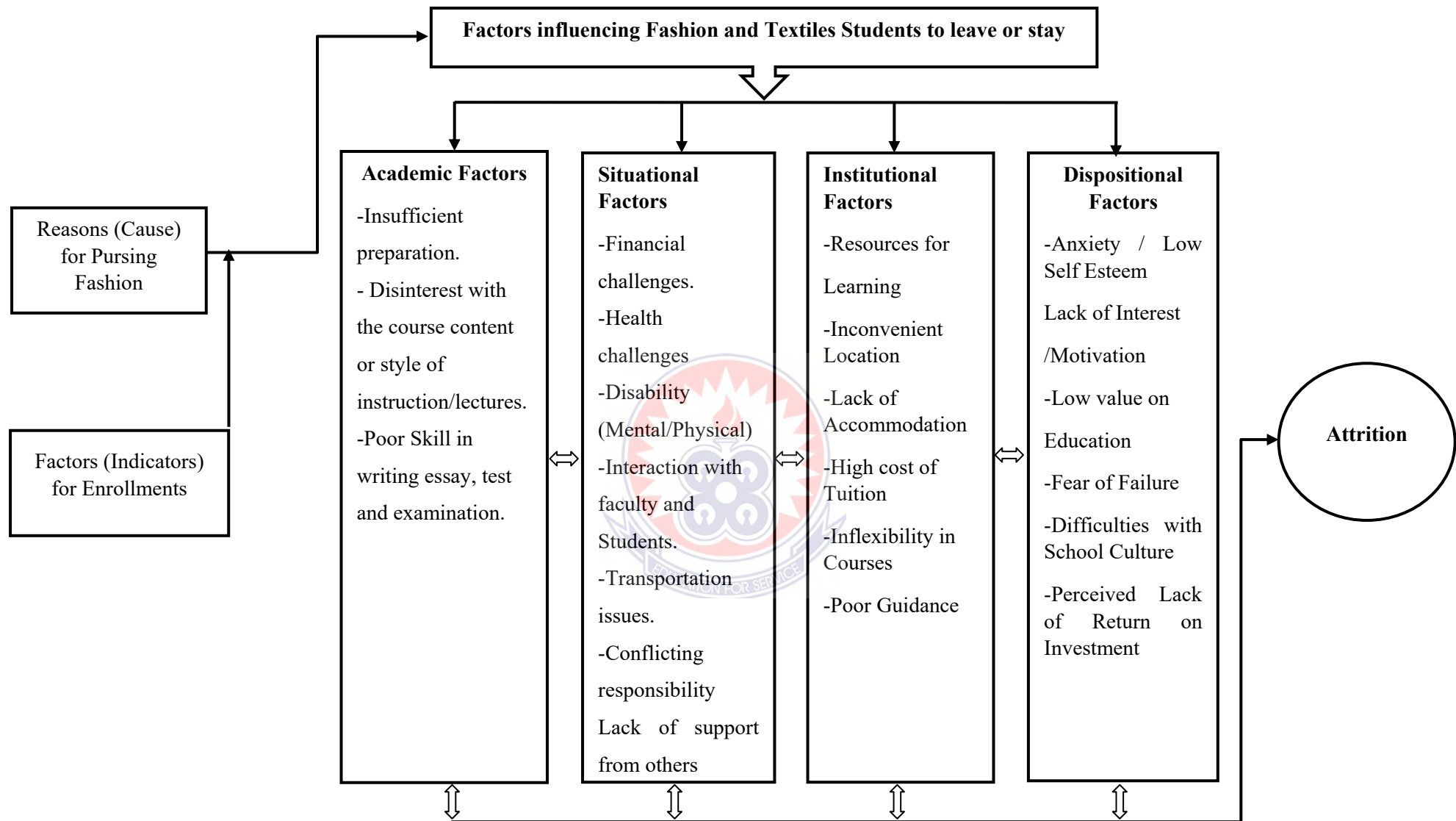


Figure 2.1: Conceptual framework on enrollment and attrition among fashion and textiles students

Source: Adapted from Yetman, 2010.

Although Figure 2.1 on page 20 revealed the factors influencing attrition among fashion and textiles students in tertiary institutions, the adoption of appropriate retention strategies will not only reduce attrition but enhance students' retention in the long run.

According to Crosling et al. (2009), students and institutions alike place higher premium on successful retention strategies targeted at reducing attrition rates among students. This portrays a perfect situation where student retention is the ultimate planned concern for tertiary institutes to ensure that students stay committed to their course of study and complete successfully to the realization of a higher student retention rate. The conceptual framework in Figure 2.1, therefore, advocates that the institutions attrition rate is strongly dependent on the reasons/factors influencing students enrollment and also, improving the various factors causing attrition such as academic factors, situational factors, institutional factors, and dispositional factors as this will guarantee and promote quality teaching and learning in the tertiary institutions.

2.4 Empirical Review

2.4.1 Reasons/goals for pursuing higher education

Pantea (2018) stated that vocational education and training (VET) is connected to a variety of social and economic objectives. The study was based on empirical data obtained through interviews and focus groups from over 250 young women and men aged 16–18 in 34 Romanian VET schools. The goal of the study was to gain a better understanding of their perceived reasons for enrolling in VET. The paper investigated a variety of factors that lead to young people enrolling in VET, including but not limited to the desire to learn new skills. Localism, family responsibilities, and the

priorities of powerful "others" such as schools, corporations, and others are among the issues that must be addressed. It says that, even though young people are actively seeking elements of choice, Romanian vocational education and training is more of a story of capability deprivation. This research casts doubt on policy rhetoric that emphasizes the need for skills over meaningful engagement with young people's social realities. Even though, the sample size of this study remained relatively encouraging and within the context of VET, it did not include females and males over the age of 18.

According to Knutsen (2011), non-traditional college students currently make up an ever-increasing percentage of all college students, yet little is known about what motivates them to continue their education. The goal of Knutsen's research was to look into the extrinsic and intrinsic factors that drive workers in the United States to pursue higher education. This study involved 200 Robert Morris University students. The most significant extrinsic factor was "to increase my employment opportunities," and the greatest significant intrinsic factor was "to advance my personal growth".

Arceno (2018) aimed to find out about the demographics, motives, and expectations of graduate students in Palompon Institute of Technology's (PIT) service region, as well as their motivations for pursuing higher education and expectations. It was decided to use a descriptive survey design. The graduate students that took part in the survey were 90 and females made up the bulk of the responders. The data suggested that the respondents' prevalent motivational factors were an intrinsic factor-personal improvement and extrinsic factor-salary augmentation. Similarly, they expected it to help them improve academically in the field in which they were enrolled.

Furthermore, it increased the profession's quality, and greater communication skills acted as a motivating factor for further education studies in terms of social development. As a result, a focus on human resource development through participation in graduate studies should be incorporated into academic institutions and other agencies' priority programs to improve the service delivery of their key and support staff. The study sample size was modest, and the study results could have benefited from a bigger sample size.

Schmidt et al. (2014) used semi-structured interviews with 8 upper-year undergraduates to investigate student motives for attending university, as well as how motivations may vary over one's post-secondary career. In addition, participants were asked to disclose their own experiences then offer advice to future university students. They used grounded theory analysis to find similar themes that ran through all eight interviews. As students discovered their passions and interests, they developed a pattern of transitioning from a predominance of external/extrinsic motivators at the start of their university careers to increasingly internal/intrinsic motivators.

'Unhelpful high-school guidance counseling' and 'motivation to disprove people who underestimate you' were two unexpected external/extrinsic motifs that emerged. The 'desire to serve others' was the most powerful internal/intrinsic motive. Students can apply what they have learned to their own lives, and institutions can learn more about the kind of support that is needed to keep students in school until they graduate.

Bui (2002) investigated the backgrounds, motivations, and first-year experiences of first-generation college students at a four-year university. First-generation college students (n =64) were more likely to come from a lower socioeconomic background, to report that they were pursuing higher education to help their family financially after

they graduated from college, and to be concerned in comparison to students whose parents had some college experience but no degrees ($n=75$) and students whose parents had at least a bachelor's degree ($n = 68$). It is suggested that these students receive direct support from campus resources.

Students pursue higher education with varied reasons best known to them and therefore this study seeks to take a critical look at the reasons that affect decisions in order to give them a tool to apply. The methods used are not rigid thus applying another approach which this study seeks to do. For example, the method applied by Schmidt et al. (2014) is qualitative in nature which can affect the results. By applying a mixed approach as this study is based on, the quality of the results is improved.

2.4.2 Factors influencing students enrollment

Universities are investing a significant amount of time and money on recruitment initiatives, according to Spearman et al. (2016), encouraging not only academic programs, but also University culture, values, and general student involvement. The purpose of this research was to determine what factors influence students' decisions to attend a specific university. To gain a better understanding of such concerns, a survey of 541 University students from Dubai was conducted. The majority of students said that word of mouth was one of the most influential elements in their institution selection.

Participants were also interested in how the university presented itself on the internet, particularly on social media. Overall, all of the participant groups felt that social media, particularly Instagram, Facebook, and Snapchat, should be used more to raise awareness of university life and programs. Several practical recommendations for improving university recruitment techniques were provided based on the research

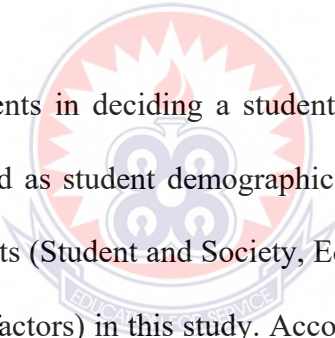
findings. At all levels, active use of social media in university student recruiting is advocated.

Aside from that, other successful social media recruitment tactics should be studied and utilized if feasible for local use, keeping in mind the global similarities indicated above. This could be very useful for attracting international and international students. However, certain characteristics of the local high education market and student preferences must be considered; for example, families of female students should be included in promotional efforts because they have a significant influence on their decision-making, and some promotional channels should be used specifically to target a specific market segment (for example, using radio to target working students).

The goal of Matsolo et al. (2016) study was to look into and analyze the enrolment and drop-out rates of higher education institutions in South Africa's Gauteng area. The researchers used large-scale secondary data from Statistics South Africa's General Household Survey (2012). According to the conclusions of this study, finances, orphanhood, transportation to higher education institutions, and, to a lesser extent, undesired pregnancies, are some of the key factors determining student enrolment rates. Again, public and private transportation also have a greater impact on enrolment. The approach emphasized the value of living close to one's educational institution. Future studies should focus on a comprehensive time-series analysis of the drop-out rate in higher education institutions. This type of research should have included comparisons throughout time, which would have greatly enriched the data on the dropout tendency.

According to Sedahmed and Noureldien (2019) data mining is important in educational institutions and is becoming more widely acknowledged. This recognition

has given rise to a new academic community dedicated to educational data mining. One method for achieving the highest level of quality in a higher education system is to discover information from educational data such as student enrolment statistics. Many mining tools have been presented to discover interesting correlations, frequent patterns, relationships, or casual structures among collections of items in educational data sets. Association rules are one of the most extensively utilized tools. In this study, the Apriori algorithm was used to build association rules to identify the relevance and relationship of factors that influence students' decision to enroll in higher education institutions in Sudan. The algorithm was applied to student enrollment data using a questionnaire and a sample of 800 students enrolled in public and private universities.



The most powerful elements in deciding a student's decision to enroll in Sudanese institutions are categorised as student demographic characteristics and four types of enrollment-related elements (Student and Society, Educational Institution, Admission, and Employment related factors) in this study. According to the findings, Educational Institution related factors (50%) and Admission related factors (40%) have a substantial influence on students' enrollment decisions, but Employment-related factors (10%) and Student and Society related factors (0%) have a weak influence. Reputation, diversity of study, quality of education, education facilities, and feasibility were among the 14 Educational Institution associated criteria with a strong impact. A comparative analysis of students' reasons for enrolling in an orthodox university or a technical university would have aided the study.

Odia (2014) conducted a study in Nigeria with the primary goal of understanding the characteristics that influence students' enrollment in post-secondary social studies

education. The study's population included all students enrolled in social studies programs in Edo State's tertiary institutions of learning, with a sample size of 175 social studies students. The data was collected via a questionnaire, and the hypotheses were tested using the chi-square test. The findings found that career chances, gender, and environmental factors all have a considerable impact on students' enrolment in social studies programs, but socioeconomic, teacher-related, and parental factors have no impact. As a result, the study recommends that teachers, parents, and other stakeholders change their perspectives on the issue.

Likewise, social studies practitioners, academics, organizations like the Social Studies Association of Nigeria (SOSAN), government officials, social studies instructors, and other professionals should do more to educate and inform the general public about the course's benefits. This survey focused solely on social studies students, ignoring individuals pursuing other degrees. The inclusion of students from various program backgrounds could have aided the study's findings.

Kirima and Kinyua (2016) investigated teacher-related factors impacting students' enrollment in Biology classes in Kenya's Meru Central Sub County public secondary schools. The study used a descriptive survey research design on a target group of 9859 respondents, including 9748 biology students, 62 trained biology teachers, and 49 science department heads from Meru Central Sub County's 49 public secondary schools. A total of 355 respondents were chosen using stratified random selection and purposive sampling procedures, including 345 Biology students in grades three and four, five certified Biology teachers, and five Heads of Science Departments. Questionnaires and interview schedules were used to collect data. The study instruments were evaluated with the support of research professionals from Chuka University's Department of Education. The dependability of the instruments was

estimated using the Spearman Brown Prophecy Formula, yielding a reliability coefficient of 0.79. The descriptive statistics provided by the Statistical Package for Social Sciences (SPSS) version 20 were used to analyze the data. According to the study's findings, teacher nonattendance, inspiration, workload, experience, instructional styles, and readiness were all teacher-related characteristics that influenced students' decision to enroll in biology.

The researchers employed great adequate sample size for the study to allow for the generalization of the findings. The outcomes of the study could be applied to all Meru Central Sub County public secondary schools.

In summary, various factors influence students' decision to enroll in an institution. Be it work academic factors, institutional factors, parental factors or intrinsic factors. Most of these paly specific roles in students' decision-making process of enrolling onto a course of study. Kirima and Kinyua (2016) investigated teacher-related factors which are not student-focused. This research intends to focus on students and expand the related variables. Therefore, shifting from that structure to new a format can deliver various variables that can influence decision making. Again, Odia (2014) applied chi-square test however, the study adopts a correlation approach appropriate for the sample size and the variables.

2.4.3 Factors of student attrition

Attrition is produced by both voluntary and forced pressures, according to Christo and Oyinlade (2015). Using the University of Nebraska at Omaha as a case study, this research examined into the reasons behind school dropout at an urban institution. The study's 177 participants were picked at random from a population of 177 people. While demographic factors were controlled for, attrition motivations were explored

under voluntary and forced pressures. According to hierarchical regression, demographic, voluntary, and mandatory factors each accounted for 14, 9, and 16 percent of attrition likelihood, respectively. Enrollment in the College of Business and the College of Information Science and Technology anticipated attrition during the first model, but college enrolment was moderated in the third (final) model. In the final model, just two mandatory pressure variables, campus ego and life-school conflict, were demonstrated to predict attrition likely, accounting for 39% of attrition likelihood. While demographic and voluntary factors were considered in this research, compulsory pressures were found to be the most significant factors in predicting attrition. Student dissatisfaction with instruction and learning outcomes, according to Medway and Penney (1994), may be attributable to the uninteresting or poorly planned quality of teaching. Excessive or poorly timed exams, as well as unannounced program alterations, might cause frustration (Martinez & Munday, 1998). Similarly, student studying styles that contrasted with professional coaching methods could have a detrimental impact on student satisfaction (Martinez, 2001).

Studies have also shown that student motivation is a voluntary element. Motivation refers to the forces that act on or inside an individual to cause a behavior. It encompasses the direction of behavior, the strength of behavior, as well as the quantity of labor and time spent on a specific activity path (Gibson et al., 2012). Internal (interests, successes, development, etc.) and external (social support, pleasant campus culture, good administration, etc.) aspects of student motivation may contribute to college attrition, according to literature. According to McEvoy (2011), growing levels of internal motivation were associated with student learning and educational satisfaction.

According to Cao and Gabb (2006), Student attrition is a source of worry for Australian higher education institutions. This is especially accurate for newly created universities. Victoria University has completed a project examining the patterns of attrition among its bachelor's level students to gain an enhanced clarification of the issue of student attrition. The students studied were from three cohorts of domestic bachelor's degree students who began in 2002, 2003, and 2004, with 4,405, 4,414, and 3,684 students in each cohort. In each cohort, the attrition rates of distinct categories of students were analyzed, and major factors contributing to attrition were identified. Low academic achievement, part-time enrolment, and coming from outside of Western Melbourne are the three top predictors of attrition at Victoria University, according to the research. Other features, such as socioeconomic status (SES), language background, country of birth, and ENTER scores, were identify as good predictors of attrition.

This study's findings contradict prior findings and research (Martin et al., 2001; McMillan, 2005), but they were hopeful considering the features of the University's incoming cohort. Students of low socioeconomic status (SES), non-English backgrounds, and lower ENTER scores had a positive first-year experience, according to the study, and many of them were retained in their second year. The University's commitment on social justice is reflected in these students' retention.

According to Mansour et al. (2016), student attrition has been a severe concern for nursing college directors' science application of university preparation, as the attrition rate has become exceptionally high. The purpose of this research is to investigate the various elements that affect attrition rates at Taibah University's College of Health Sciences, Yanbu Campus. A descriptive and correlative research strategy was used in this investigation. The research was carried out at Taibah University's College of

Health Sciences, Yanbu Campus, in Saudi Arabia. The study's target group consisted of 300 nursing college students from all levels. The researcher constructed a participant willingness structured interview questionnaire, which was utilized to collect convenience data for the study. A pilot research was done on 10% of the nursing students who attended the lectures to test the questionnaire's clarity and reliability. From September to December 2015, data was collected for three months. Finally, there are misconceptions about curriculum substance, nursing image, and academic workload. According to the study, to reduce student stress and boost retention rates, an explanation session on program content, prerequisites, and commitment is required in the first semester. The College of Health Sciences, Yanbu Campus, Taibah University in Saudi Arabia, had a high attrition rate due to issues such as incorrect anticipations of curriculum content, nursing's image, and academic workload. This study discovered elements that influence attrition rates, although comparative research of two or more colleges would have been more useful.

According to Sangodiah et al. (2015), attrition is common in Malaysian and international higher education institutions. For several reasons, students leave school, and the degree of attrition varies per institution and it's a cause for concern because it will result in a significant waste of academic and administrative resources, as well as a negative impact on the social element. As a result, lowering the attrition rate in institutions is critical. Although there have been several nontechnical techniques to addressing attrition, none have been successful in predicting attrition at an early stage. According to the literature evaluated in this study, several academics have employed technical approaches such as data mining to forecast student attrition in the past. However, not all prediction data mining techniques, as well as other relevant and crucial aspects that contribute to student attrition, have been thoroughly investigated

to address the problem. As a result, the study focused on utilizing a support vector machine model to forecast a student's probation status, which in most cases will result in dismissal. It also investigated the proper and other elements that influenced student attrition in Malaysia. The study's findings were intriguing, as the support vector machine model achieves a reasonable level of prediction accuracy despite dealing with a tiny data set. According to the findings, a classification model based on a back vector machine might be used to forecast a student's probation status comprehensively and accurately. If this study employs data sources which included the true number of students who have dropped out of university, higher education institutions will surely gain. Although the study's findings were positive, further work on a larger data set is required before the SVM classifier can be used for prediction in the real-world context.

Students, colleges, and society pay a price for attrition. The goal of this research was to look at the factors that influenced students' attrition from university-based enabling programs (Eps) and compare their experiences to those of students who completed an EP. As part of the study's qualitative methodology, individual participant interviews with students who participated in EPs at the University of Newcastle in Australia were conducted. The qualitative interviews backed with previous studies on the complexities of student dropout.

The four characteristics indicated in the current literature were echoed in the prominent themes arising from the data: time pressures, personal circumstances, utilization of support services, and level of student participation. Qualitative interviews were used to gain insight into how these factors worked and to help suggest practical steps that could be performed to reduce attrition. According to the findings, any efforts to reduce EP attrition should focus on building more personal

interventions with students as early as feasible, addressing time management, provide more flexible study options, facilitate nighttime and mature age support, and address self-confidence difficulties. Student attrition has been noted as being costly at any level of education. Students, institutions, and Australia's intellectual economy all pay a price for student attrition in EPs, according to the study. Financial, emotional, and opportunity costs were recognized as expenses to students. Non-completion can make a student feel like a failure, putting their self-esteem and motivation in danger. Universities suffer extra costs in staffing courses with administrative and instructional staff, infrastructure, and support based on enrolment numbers. The productivity of resources decreases as the number of students enrolled decreases. The available pool of possible enrolment candidates is likewise diminished, as is the prospective revenue from future enrollment finally, consider the societal cost of Australia's intellectual capital and economy. These factors only add to the necessity for more research concerning EP attrition. In Australia, there is a growing corpus of academic studies on EP attrition. Most prior academic studies have been quantitative, focusing on the measurement of statistical attrition factors. As a result, this qualitative research produced a realistic understanding of the higher education context.

According to Moodley and Singh (2015), the elation of gaining admission into a South African university is short-lived for many students, since the struggles they face are often terrible, leading to many people opting out in their first year of study. This had a negative impact on the planned national standard of an 80% success rate by the Department of Higher Education and Training. The goal of this study was to look into measures to reduce dropout rates and thereby increase university throughput in South Africa. A qualitative investigation was evaluated to identify the obstacles that students face that contribute to high school dropouts. The researcher talked to students who

had previously dropped out of South African colleges to get their thoughts on how they could have prevented dropping out. A snowball sampling methodology was used in the investigation. The outcomes of the study revealed that poor job choices, inadequate academic support, and insufficient finance were the leading causes of student attrition. To help students cope, the report recommended that university departments connect their assistance programs with modules with a high failure rate.

According to McMahon (2013), isolation is a major factor in student dropout. An online course was piloted in an Irish Institute of Technology to offer training in best presentation practices for people with dyslexia. The course was entirely provided online, with no necessary attendance or interaction between students. The course was not completed by any of the participants in the pilot study. This study used a model established by Chyung to focus on the various causes of attrition and investigate ways to reduce attrition. According to the findings of the study, the sense of isolation associated with learning alone is a significant element that has a detrimental impact on the learner's persistence in completing the course of study. As a result, the researcher offered measures to lessen isolation, including course induction, live webinars, mandatory forums, participant uploading of introduction films or the like, and the use of group activities and tasks. The researcher found that by using these measures, the total attrition rate will be reduced. This study focused solely on students who offered an online course.

According to Wladis et al. (2013), even though there is considerable evidence that online retention rates are lower than face-to-face retention rates; most of the past research on online retention has concentrated on student characteristics, with little information on the impact of course design. Using a matched sample of 2,330 students at a large urban community college, this study looked at two crucial course-

level criteria that may influence online retention: the student's purpose for taking the course (as an elective or a required) and the course difficulty level. The findings of the study indicate that taking classes online, whether as an elective or as a distributional obligation, increases the chance of dropping out, especially for lower-level courses. The study also discovered that a student's motivation for enrolling in a course can be considered as a risk indicator in an online setting, and that tailored learner assistance for specific course types may be necessary to promote online persistence and retention. The study's sample size was substantial, making it adequate for drawing reliable conclusions.

Student dropout is a most important concern for educational institutions around the world, according to Tentsho et al. (2019), and substantial research on the problem has been done in the last few decades. The variables of student dropout propensity at Prince of Songkla University's Pattani campus were investigated in this study. The statistics cover 10,377 students that were enrolled between the academic years of 2007 and 2011. The researchers considered variables like as enrollment year, faculty, gender, religion, first semester GPA, and admission type. The overall dropout rate was 23.9 percent across the five years, with a downward trend in the dropout rate commencing in the second semester. The logistic regression model was used to investigate the effect of explanatory variables on dropout. According to the study, admission year, gender-religion, faculty, and first semester GPA are all strongly associated with student attrition.

According to Shaw et al. (2016), procrastination attitudes among students have a negative impact on attrition. The study's goal was to investigate the factors that influence student attrition in online higher education. The results of the Smarter Measure Learning Readiness Indicator were used to track students' progress through

their degree programs in this study. In addition, an experimental group of at-risk pupils was reached out to see if additional academic support helped them stay in school. The findings revealed that verbal and physical learning styles, as well as personal characteristics like procrastination, increase the likelihood of attrition, whereas clear motivations for seeking a degree and typing abilities reduce the risk of attrition.

Student success and persistence were improved as a result of outreach to identify at-risk pupils. The study may have benefited from comparing the results of online and traditional student groups to see if similar at-risk factors influence the likelihood of student attrition, as well as looking at the characteristics of students who dropped out before finishing their first course. To have a better knowledge of online program attrition, qualitative research may have been done.

In view of the reported studies by Shaw et al. (2016) and Moodley and Singh (2015) it can be deduced that there are several critical periods in students' life on campus when interaction between the individual and the institution can directly cause a student to drop out. Therefore, this research seeks to identify specific factors that cause students to drop out in the selected technical universities in Ghana. Specifically, the scope of the study is limited to Kumasi and Accra Technical Universities.

2.4.4 Factors of retention

Muljana and Luo (2019) conducted a systematic literature study to look at the main elements that finds the disparity between the popularity of online learning and the speed with which it is finished. The review's focus included observing the likely underlying factors behind low completion rates in online learning settings, as well as identifying suggested solutions to improve retention rates. While online learning is

becoming gradually popular, and the number of online students is constantly increasing, student retaining rates in the traditional setting have been found to be much lower.

Despite the various research, many institutions continue to look for solutions to the problem. The researchers reviewed 40 articles systematically published between 2010 and 2018. Topic relevance, research evidence, as well as the length of time it takes for a paper to be published were among the criteria, they identified to assist the selection of appropriate papers. A significant database search, abstract screening, full-text analysis, and synthesis process were used to complete additional phases. The researchers identified institutional support, program difficulty, promotion of a feeling of belonging, learning facilitation, course design, student personality types, demographic variables, and other personal variables as the primary causes of student attrition after conducting a literature review. The study recommends early interventions, ongoing student support, good communication, support for faculty teaching online classes, high-quality instructional feedback and strategies, guidance to foster favorable behaviour characteristics, and collaboration among stakeholders to help online students. Because components inside open systems of online learning are interconnected, the researchers recommended a collaborative effort from different stakeholders for addressing online learning retention concerns. Other academics or researchers were also advised to concentrate on each influential component and recommendation about student retention in online learning environments, as stated in this study.

According to McClain and Perry (2017), Students from many racial, ethnic, and religious backgrounds attended higher education in the United States. Despite their

outward appearances of diversity, many primarily white universities struggle to retain and graduate students of color. This study looked at the various factors that restrict retention rates among students of color at predominantly white institutions, as well as strategies for primarily white schools to increase their retention rates. Five essential components in understanding the racial climate on college campuses were explored in this study.

Every component leads to the alienation of students of color, no matter how little it appears on the surface. It was also discovered that forming social clubs helped students form lifelong ties as they navigated college. The researchers determined that the racial climate on campus has improved dramatically in recent decades, assisting students of color in feeling more welcomed in their new setting.

According to Azarcon et al. (2014), Private higher education institutions (HEIs) have the unique distinction of being both a higher education institution and a business concern. Enrollment is the lifeblood of all HEIs as a corporate organization, supporting all their other responsibilities. Typically, the most important parts of any company entity's profitability or productivity are recruiting and maintaining customers. As a result, the research highlights the importance of identifying the factors that influence a student's intentions to remain or leave. Conjoint Analysis, a marketing research method for uncovering underlying consumer preferences and trade-offs, was employed in this study. The study investigated how students made decisions about retention and attrition. Based on the research findings, education quality is the greatest factor in predicting student retention and attrition. The quality of professors and the increase in total fees were also found to have a substantial impact on students' decisions to stay or leave a university. The researcher determined

that the most effective technique for institutions to use is to communicate and emphasize the HEI's exceptional quality education at every level.

According to Mbuva (2011), Student retention is important to higher education's success. The goal of this research was to investigate student retention and success in high school, college, and university settings.

The research investigated the definitions of student retention and success, college success and academic achievement, academic achievement variables, factors affecting underrepresented population graduation rates, ways to help students remain in school, and how Ohio State University and the Clark School of Engineering retained students. The method used in the study was interpretive/constructivist. According to the conclusions of the study, helpful employees, focusing on students' personal and academic needs, and positive models promote student retention. Institutions should guarantee that learning process are engaging and taught by knowledgeable professors according to the recommendations.

2.4.5 Challenges of students

According to Hovdhaugen (2011), student attrition has a negative or fatal impact on the person, the university, and society. There are bad consequences for these students' self-confidence and ability (Cunningham, 2007). Also, the occupation projections or opportunities for attrition students are lessened (Torenbeek et al., 2010). These circumstances were thought to be pertinent to Australian students. In addition to the social consequences identified in international studies, there are extra monetary impacts for Australian students, as anyone who does not finish has academic debts with nothing to show for it, and government funding to universities to educate these attrition students is effectively wasted (Hovdhaugen, 2011).

According to Njoroge et al. (2016), in the fight against student attrition, a better learning environment is very important. The goal of this research was to investigate student attrition rates in Nairobi County, Kenya's private universities. Weiner's attribution theory of achievement, motivation, and emotion was the focus of the research (1985). The survey included 387 current students and 60 former students from 13 private universities in Nairobi, Kenya. A paper-based questionnaire and in-depth interviews were used to collect data. The study results showed attrition levels of 37%. The study outcomes also displayed a negative significant relationship existing between student-faculty interaction and student attrition rate ($p=.03$). The frequency of examination retakes, as well as the prevalence of semester deferment and dropping out of a course of study, were used to determine attrition levels. The study found a 22 percent attrition rate among students that were enrolled at the time the research was conducted. The 60 students who were accessed using the snowballing strategy accounted for 15% of attrition, for a total of 37% attrition. In Kenya, most universities have an examination score cut-off point below which a student must retake the exam to achieve the cut-off level. Deferment of a semester may occur due to a student's inability to obtain the needed examination passes to advance to the next year, or due to a personal desire to take a break. Deferment of a semester, in any case, usually occurs during the final year of study. Although academic performance was not a variable in this study, an important contribution to the prediction of attrition was discovered, with the odds of dropping out of the course decreasing by a factor of 0.797 as a student's performance increases in retake exams. Academic performance was known as the second primary cause for students dropping out of university in the qualitative component of the research, which was based on the interpretation of interview data. Several studies have found that the number of effort students put into

their education has an impact on their academic achievements (Johnson et al., 2001; Marks, 2000; Natriello & McDill, 1986; Smerdon, 2002).

According to Cizek and Burg (2006), Nigerian students' exam performance was link to several emotions such as tension and anxiety, which resulted in student attrition. Improvements in learning settings, according to the study's findings, will assist reduce student attrition. Furthermore, technology-assisted procedures for early detection of attrition risk should be implemented to ensure that students complete their education. The research looked at retention tactics as well as attrition issues.

2.4.6 Retention strategies

The empirical findings in the previous work indicate that universities should take corrective action to reduce student attrition rates. Quinn (2013) indicated in a study for the European Union that retention requires an all-inclusive strategy. Policy, institutional, personal, socio-economic, learning, and structural variables should all be considered in such methods. These variables contribute to student attrition and the issues that come with it. In general, initiatives to alleviate greater socioeconomic and cultural gaps must be accompanied by higher education policies.

One of the most essential topics to address in student retention techniques is the study by Demetriou and Schmitz-Sciborski (2011) on optimism and individual strengths, which is a focus of the positive psychology movement.

Ogude et al. (2012) outlined that in response to the high attrition rates in South African universities, the University of Pretoria explored an institutional approach for improving student retention. The Steering Committee for Student Success came up with the model. It built an integrated institutional-wide strategy on a two-pronged

plan that incorporated a research-informed methodology based on a developmental research model (Richey & Klein, 2005) and a systems theory applied to management (Charlton & Andras, 2003).

To boost retention, high-impact modules must be used to address distinct student subgroups and key performance metrics that deal with huge numbers of students with varying academic abilities. These students, according to Ogude et al. (2012), receive complete academic, financial, psychosocial, and other support through proven high-impact techniques like tutoring, psychological counseling, extra education, peer mentorship, and academic advising. To ensure that appropriate models are selected for assuring student retention, Ogude et al. (2012) placed a strong emphasis on institutional leadership and collaboration among all stakeholders. This model portrays the institution's attempt to promoting students' retention.

Pocock (2012) proposed an educational support program that provided additional learning style support and peers training to prevent student attrition, resulting in a 15% increase in retention rates. Another proposal made by Moeketsi and Mgutshini (2014) is that colleges should implement student support programs such as Assisted Passage to Success (APTS) for students who are not prepared to complete their course of study. The program's goals were to educate students with abilities for higher-level learning as well as specific talents that would help them improve their study skills. This program should be targeted towards freshers who require aid in overcoming the obstacles that come with university life. They proposed that the massification of higher education should be accompanied by adequate and appropriate support for all students.

McMahon (2013) did research on an online piloted course at the Institute of Technology in Ireland to provide training in excellent presentation practices for people with dyslexia. The course was entirely online, with no required attendance and no interaction between or among participants. In the pilot trial, none of the participants finished the course. This study focused on the various causes of student attrition using a model established by Chyung. It also looked into ways to improve attrition rates.

The findings of the study revealed that the experience of isolation associated with learning alone is a significant component that frequently harms the learner's determination to complete the course of study. Compulsory forums, course induction, live webinars, the publishing of introduction movies, and the use of group activities and tasks are among the techniques suggested by the researcher. By its very nature, the implementation of these tactics will limit the freedom available to participants in terms of controlling the pace and schedule of their learning. It's feasible that by adopting and implementing these retention tactics, the overall attrition rate will be dramatically reduced. Those who prefer to learn on their own may choose not to take the course.

Institutions have frequently needed to undertake transformative modifications to preserve the value of their instructive offerings, results, and retention statistics or records as student records have grown and cohorts have broadened (Schendel & McCowan, 2016). Among the areas where the area's institutions need to improve are leadership, curriculum development, instruction, learning, and classroom methods, class schedules, student services, faculty and administrative makeup, financial arrangements, and support (Rendon et al., 2004). Tinto (2007) advocated for a greater

emphasis on real and effective retention techniques rather than theoretical ideas for universities seeking to improve student retention.

Institutional efforts could be focused on bridging the gap between students' prior experiences and expectations to facilitate students' integration into the institution, which will help them succeed academically. Because it is widely acknowledged that even if students from all backgrounds attend higher education, they must have equal access to academic success (Thomas, 2002). Providing a bridge includes understanding students' academic, social, and emotional levels when they first enroll in the university (Johnson, 2000).

Practical modifications to academic methods and procedures, on the other hand, are meant to share responsibility for student accomplishment rather than to weaken principles and academic excellence. Enhancing student retention, according to Aljohani (2016), is a difficult task.

Scholars have proposed retention measures that increase the chances of academic success for students from all walks of life. Fundamental to this is the belief that identifying and recognizing these individuals, as well as the level of diversity they bring to their studies, is critical. Because “minority students see the campus as alien territory,” Stephenson (2016) claims that students from various groups must find a safe and welcoming atmosphere within the school as Johnson (2000, p. 221) put it. For example, In the case of students who are the first in their family to attend college, O'Shea (2016) suggested approaches to harness diversity proactively. According to O'Shea (2016), the first step is to take a strengths-based approach, focusing on and applauding what such students contribute to their studies rather than categorizing different cohorts based on any inadequacies or shortfalls. Regarding the very first

participants, O'Shea noted that attending higher education is a fantastic success for these students and their families and that the stories of students from all backgrounds should be included in institutional vocabulary and discourse. Controlling the presence of students from various groups in the institution is also important, and this can be accomplished through institutional discourse on higher education's critical role in today's world and the need for highly educated national populations made up of students from various sectors of society. Furthermore, institutions must recognize and incorporate individuals' experiential capital derived from their diverse prior life experiences into the curriculum and program structures (O'Shea, 2016).

Scholars are also aware of the necessity for comprehensive educational environments. Stephenson (2016), for example, stressed the necessity of student services in developing comprehensive procedures in areas such as housing, athletic facilities, and accommodations for less physically challenged students. Stephenson (2016) also underlines the need for academic staff members to employ simple gestures to correctly pronounce the names of students from various cultures. Staff should try to reduce academic and social distance, according to Thomas (2002), so that students feel appreciated and acknowledged, and have the courage to pursue help when needed. School variety should be recognized and incorporated into academic programs, and such kids require “teachers, tasks, and pedagogies that affirm who they are,” according to the report (Johnson 2000, p. 221). Crosling et al. (2008b) build on academic approaches that can assist students from various backgrounds in adjusting to the demands of higher education while also respecting their histories and experiences in the educational program. These techniques include the creation of a student-responsive curriculum as well as alternative learning, teaching, and evaluation methodologies that foster a relationship between students and the institution.

Crosling et al. (2008b) suggested that another alternative technique is to reorganize large lectures into smaller, more interesting classes. Because students should be actively involved in problem-solving tasks, often in a collaborative setting with their peers, applying their subject's theory to the resolution of issues, the attention should be on the students rather than the teacher. It's similar to small group learning clusters in which students are responsible for coming up with solutions to problems that can be addressed with their classmates and teacher. This teaching technique motivates students to be active learners by teaching them how to learn independently.

Retention is a fundamental contributor to the sustainability of any higher institution, therefore developing some sustainable retention strategies will go a long to help institutions sustain the interest of students. As illustrated by past authors, Crosling et al. (2008b) suggested that another alternative technique is to reorganize large lectures into smaller, more interesting classes. This approach is not often applicable in a developing economy like Ghana. Thus, it is clear a new retention strategy such as aligning the courses to be practically oriented.

2.4.7 Attrition and retention rates

According to Olsen (2008), in 2006, attrition rates for Australian universities were 10.5 %. According to the researcher's survey of 485,983 students selected from 32 Australian universities in 2006, students who sustained the course, either by finishing or remaining in their course of study up to 2007, accounted for around 89.5 %. The study also indicated that 7.6 % of the 102,686 international students in the sample dropped out, while 11 percent of domestic students (383,297) dropped out. The study also found that more females than males completed their course in its entirety. Furthermore, undergraduate students had a substantially greater retention rate than

postgraduate coursework students. Students in the sciences, engineering, creative arts, society or culture, and agriculture or environment were also shown to be better retained than students in the sciences, information technology, management or commerce, architecture, and education. Finally, the survey found that attrition rates ranged from 5.3 percent to 30.3 % across the 32 universities evaluated. Even though the study revealed attrition rates in Australian universities, it failed to identify the reasons that cause attrition among students at these institutions.

According to Edwards and McMillan (2015), the national retention rate for undergraduate students is 73.6 % for nine years after commencing, according to a survey of selected characteristics of domestic students. The survey also found that students from high, medium, and low socioeconomic positions had retention rates of 77.7%, 72.6, and 68.9%, respectively. Metropolitan, regional, and rural retention rates were also discovered to be 75.0 %, 69.8%, and 59.5 %, respectively. This study also placed a high priority on determining retention rates, to the exclusion of retention measures that could be used to mitigate or enhance the issue.

According to Thomas (2012) analysis of the University of Sheffield's mentoring program, had a huge influence in that Sheffield is theoretically the best peer-mentoring plan in the United Kingdom (UK). The mentorship program helped students' adjustment to university, decreased the likelihood of first-semester withdrawal, and increased their sense of belonging. The study also found that the fostering of involvement and belongingness resulted in higher retention rates in the UK. Finally, the study discovered that establishing a feeling of belonging and involvement is crucial to employee retention.

In a study conducted in South Africa, Ogude et al. (2012) discovered that implementing an institutional module was highly useful in reducing the problem of attrition experienced by institutions with regard to black students. The module employed a three-pronged strategy, focusing on improving students' first-year experience, advocating a faculty-driven approach in which each faculty member assumed institutional responsibility for retention, and finally, integrating students into the University's academic and social life. According to the findings, students were well-targeted at the end of the program and received extensive academic, psychological, financial, and other assistance utilizing established high-impact techniques. Peer mentoring, psychosocial counseling, supplementary instruction, and academic advising were all mentioned as retention techniques in the study. This study placed a strong emphasis on a mentorship system that gave students a sense of belonging and hence encouraged them to stay in school.

Maher and Macallister's (2013) Australian study identified some ways for improving student retention. They studied retention and attrition in higher education at Notre Dame University's Sydney campus' School of Education. The establishment of pastoral care and an integrated mentorship program was revealed to be a major aspect of student retention in the study.

Both faculty members were able to interact as a result of the initiative. This helped mentors and students, who were usually course coordinators, communicate more effectively. According to the technique used in this study, a new student is matched with a mentor who is completing the same course or higher during orientation. Griffith University adopted the same programs that proved to be beneficial in student retention. They wanted to strengthen personal interaction, communication, and advice

with students at Griffith, considering the type and extent of student variety. Both students and instructors should be encouraged to interact.

The approach also established a critical form of Personal Advisers or Mentors, who were tasked with providing academic and pastoral support as well as increasing students' involvement and connection with the university.

According to Adusei-Asante and Doh (2016), theoretical and conceptual foundations are essential in the design of programs and policies to deal with attrition and retention. However, little is known about the theoretical rationale for measures for students from low socioeconomic backgrounds when it comes to actual programming and policy decisions dealing with attrition and retention in higher education. The theoretical foundations for attrition and retention in higher education were examined in this study, as well as how they informed the design and implementation of a peer-mentoring program for domestic African undergraduate students at Edith Cowan University in Western Australia.

Many higher education stakeholders are concerned about attrition in their institutions. People in lower socioeconomic groups were thought to have a higher rate of attrition. Several tactics have been tried in the past by numerous institutions to reduce attrition and enhance retention. Nonetheless, one of the most common practical strategies used by most institutions encourages integration and fosters a sense of belonging, particularly among the marginalized. When it comes to attrition, peer mentorship has proven to be extremely beneficial. According to the available evidence in the study, any effort to enhance retention must incorporate peer-mentoring strategies that bridge the social and academic gaps often related to higher education. The Top-Up Project was established to support African students at Edith Cowan University, based on the

facts stated above. So far, the outcomes of peer-mentoring programs that promote community development have shown promise.

According to Greenland and Moore (2014), the initiative's sense of community has encouraged the students, resulting in most of them displaying a greater grasp of academic learning skills, which is predicted to convert into their retention and academic performance.

The information was gathered over five years, and trends and patterns throughout a large online undergraduate program were uncovered. The study investigated the difficulties of analysing enrolment data. The study's preliminary findings indicate that retention techniques should be tailored to the stage of a student's academic career. The study also helped to focus and develop more effective enrolment and performance data reporting capabilities, which would improve student management and retention.

According to the survey, the number of online undergraduate Marketing students has risen considerably in the last five years of the large number of online marketing students, any modest reduction in attrition, especially before the census, can have a significant impact on student retention and, as a result, increase university revenue. The study also discovered that because of the apparent association between GPA and attrition, lowering attrition rates may have a positive influence on student performance and satisfaction. As a result, "The Good Universities Guide" (2013), an Australian publication, is correct in emphasizing student attrition as one of its quality considerations in evaluating higher education providers. This study's exploratory analysis found that online student retention and attrition vary depending on the unit level. Retention methods should be established and customized specifically for each unit level and stage of students' education going forward. These preliminary findings

provided benchmark data against which future initiatives aimed at improving student retention could be measured. The report also emphasized the need for more research into why people leave and why retention rates differ amongst units. This will allow for the creation of best-practice methods for increasing retention. The top five causes for online students dropping out of their program were discovered through an examination of interview data:

1. Job-related factors, such as being overburdened with routine and unanticipated work demands;
2. Personal reasons such as illness, family obligations, grief, and the end of a relationship;
3. Computer and hardware concerns, as well as internet connectivity, among learner technology concerns;
4. Learner settings; capacity and competence of students setting;
5. Inadequate time management and study skills

In conclusion, though this study is limited to one online Marketing Major, it highlights the promise for using enrolment and withdrawal data to inform teaching practice, as well as some of the limitations. Although this study identified the different elements that influence attrition, future research would need to include a larger number of units.

According to Baldwin (2015) as result of the greater requirement to retain or boost enrollments, colleges and universities have begun to enroll students from further distances. The purpose of this study was to discover if there was a link between institutional distance from home and traditional-aged, first-time, full-time students at the University of Pittsburgh at Bradford, one of the University's four-year campuses,

dropping out before their second year. Three statistical methods were used in the study: point-biserial correlation, partial correlation, and binary logistic regression analysis. When controlling for sex, race or ethnicity, Expected Family Contribution (EFC), parental education levels (specifically, first-generation college student status), and institutional distance from home, additional analysis was conducted to see if a non-linear relationship existed between institutional distance from home and attrition of first-year students prior to their second year, residency status, housing status, SAT or ACT score, or market segmentation as defined by the institution. The study looked at attrition from the first to second year for 2,837 domestic, traditional-aged, first-time, full-time students (freshmen) who matriculated and enrolled at the University of Pittsburgh at Bradford between the fall semesters of 2005 and 2013. Furthermore, the study discovered that there is no link between institutional distance from home and attrition.

The study by Baldwin (2015) concentrated on one factor that could result in attrition to the neglect of other factors influencing attrition as well as retention strategies to curb the menace of attrition. As the objectives are established, this study seeks to expand the variables in line with Bean and Metzner's theory.

2.4.8 Role of TVET

The rate of economic development of a country is governed not only by its material resources and domestic market size, but also by its 'brainpower,' or its ability to develop and effectively utilize the intellectual skills of its population. The squandering of these human resource abilities, whether through unemployment or a failure to develop individuals' intellectual capabilities to their full potential, is a serious social concern as well as a drag on progress (Adjibolosoo, 1995). As a result,

it is a primary goal of the Ghanaian government to ensure that the country's human resources are developed and engaged in such a way that they can make the greatest potential contribution to national economic development.

Recognizing the importance of technical and vocational education in the development of middle-level skilled manpower in countries such as Malaysia, Singapore, and China, the government recognized the need to strengthen technical and vocational education in the development of middle-level skilled manpower to help the country overcome its economic crisis. Furthermore, Technical and Vocational Education (TVET) should not be disregarded, as countries like Germany, Korea, and Singapore have achieved industrial and economic progress as a result of their emphasis on applied sciences, including TVET. The government emphasized that polytechnics may be converted into universities because they had greater facilities than certain private universities that were accredited to offer degree programs. On this foundation, the Ghanaian government has worked to develop modalities that will assist them in realizing their ambition. The Minister of Education was then tasked by the government with creating a road plan for the conversion of polytechnics into technical universities. A delegation led by the Deputy Minister of Education was sent to Germany to investigate how the country's polytechnics were turned into technical universities. This demonstrates the importance the Ghanaian government places on TVET education in the country's industrial and economic transition (Adomah et al., 2014).

The importance of TVET (Technical Vocational Education and Training) in the development of skills cannot be overstated. As a result, according to UNESCO

(2007), through their vocations and other elements of their lives, TVET encourages people to contribute to environmentally sound, long-term development.

Ogbunaya and Udoudo (2015) focused their research on repositioning Technical and Vocational Education and Training (TVET) in Nigeria for youth employment and national security. It looked at technical vocational education and training (TVET), youths, unemployment, and national security in Nigeria, as well as the effects of unemployment on national security. It also looked at the role of technical vocational education and training (TVET) in accelerating young employment and enhancing national security in Nigeria, as well as the obstacles to efficient TVET program implementation in Nigeria.

Because of its ability to promote job creation, technological change, wealth generation, and poverty reduction, the researchers argued that TVET has been universally regarded as a strong catalyst for growth and sustained national security. The researchers concluded that the government should effectively fund, organize, execute, and administer TVET programs in all Nigerian educational and higher institutions. For TVET to be properly repositioned in Nigeria, suitable facilities, consumable materials, equipment, and hand tools are also required (Ogbunaya & Udoudo, 2015).

The Nigerian building sector, according to Opoku et al. (2018), suffers from a lack of artisans. Even though the number of educational institutions in Nigeria is increasing at the basic, secondary, and university levels, technical and vocational education training (TVET) is declining. Many of the previous technical schools have closed, and the ones that remain are hampered by low student enrollment. To establish the importance of TVET and the difficulties it faces, Opoku et al. (2018) performed a review of the

literature and conducted interviews with key stakeholders. They came to the conclusion that TVET has an important role to play in the national economy, particularly in the creation of skilled workers, entrepreneurship, and poverty reduction.

For any country, developed or developing, nation-building is a truly daunting endeavor. According to Sofoluwe et al. (2013), UNESCO defined vocational and technical education's mission as "the elimination of unemployment by equipping the generality of out-of-school youths and adults with marketable skills; infusion of adequate vocational efficiency for effective living; enhancement and maintenance of national economic and technological development; and instilling of national economic prosperity. Because it influenced economic growth and total national productivity, TVET has become an integral aspect of nation-building in many emerging countries. TVET prepares students for skilled personnel by providing them with the degree of practical skills and scientific knowledge required. According to Yusuff and Soyemi (2012), TVET's predicted to function in developing a trained workforce will be hampered unless effective and efficient instruction is provided. As a result, TVET generates graduates who are knowledgeable and capable of supplementing any country's national workforce.

Despite the critical role that TVET plays in a country's socio-economic growth, technical and vocational education and training (TVET) in Ghana faces several obstacles. The challenges outlined range from a lack of technical teacher training institutions, a lack of technical institutes throughout the country, a lack of facilities and materials for training students, a lack of technical teachers or facilitators, and

difficulty in career progression to negative public attitudes and perceptions toward technical and vocational education (Amedorme & Fiagbe, 2013).

Basically, the purpose of TVET is to equip students with technical and vocational skills as well as training purpose for self-employment. It is therefore a major driving force for sustainable development. Hence, the study aligns to the objectives of TVET which includes training student in Fashion and Textiles.

2.4.9 History and role of Technical Universities

In 2013, the Ghanaian government formed a technical committee to figure out how to convert polytechnics into degree-granting institutions. In 2015, the first intake of students to study programs at the ungraded polytechnics was planned. Dr. George Afeti of the National Inspectorate Board and a former Rector of Ho Polytechnic convened an eight-member group in 2013 to transition polytechnic education into technical universities (Amegashie-Viglo, 2014).

According to UNESCO (2001), TVET enables individuals to donate to ecologically complete sustainable development through their employment and other aspects of their life.

In 1963, the Ghanaian government renamed technical institutes in Accra, Kumasi, and Takoradi as Polytechnics, intending to provide advanced technical, vocational education, and training to support national development. Other polytechnics were founded between the 1980s and the 2000s. In 1984, the Cape Coast Polytechnic was formed. Tamale Polytechnic was established in 1951 as a Trade Centre and elevated to a polytechnic in 1986.

In 1986, the Ho polytechnic, which began as a technical institute in 1967, was promoted to a polytechnic. The Technical Institutes in Sunyani and Koforidua were promoted to polytechnic status in 1997. Bolgatanga and Wa polytechnics, the final two, were founded in 1999 and 2000, respectively (Tripney et al., 2013).

The technical universities are to enrich training of high technical skills in the area of TVET and also to provide progression avenues for technical and vocational students from the second cycle institutions.

2.5 Conclusion

This chapter reviewed relevant literature on issues about student attritions and retention within tertiary institutions. There were several factors identified to influence student enrolment and this could be relevant for the study objectives. Several studies identified various factors influencing student attrition in higher educational institutions. Also, retention strategies were proposed by many scholars to help institutions lessen the devastating effects of high student attrition rates. Besides, a conceptual framework was presented, and various theories reviewed.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The context in which the research was conducted was discussed in this section, as well as the subject under review in terms of the area of study, the research design used, the population under study, the sampling size and sampling techniques, the research instrument, data collection procedure, data analysis, and ethical considerations.

3.2 Research Design

The research design strategy aids in the discovery of answers to research questions while also defining the specifics of the investigation. It is also the plan of a research study that has an arrangement of conditions or collections. Survey research design was adopted to carry out the research. According to Subbey (2017), researchers use survey study design to distribute questionnaires to a sample or the whole population of people in order to describe the population's views, beliefs, habits, or traits. The selection of an appropriate research design is considered vital with the mixed method approach as it contributes to arriving at a valid finding and conclusion of the problem under study (Subbey, 2017).

Kumar (2011) reiterated that a survey is beneficial in establishing a broad 'picture' of the situation at the time of the study. It is used to investigate a phenomenon by obtaining a cross-section of it all at once. The survey research design chosen for this study was used to gather information about what is happening in the selected

technical universities at one point in time and identify and compare with past records to examine the relationship between variables.

3.3 Population of the Study

The targeted population for the study were the drop out Higher National Diploma (HND) fashion students in the Department of Fashion Design and Textile Studies and examination officers in both Kumasi and Accra Technical universities for the 2014-2020 academic year. The accessible population comprised of all dropped out HND 1, HND 2, and HND 3 from both Kumasi and Accra Technical University for the 2018/2019 academic Year. The total population size for the study was 112 for both Accra and Kumasi Technical University of which 48 and 64 are drop out students from the two institutions respectively. Agyedu et al. (2011) defined population as the entire group of individuals (subjects), objects, or events that the researcher is interested in researching that have similar observable features. Check and Schutt (2012), on the other hand, defined population as the complete set of individuals or other things to whom study findings should be applied. It can be deduced from these two definitions that the population is simply the aggregation of elements that the researcher focuses on to make inferences and these elements, items, or events must be clearly identified and defined. The population size was achieved by comparing the enrollment class list of the student to their current class list of the students at the time of the study.

3.4 Sample and Sampling Technique

According to Kumar (2011), a sample of the population is used to determine the prevalence of a phenomenon, situation, problem, attitude, or issue, which is

appropriate given that the research aims to examine the proportion of people who begin and end a programme of study at a single point in time.

In respect to this research work, snowball and purposive sampling techniques which come under the non-probability sampling method were adopted. The snowball sampling approach generates a study sample by making recommendations among persons who share or know of others who share some of the traits that the researcher is looking for. Because the study is focused on sensitive topics or positively private concerns that may have caused students to drop out in some way, this technique is appropriate. Insider knowledge is required to assist discover persons for the research. The purposive sampling technique was used to select the Examination Officers, mainly because of their in-depth knowledge and experiences of the issues studied. According to Kumar (2011), snowballing is simply the process of building up a sample through an informant by starting with one person who then suggests another. For this study, the Yamane (1967) formula for calculating sample sizes was used. This particular approach is appropriate because it minimizes sampling error and also provides the opportunity for a more workable sample size to be selected for a study. The sample size simply refers to the quantity of objects chosen from the population to make up the sample. According to Kothari (2004), the sample size should be optimal, neither overly large or small, and an optimal sample meets the requirements of efficiency, representativeness, dependability, and flexibility. However, the total sampled size for the HND students of the population used for the study was 71 plus 2 examination officers. Yamane (1967) provided a more simplified formula for calculating sample sizes, which the researcher adopted.

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where;

n= the sample size

N= the sample frame

1= a constant

α = margin of error

A confidence level of 90% was adopted by the researcher with the margin of error being 10%. The break down for each selected institution is calculated below;

ATU:

$$N = 48$$

$$n = \frac{48}{1 + 48(0.1)^2} \Rightarrow \frac{48}{1 + 0.48} \Rightarrow \frac{48}{1.48} \Rightarrow n = 32$$

KsTU:

$$N = 64$$

$$n = \frac{64}{1 + 64(0.1)^2} \Rightarrow \frac{64}{1 + 0.64} \Rightarrow \frac{64}{1.64} \Rightarrow n = 39$$

Table 3.1: Categories of respondents

Enrollment List (2018/2019)	Current Students List	Dropped out students	Sampled Size
<u>ATU</u>			
HND 1: 182	182	–	
HND 2: 267	244	23	
HND 3: 220	195	<u>25</u>	32
		<u>48</u>	
<u>KsTU</u>			
HND 1: 140	130	10	
HND 2: 130	107	23	
HND 3: 155	124	<u>31</u>	<u>39</u>
		<u>64</u>	<u>71</u>

3.5 Research Instrument

Two instruments were used for the study.

- A. Interview schedule was used for the examination officers; this was made up of semi-structured questions to answer research question two (2). The aim was to collect data on the institution the examination officers were working in, their position apart from being an examination officer, their perception or the reason behind student's decision to pursue Fashion and Textiles, factors that influences the students to drop out and the number of students that were admitted and graduated within three consecutive years in the technical university.
- B. Questionnaire was used for students to answer research questions 1, 3 and 4. This was subdivided into four and entailed dichotomous/close-ended questions with Likert scale, and open-ended questions. The respondent's degree of agreement or disagreement with the questions/statements asked was determined using a Likert scale. Where 1= Strongly Disagree, 2= Disagree, 3=Not sure, 4=Agree, and 5=Strongly Agree.

Section A covered the biographical data of respondents in respect to age group, gender, marital status, and institution attended.

Section B covered student's reasons for pursuing Fashion and Textiles in the Technical University. This section had nine items which were to improve quality of education, to increase job opportunities, salary argumentation, personal growth, to acquire new skills, to help family out financially after school, advancement in the academic filed, to disprove people who underestimate them and to improve communication.

Section C was about the influential factors for Fashion and Textiles student's decisions to enroll in the Technical University. It had 12 items which includes the reputation of Technical University, institutions internet presentation, the diversity of program, discover knowledge, the accessibility of transportation, job prospect, environmental factors, socio –economic factors, availability and access to funding, parental influence and instructional approaches of teachers.

Section D looked at factors that influence Fashion and Textiles student's decision to leave prior to completion in the Technical University. It had 17 items which were insufficient financial aid, student's frustration with learning, school location, incorrect career choice, dissatisfied with education, low academic progress, stress/depression, personal attribute, inadequate academic support, false expectation of curriculum, academic workload, part time enrollment, students level of motivation, verbal and physical learning styles the sense of isolation attached to learning outcome and others.

Details of the interview schedule and questionnaire are included in Appendices 1 and 2 of the study.

3.6 Validity and Reliability of Research Instrument

Cronbach Alpha was used to measure the questionnaire's internal consistency and reliability. Validity is a broad concept that refers to the suitability and accuracy of a research procedure. In measurement procedures, validity refers to an instrument's ability to measure what it was designed to measure, as well as the amount to which the researcher has measured what he intended to measure (Smith, 1991). The logical link between the questions and the study's objectives is used to determine whether or not an instrument is measuring what it is supposed to. In terms of validity, the

researcher ensured that each question or item on the study instrument has a logical relation to a goal, which is referred to as face validity. Again, the items and questions encompass the entire spectrum of the topic that will be tested, and content validity refers to the examination of an instrument's items in this regard (Kumar, 2011). Furthermore, the problem was well-balanced in terms of coverage, with each component well-represented in the questions or items.

A research tool is said to be dependable if it is constant and steady, and thus predictable and accurate. According to Kumar (2011), the greater the consistency and stability of an instrument, the more reliable it is. Therefore, in measuring the reliability a pilot study was conducted on sixteen (16) students from Takoradi Technical University to check for reliability. A Cronbach alpha test was then used after the pilot study to measure the reliability of the questionnaire. Its values range from 0 to 1. A value of 1 is the highest value, suggesting perfect internal consistency. Nonetheless, a Cronbach Alpha value greater than 0.7 is described as reliable.

On the other hand, in checking the trustworthiness of the interview schedule, the researcher used member checks. This is where the recorded interview was read back to the interviewees for confirmation.

3.7 Data Collection

A questionnaire and an interview schedule were used to collect data. The study used a questionnaire to collect data from 71 selected dropped out students of Kumasi Technical University and Accra Technical University in Kumasi and Accra respectively. The researcher administered the questionnaire through Google form to some of the respondents while the remaining respondents that were not able to access the Google forms had the questionnaire personally administered to them personally in

at their own convenience. Also, two (2) examination officers from Fashion and Textiles department in both Technical universities were interviewed on their various campus. With the secondary data, past records of enrollment and graduation records were collected from the various Examination officers and used to assess the level of attrition. The entire data collection lasted for three months. The researcher briefed the respondents about the purpose of the study by seeking their consent.

3.8 Data Analysis

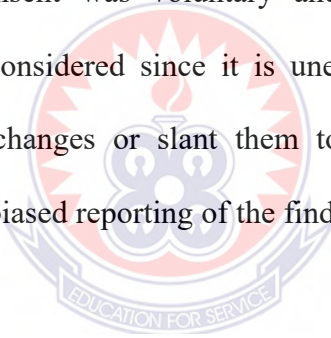
In analysing the data quantitatively, the researcher organized the data for research question 1,3 and 4 by sorting and coding it in the Statistical Package for Social Sciences Database. There are different software for data processing; however, the most used software for primary sourced data is the Statistical Package for Social Sciences (SPSS Version 20.0). This was used for the descriptive statistics like frequencies and percentages, and the findings were displayed in tables and figures in answering research 1.

Also, Factor analysis was used to rank factors influencing students' decision to enroll into fashion and textiles program as well as factors influencing students' decisions to leave prior to the completion of the course. The hypothesis was tested using the Pearson Correlation analysis to test for the relationship between variables.

The interview was also analysed qualitatively using the thematic approach under enrollment reasons and attrition reasons in the initial stage and attrition prior to completion. This study was a mixed study and as such, the research questions were design to suit it.

3.9 Ethical Consideration

Ethics is a code of conduct that governs the research work. According to Kumar (2011), ethical behaviour is the code of conduct that governs the way research is carried out. In respect to this research work, two ethical issues were considered. The consent of the participants who were included in the sample was sought. Consent simply implies that the participants were completely informed about the type of information required, why it is required, the purpose, how they would be expected to engage in the study, and how it would directly affect them. To address this ethical concern, care was made to ensure that participants were competent to give their consent, that sufficient information was supplied to allow for a rational decision, and that the participants' consent was voluntary and non-coerced. Again, incorrect reporting was critically considered since it is unethical for a researcher to report findings in a way that changes or slant them to serve someone else's interest. Therefore, correct and unbiased reporting of the findings was reported to represent the real facts on the ground.



CHAPTER FOUR

RESULTS/FINDINGS AND DISCUSSION

4.1 Overview

The study's results/findings, as well as their interpretation and discussion, are presented in this section. It was presented in different sections with a focus on demographic data of respondent, as well as those fashioned in accordance with the objectives of the research.

Specifically, reasons why students pursue fashion and textiles, students admitted and graduated within three consecutive years, factors influencing fashion and textiles students' decision to enroll into Technical universities, and factors leading to attritions.

4.2 Main Study

All the 73 respondents (HND students and Exams Officer) that participated in the study were selected from the Kumasi and Accra technical university. They were purposively selected because of their knowledge and experiences on the issues studied.

4.2.1 Demographic data of respondents

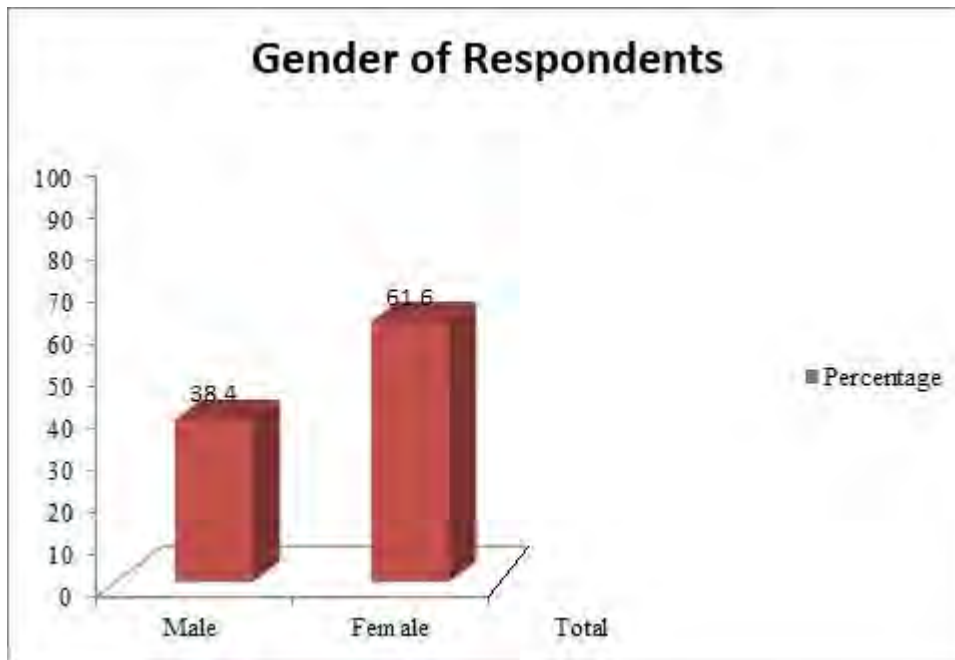


Figure 4.1: Gender of respondents

The demographic of the 71 participants who took part in the survey is depicted in Figure 4.1. This clearly revealed the female dominance in the Fashion and Textiles programme of the Technical universities.

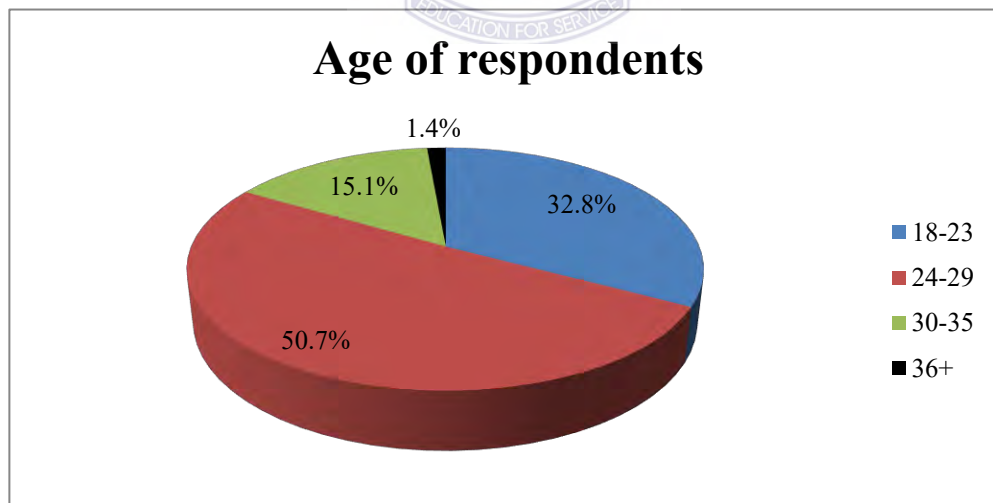


Figure 4.2: Age range of respondents

From Figure 4.2, it can be deduced that majority of the respondents representing 50.7% were within the age range of 24 to 29 years. Also, 32.8% of the respondents

constituted the young age bracket of 18 to 23 years. The remaining respondents, who made up 15.1% and 1.4% of the total, were between the ages of 30 and 35, and 36 and above, respectively.



Figure 4.3: Marital status of respondents

Considering the illustration in Figure 4.3 above, majority of the respondent (61.6%) were single and 38.4% of the respondents were married. None of the respondent was widowed, divorced or co-habiting.

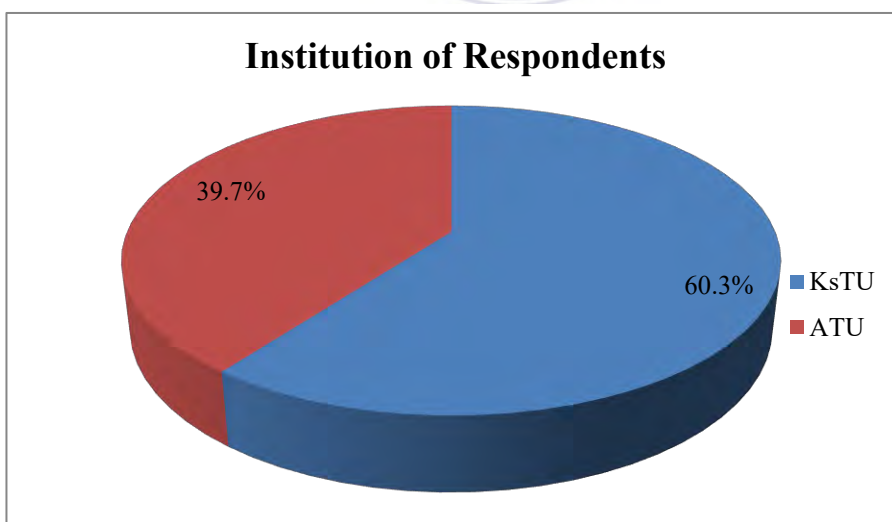


Figure 4.4: Institution of respondents

Figure 4.4 displays the various institutions or Technical University each of the 71 respondents was selected from to participate in the study. The above Figure revealed

that 60.3% of the respondents were selected from the Kumasi Technical University while 39.7% of the respondents were from the Accra Technical University. Most of the respondents were selected from the Kumasi Technical University because of their availability and convenient to the researcher.

4.2.2 Reasons for pursuing fashion and textiles in the Technical University

In answering this research question, the researcher sought the views of respondents on possible reasons to pursue Fashion and Textiles in the Technical universities. Their views were analysed into frequency and percentages as presented in Table 4.1



Table 4.1: Reasons/goals for pursuing Fashion and Textiles

Item	SD	Responses					Total
		D	NS	A	SA		
1 Q5. To improve quality of profession	Frequency (F)	1	9	7	24	30	71
	Percent (%)	1.40	12.70	0.9	33.80	42.30	100.00
2 Q6. To increase job opportunities	Frequency (F)	1	3	3	16	48	71
	Percent (%)	1.40	4.20	4.20	22.50	67.60	100.00
3 Q7. Salary augmentation	Frequency (F)	3	5	10	32	21	71
	Percent (%)	4.20	7.00	14.10	45.10	29.60	100.00
4 Q8. To advance personal growth	Frequency (F)	4	5	7	26	29	71
	Percent (%)	5.60	7.00	9.90	36.60	40.80	100.00
5 Q9. The need to acquire useful skills	Frequency (F)	0	0	4	25	42	71
	Percent (%)	0.00	0.00	5.60	35.20	59.20	100.00
6 Q10. To help family out financially after I complete the university	Frequency (F)	9	7	6	24	25	71
	Percent (%)	12.70	9.90	8.50	33.80	35.20	100.00
7 Q11. Advancement in the academic field enrolled in	Frequency (F)	4	8	6	32	21	71
	Percent (%)	5.60	11.30	8.50	45.10	29.60	100.00
8 Q12. To disprove people who underestimate me	Frequency (F)	8	9	12	25	17	71
	Percent (%)	11.30	12.70	16.90	35.20	23.90	100.00
9 Q13. To improve communication	Frequency (F)	3	8	11	33	16	71
	Percent (%)	4.20	11.30	15.50	46.50	22.50	100.00

Source: Field Survey, 2021

NB: SD= Strongly Disagree, D= Disagree, NS= Not Sure, SA= Strongly Agree

The first response of respondents in Table 4.1 shows that vast number of the respondents representing 30 (42.30%) strongly agreed and are of the opinion that their goal or reason for pursuing fashion and Textiles at the Technical University is to improve quality of profession. Also, it was revealed that 24 (33.80%) of the respondent agreed to the assertion or the goal mentioned above, whereas 9 (12.70%) and 1 (1.40%) disagreed and strongly disagreed respectively. The remaining 7 (0.90%) were not sure of the reason or goal for pursuing Fashion and Textiles at the technical university. This suggests that most of the respondents (76.10%) that took part in the study agreed with the afore mentioned goal or reason for pursuing Fashion and Textiles in the two technical universities.

When the researcher sought for the responses of respondents on whether their goal for pursuing Fashion and Textiles is to increase their prospect in job opportunities, findings showed in Table 4.1 that majority of the respondents 48 (67.60%) agreed and also the remaining respondents representing 16 (22.50%), 3 (4.20%), 3 (4.20%), 3 (4.20%), and 1 (1.40%) strongly agreed, were not sure, disagreed and strongly disagreed respectively. This openly indicates that 64 (90.10%) of the respondents consider the increase prospect of job opportunities as their major goal or reason for pursuing Fashion and Textiles at the Technical University.

The third goal or reason asked the respondents as depicted in Table 4.1 was whether salary augmentation could be influential in determining their decision to pursue Fashion and Textiles at the Technical University. The findings revealed that 32 (45.10%) of the respondents agreed and 21 (29.60%) of them strongly agreed. About 10 (14.10%) of the respondents were not sure, while the remaining 5 (7%) and 3 (4.20%) of the respondents disagreed and strongly disagreed respectively. This

indicates that a greater number of the respondents representing 53 (74.70%) viewed salary augmentation as a reason or their goal for pursuing Fashion and Textiles at the Technical University. Although 10(14.10%) of the respondents were not sure of this, the findings as shown in Table 4.1 above supports the assertion.

From Table 4.1, 29 (40.80%) and 26 36.60%) of the respondents strongly agreed and agreed respectively that their reason or goal for pursuing Fashion and Textiles at the Technical University was to advance their personal growth. Hence, it suggested that 55 (77.40%) respondents supported this assertion. However, the remaining 7 (9.90%), 5 (7.00%), and 4 (5.60%) of the respondents were not sure, disagreed and strongly disagreed respectively with this assertion.

The study further sought the views of respondents on whether the need to acquire useful skills was a reason or goal for pursuing Fashion and Textiles. Table 4.1 shows that 42 (59.20%) and 25 (35.20%) of the respondents strongly agreed and agreed respectively with this assertion. This represents an overwhelming confirmation that 67 (94.40%) of the respondents consider the need to acquire useful skills as the ultimate aim for pursuing Fashion and Textiles at the Technical University.

Table 4.1 continued to seek the views of respondents on their reasons or goals for pursuing Fashion and Textiles. Findings suggested that 25 (35.20%) and 24 (33.80%) of the respondents strongly agreed and agreed respectively to the assertion that their reason or goal for pursuing Fashion and Textiles was to help their families out financially after completing their technical university education. On the other hand, 9 (12.70%) and 7 (9.90%) of the respondents strongly disagreed to this assertion. The remaining 6 (8.50%) of the respondents were not sure. This implies that 49 (69%) of the respondents held or consider their ability to be able to help their families out

financially after completing the university as their reason or goal for pursuing Fashion and Textiles at the Technical university.

Also, Table 4.1 revealed advancement in the academic field enrolled in as the reason why the Fashion and Textiles students pursued the programme. As indicated in Table 4.1, 32 (45.10%) and 21 (29.60%) of the respondents agreed and strongly agreed respectively to the assertion. However, 8 (11.30%) and 4 (5.60%) of the respondents disagreed and strongly disagreed respectively that their reason for pursuing Fashion and Textiles was for advancement in their chosen academic field. Further findings suggested that 6 (8.50%) of the respondents were not sure of this assertion.

From Table 4.1, the respondents' opinions were gathered on whether their reason or goal for pursuing Fashion and Textiles was meant to disprove people who underestimate them. The findings revealed that 42 (59.10%) of the respondents held or agreed to this reason whereas, 17(24%) of the respondents completely disagreed with this reason. Nonetheless, 12(16.90%) of the respondents were not sure of this as a reason for pursuing Fashion and Textiles at the Technical university. Most responses on this assertion support this as one of the main reasons why students pursue Fashion and Textiles at the Technical university level.

Table 4.1 further revealed that 16(22.50%) and 33(46.50%) of the respondents strongly agreed and agreed respectively that Fashion and Textiles students pursued the programme for purposes of improving their level of communication. Contrarily, 11(15.50%) of the respondents were not in agreement with or sure of this assertion for being the reason why they pursued the programme at the initial stages. It can be concluded that 49(69%) of the respondents considered the improvement of communication as an important reason for pursuing Fashion and Textiles.

4.2.3 Students who graduated Fashion and Textiles programme within three consecutive sessions in Technical University

To answer the question, an interview was organized and information data collected from two Examination Officers of the two selected technical universities. The information is presented in Table 4.2.

Table 4.2: Enrollment and graduated students for 2014/2015, 2015/2016 & 2016/2017

Selected TUs	2014/2015 Enrollment	2017/2018 Graduates	2015/2016 Enrollment	2018/2019 Graduates	2016/2017 Enrollment	2019/2020 Graduates
KsTU	146	82	126	53	125	57
ATU	127	109	155	131	160	138

Source: Examination Office

Considering the secondary data obtained from the Examination Officers of the selected Technical universities (TUs), Table 4.2 reveals a drop in the number of students that graduated from each academic year. For the 2017/2018 academic year for instance, there was a drastic drop in the list of Fashion and Textiles graduates from the Kumasi Technical University as out of the 146 students that were admitted into the programme in 2014/2015; 82 were able to graduate.

4.2.3.1 Enrollment

In an interview with the Examination Officer in KsTU, he said:

“Per the data received from the ICT Department, 146 students were enrolled into the Fashion and Textiles HND programme in 2014/2015. In 2015/2016 academic year, 126 were admitted. Lastly in 2016/2017 academic year, 125 students were admitted into the programme”.

The ATU Examination Officer revealed that:

“A lot of people enroll in the HND Fashion and Textiles programme but those who normally complete are few. In 2014/2015 academic year 127 students enrolled onto the programme. Also, in 2015/2016

academic year, 155 students enrolled, but in 2016/2017 academic year, 160 students were admitted”.

4.2.3.2 Attrition

With regards to reasons why students leave prior to completion in all these three consecutive academic years, the Examination Officer from KsTU lamented that:

“Most students leave because of financial issues, because practical courses are expensive and as such most students find it difficult in buying their practical materials for practical works which intern frustrate most students to dropout in the process. Out of the 146 students enrolled into the Fashion and Textiles HND programme in 2014/2015 academic year, only 82 graduated in the 2017/2018 academic year. In 2015/2016 academic year, 126 were admitted but only 53 Graduated in the 2018/2019 academic year. Lastly in 2016/2017 academic year, 125 students were admitted but only 57 graduated in 2019/2020”.

ATU Examination Officer however stated that:

“Students leave because of the background they enroll into the program with. For example, a student who read a business program in the senior high and decided to pursue Fashion and Textiles at the technical university easily get discouraged and leave because of the nature of the course which is art inclined. Since drawing is an important aspect in fashion, every student is expected to know something about it and because drawing and illustration is mandatory it turns to put students without the art background off thereby forcing many to leave even though the interest of reading fashion may be there, but the art background is also an important factor since one cannot do fashion without drawing and illustration”.

He further elaborated that:

“In 2014/2015 academic year 127 students enrolled onto the programme but only 109 students graduated in the 2017/2018 academic year. Also, in 2015/2016 academic year, 155 students enrolled but only 131 graduated in the 2018/2019 academic year. Finally, in 2016/2017 academic year, 160 students were admitted but only 138 graduated after three years”.

4.2.3.3 Determinants of attrition

In addressing the factors influencing student decision to leave prior to the completion of the Fashion and Textiles programme as shown in Table 4.7, the Examination Officer from KsTU stated that:

“Some factors why students leave school without completing is enormous, as most of the students upon hearing Fashion and Textiles perceive that the course is solely about sewing but when they enroll and realize there are other courses involved they get discourage and leave. Also, some of the students also enroll without any fashion background and therefore has no knowledge in fashion and that makes them easily discouraged when they enroll. Again, the lack of lectures motivation and financial problem is another factor since it’s a practical course and the program involves a lot of buying in order to be able to finish assignments and practical works. And because some students find it so difficult in getting the funds they decide to leave”.
(FIELD DATA 2021)

According to the Examination officer from ATU:

“Student attrition is becoming a canker that need to be dealt with. Students leave their course due to several factors. But I think the root factors influencing attrition here are the lack of intrinsic motivation on the part of students to pursue the course to completion, and the poor academic performance of students during their first year of study discourage them from pursuing the course further.

4.2.4 The influential factors for Fashion and Textiles student’s decision to enroll in the Technical University

Factor analysis was used to rank factors impacting students' decisions to enroll in the Fashion and Textiles program at Technical universities in order to address this study issue.

4.2.4.1 Factor analysis

The leading stage in Factor analysis is to produce a correlation matrix to describe if the research variables are connected and if that is the case, to what extent. According to Tabachnick and Fidell (2001), factor analysis will not be appropriate to use if there

is no single correlation exceeding 0.30. The correlation matrix in Table 4.3 below discloses the relationships of all 12 variables in this study aimed at determining the factors influencing students' decisions to enroll in the Fashion and Textiles programme in the Technical University. The Correlation Matrix revealed 87 significant correlations, representing 60.42% of the total number of correlations tested. The correlation matrix produced a significant number of correlations portraying the appropriateness factor analysis as a statistical tool for ranking or grading the factors. The factors tested were the reputation of the Technical university (Q14); Institution's social media outlook (Q15); the diversity of study programme (Q16); To discover knowledge (Q17); Quality of education (Q18); the accessibility of transportation to university premise (Q19); Jobs prospects or employment opportunities (Q20); Gender and environmental factors (Q21); Socio-economic factors (Q22); availability and access to funding or financial support (Q23); parental influence (Q24); and instructional approaches of teachers (Q25). For that matter, the commonalities, total variance explained, component matrix, and Varimax rotated component matrix were produced to further categorise or grade these factors.

Table 4.3: Correlation Matrix

	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Q14	1.000	0.693	0.827	0.631	0.591	0.135	0.264	0.388	0.081	0.307	0.537	0.481
Q15	0.593	1.000	0.530	0.391	0.386	0.609	0.351	0.247	0.554	0.771	0.698	0.747
Q16	0.627	0.530	1.000	0.262	0.703	0.341	0.782	0.370	0.830	0.327	0.223	0.822
Q17	0.431	0.391	0.262	1.000	0.503	0.807	0.398	0.304	-0.231	0.084	0.201	0.537
Q18	0.291	0.786	0.703	0.503	1.000	0.041	0.181	0.270	-0.150	0.612	0.411	0.072
Q19	0.135	0.809	0.141	0.707	0.041	1.000	0.889	0.503	0.619	-0.099	-0.113	0.160
Q20	0.364	0.851	0.582	0.398	0.181	0.089	1.000	0.436	0.990	0.443	0.606	0.619
Q21	0.488	0.447	0.370	0.304	0.000	0.103	0.436	1.000	0.536	0.716	0.829	0.568
Q22	0.781	0.154	0.030	-0.031	-0.150	0.119	0.090	0.136	1.000	0.377	-0.078	0.784
Q23	0.307	0.371	0.127	0.084	0.112	-0.099	0.543	0.116	0.377	1.000	0.000	0.081
Q24	0.037	0.098	0.623	0.801	0.211	-0.113	0.206	0.229	-0.078	0.000	1.000	0.884
Q25	0.581	0.447	0.822	0.237	0.072	0.160	0.119	0.268	0.284	0.081	0.084	1.000

Source: Field Survey, 2021

To extract the commonalities seen in Table 4.4, the Principal Components Analysis was used. The higher the communality, the more reliable it is as an indicator. According to MacCallum et al. (1999), it is vital for the mean level of commonality to be at least 0.70 and for communalities not to fluctuate over a wide range. The study finding revealed that the mean commonality for the twelve (12) variables under the factors affecting students' decisions to enroll in Fashion and Textiles in the Technical university is 0.70. Factors such as to discover knowledge, quality of education, availability and access to funding or financial support, and parental influence were categorized with a mean level of 0.70.

Table 4.4: Communalities

Factor	Initial	Extraction
Q14. The reputation of the Technical University	1.000	0.599
Q15. Institution's internet presentation especially on social media (Instagram, Facebook and Snapchat)	1.000	0.675
Q16. The diversity of study/programme	1.000	0.683
Q17. Discover knowledge	1.000	0.770
Q18. Quality of education	1.000	0.786
Q19. The accessibility of transportation to the university premise	1.000	0.684
Q20. Jobs prospects or Employment opportunities	1.000	0.667
Q21. Gender and environmental factors	1.000	0.685
Q22. Socio-economic factors	1.000	0.645
Q23. Availability and access to funding or financial support.	1.000	0.789
Q24. Parental influence	1.000	0.804
Q25. Instructional approaches of teachers	1.000	0.655

Source: Field Survey, 2021

Table 4.5 shows the total variance portrayed by each of the extracted components. A component is distinguished by all the distinction in each of the variables. Communalities reflect the extent to which a particular variable enters into the factors.

Except for the first component, all variables are standardized, with the maximum variance set to 1.0. The eigenvalue reveals the amount of variance explained by the component. According to Kaiser (1958), a component with an eigenvalue of 1.0 or more should be integrated in the analysis. From Table 4.5 below, four (4) components had an eigenvalue of more than 1.0 explain almost 57.76% of the total variance. It can be recommended that the greater percentage of the total variance explained signifies the existence of a significant relationship among the variables under study.

Table 4.5: Total variance explained

Component	Initial Eigenvalues		Cumulative %
	Total	% of Variance	
1. The reputation of the Technical University	3.053	25.445	25.445
2. Institution's internet presentation especially on social media (Instagram, Facebook and Snapchat)	1.501	12.507	37.953
3. The diversity of study/programme	1.215	10.121	48.074
4. Discover knowledge	1.163	9.690	57.764
5. Quality of education	0.997	8.306	66.070
6. The accessibility of transportation to the university premise	0.827	6.890	72.960
7. Jobs prospects or Employment opportunities	0.719	5.995	78.955
8. Gender and environmental factors	0.662	5.520	84.475
9. Socio-economic factors	0.608	5.063	89.538
10. Availability and access to funding or financial support.	0.519	4.328	93.866
11. Parental influence	0.393	3.273	97.138
12. Instructional approaches of teachers	0.343	2.862	100.000

Source: Field Survey, 2021

Table 4.6 presents the Component Matrix. Ideally, each variable should be measured exclusively to one component but the study revealed Q19, Q21, Q24, and Q25 measured more than one component. The table shows that Qu14, Qu15 Qu16, Qu 22

also measured to one component but had an extraction less than 0.70 which render them insignificant. As a result, variables with more than 1-factor loading are referred to as cross-loading and as such are insignificant (MacCallum et al. 1999). Nonetheless, Table 4.6 further shows four (4) variables (Q18, Q21, Q19, and Q24) portraying significant relationship or correlation. Based on this finding, the study further employed the Varimax rotation matrix to interpret these significant factors in Table 4.7.

Table 4.6: Component matrix

Variable	Component			
	1	2	3	4
Q17. Discover knowledge	0.705			
Q20. Jobs prospects or Employment opportunities	0.733			
Q21. Gender and environmental factors	0.624			-0.465
Q15. Institution's internet presentation especially on social media (Instagram, Facebook and Snapchat)	0.622			
Q14. The reputation of the Technical University	0.572			
Q16. The diversity of study/programme	0.528			
Q22. Socio-economic factors	0.508			
Q18. Quality of education		0.776		
Q23. Availability and access to funding or financial support			0.873	
Q19. The accessibility of transportation to the university premise			0.603	0.472
Q25. Instructional approaches of teachers	0.368	0.392	0.406	
Q24. Parental influence		-		-0.565
	0.345	0.402		

Source: Field Survey, 2021

The four (4) significant components identified in Table 4.6 were rotated using Varimax software to generate an orthogonal solution revealed in Table 4.7. Comrey

and Lee (1992) asserted that the acceptable loading for valid interpretation should be 0.30 or greater. Despite the unavailability of a more standardized criterion for drawing conclusion, higher loading is normally preferable and appropriate. In view of this, Comrey and Lee (1992) presented a criterion for interpreting loadings:

0.71=excellent, 0.63=very good, 0.55=good, 0.45=fair and 0.32=poor. On that basis, variables with excellent or very good scores suggest that valid conclusion can be drawn that such factors have significant influence on students' decisions to enroll in Fashion and Textiles programme at the Technical University.

In the rotated factor matrix showed in Table 4.7, three (3) variables showed a significant loading as they had loading exceeding 0.70. On the other hand, one (1) factor exhibited no significant loading on the four components analyzed. On that basis, it obviously suggests that a significant correlation does not exist between this one (1) factor and the three (3) influencing factors determining students' decisions to enroll into the Fashion and Textiles programme at the Technical University. For the matter, this factor (discover knowledge) was an insignificant factor in determining students' decisions to enroll into Fashion and Textiles.

Table 4.7: Varimax rotated component matrix

Variable	Component			
	1	2	3	4
Q20. Jobs prospects or Employment opportunities	0.563			
Q18. Quality of education		0.828		
Q17. Discover knowledge	0.359			0.686
Q23. Availability and access to funding or financial support			0.841	

Source: Field Survey, 2021

4.1.5 Factors that influence Fashion and Textiles student's decision to leave prior to completion in the Technical University

Factor analysis was used here to answer this research question. The data collected sought to ascertain the factors influencing Fashion and Textiles students' decisions to leave prior to completing their programme at the Technical University.

The correlation matrix in Table 4.8 shows the relationships of all 17 variables in the upper limit in this study meant at determining the factors influencing students' decisions to leave prior to completion of their programme. The Correlation Matrix revealed 163 significant correlations, representing 56.40% of the total number of correlations tested. The correlation matrix generated a substantial number of large correlations, implying that factor analysis is a reliable statistical approach for rating these factors. A score exceeding 0.30 shows a significant correlation. As a result, the commonalities, total variance explained, component matrix, and Varimax rotated component matrix were produced to further rank these factors.

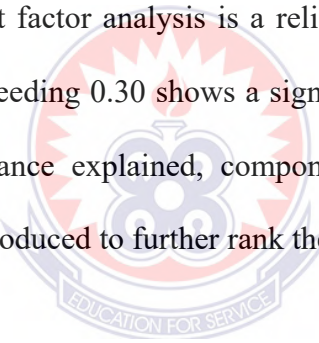


Table 4.8: Correlation Matrix

	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42
Q26	-	-.126	.740	0.669	.842	.430	.625	-.139	.482	-.010	.681	.391	.668	.312	.035	-.152	.438
Q27		-	.732	.881	.504	.682	.699	.612	.372	.674	.333	.021	.420	.505	.065	-.044	.841
Q28			-	.775	.669	.836	-.028	.609	.773	.484	-.110	.501	-.066	-.032	.361	.308	-.082
Q29				-	.944	.300	-.038	.701	.193	.216	-.486	.651	.391	.664	.002	.785	-.315
Q30					-	.750	-.065	-.109	.541	.703	-.004	-.027	-.086	-.007	.358	-.030	-.212
Q31						-	.885	.559	.687	.265	.650	.191	.356	.236	.158	.398	-.198
Q32							-	.778	.841	.432	.378	.822	.243	.376	.545	-.052	-.032
Q33								-	.014	-.068	.057	.237	.189	.003	.195	.852	.661
Q34									-	.364	.152	.335	.325	.329	.042	.542	.344
Q35										-	.374	.020	.574	.196	.813	-.052	.548
Q36											-	.730	.164	.610	.202	-.344	.318
Q37												-	.376	.496	.769	.634	.659
Q38													-	.326	.304	.024	.015
Q39														-	.522	.442	.378
Q40															-	-.108	.707
Q41																-	-.042
Q42																	-

Source: Field Survey, 2021



The Principal Components Analysis was used to extract the communalities showed in Table 4.9. The variance accounted for by all extracted factors is described by the communality of a variable. The higher the communality, the more reliable it is an indicator. According to MacCallum et al. (1999), it is required for the mean level of commonality to be at least 0.70 and for communalities not to vary over a wide range. Finding from the study showed that the mean commonality for the seventeen (17) variables representing the factors influencing students' decision to leave the Fashion and Textiles programme prior completion is 0.71. Factors such as the Insufficient Financial Aid/funding; Students frustration with instruction and learning results; Incorrect career choice; Low academic progress/Poor First Semester GPA; Personal attribute such as procrastination; Inadequate academic support; False expectation of curriculum content; Student level of motivation; and unsatisfactory expectation of University experience had an extraction of 0.70 and above.

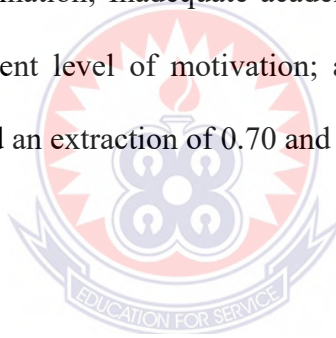


Table 4.9: Communalities

Variable	Initial	Extraction
Q26. Insufficient Financial Aid/funding	1.000	0.771
Q27. Students frustration with instruction and learning results	1.000	0.770
Q28. School location	1.000	0.640
Q29. Incorrect career choice	1.000	0.772
Q30. Dissatisfied with Education	1.000	0.636
Q31. Low academic progress/Poor First Semester GPA	1.000	0.787
Q32. Stress/Depression	1.000	0.623
Q33. Personal attribute such as procrastination	1.000	0.807
Q34. Inadequate academic support	1.000	0.723
Q35. False expectation of curriculum content	1.000	0.789
Q36. Academic workload	1.000	0.579
Q37. Part-time enrollment	1.000	0.688
Q38. Student level of motivation	1.000	0.828
Q39. Verbal and physical learning styles	1.000	0.621
Q40. The sense of isolation attached to learning alone	1.000	0.692
Q41. Unsatisfactory expectation of University experience at the Fashion Department	1.000	0.729
Q42. Work commitment had negative impact on my performance	1.000	0.659

Source: Field Survey, 2021

Table 4.10 shows the total variance described by each of the extracted components. All of the peculiarities in each of the variables distinguish a component. Each variable is standardized, with a maximum variance of 1.0 for each. The eigenvalue signifies the amount of variance explained by the component. Kaiser (1958) affirmed that a component that has an eigenvalue of 1.0 or more should be included in the analysis. From Table 10, six (6) components had an eigenvalue of more than 1.0 explain approximately 60.84% of the total variance. The higher the percentage of the total variance explained, the stronger the relationship among the group of variables studied.

Table 4.10: Total variance explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1. Insufficient Financial Aid/funding	3.153	18.546	18.546
2. Students frustration with instruction and learning results	1.864	10.965	29.511
3. School location	1.589	9.345	38.856
4. Incorrect career choice	1.393	8.196	47.053
5. Dissatisfied with Education	1.198	7.045	54.097
6. Low academic progress/Poor First Semester GPA	1.147	6.744	60.842
7. Stress/Depression	0.999	5.876	66.718
8. Personal attribute such as procrastination	0.946	5.568	72.286
9. Inadequate academic support	0.918	5.401	77.687
10. False expectation of curriculum content	0.826	4.859	82.547
11. Academic workload	0.655	3.854	86.400
12. Part-time enrollment	0.542	3.188	89.589
13. Student level of motivation	0.499	2.935	92.524
14. Verbal and physical learning styles	0.386	2.272	94.796
15. The sense of isolation attached to learning alone	0.373	2.192	96.988
16. Unsatisfactory expectation of University experience at the Fashion Department	0.290	1.704	98.692
17. Work commitment had negative impact on my performance	0.222	1.308	100.000

Source: Field Survey, 2021

Table 4.11 reveals the Component Matrix that is based on the principle that each variable should be measured specifically to one component. However, the Table reveals that factors Q38, Q39, Q31, Q29, Q36, Q28, Q27, Q33, Q30, Q32, and Q40 measures more than one component. Such variables with more than 1-factor loading are referred to as cross-loading and are usually not suitable for data analysis and interpretation (MacCallum et al., 1999). As a result, they were not significant and for that matter, the researcher did not use them. However, Table 4.10 reveals that six (6) variables (Q37, Q26, Q35, Q42, Q41, and Q34) show significant correlation. As a result, the Varimax rotation matrix was further used to interpret the 6 significant factors in Table 4.12.

Table 4.11: Component matrix

Variable	Component					
	1	2	3	4	5	6
Q34. Inadequate academic support	0.749					
Q38. Student level of motivation	0.646		-0.390			
Q39. Verbal and physical learning styles	0.620			-0.395		0.361
Q37. Part-time enrollment		0.859				
Q31. Low academic progress/Poor First Semester GPA	0.545					-0.300
Q35. False expectation of curriculum content				0.775		
Q29. Incorrect career choice	0.307	0.629				
Q36. Academic workload	0.362	-0.516				
Q41. Unsatisfactory expectation of University experience at the Fashion Department					0.708	
Q28. School location		0.473			0.383	
Q26. Insufficient Financial Aid/funding			0.822			
Q27. Students frustration with instruction and learning results	0.379		0.525			
Q33. Personal attribute such as procrastination	0.313	0.444	0.485			
Q30. Dissatisfied with Education			0.306	0.635		
Q42. Work commitment had negative impact on my performance						0.700
Q32. Stress/Depression	0.435				-0.455	
Q40. The sense of isolation attached to learning alone	0.452					0.505

Source: Field Survey, 2021

The six (6) components were further rotated using Varimax software to generate an orthogonal solution shown in Table 4.12. According to Stevens (2009), at least four loadings greater than 0.60, or at least three loadings bigger than 0.80, should be classified reliable components. With emphasis on this interpretation criterion, the study findings revealed that insufficient financial aid (Q26), inadequate academic support (Q34), part time enrolment (Q37), false expectation of curriculum content

(35), Work commitment had negative impact on my performance (Q42), and the unsatisfactory expectation of University experience at the Fashion Department (Q41) were the main factors influencing students' decisions to leave the Fashion and Textiles programme prior to completion. In the rotated factor matrix in Table 4.12, five (5) variables showed scores exceeding 0.70 and as a result, the conclusion drawn could be described to be valid and reliable. The finding is supported by literature from Medway and Penny (1994); Cao and Gabb (2006); Mansour et al. (2016).

Table 4.12: Varimax rotated component matrix

Variable	Component					
	1	2	3	4	5	6
Q37. Part-time enrollment	0.711	0.356				
Q26. Insufficient Financial Aid/funding		0.839				
Q34. Inadequate academic support			0.826			
Q35. False expectation of curriculum content				0.794		
Q42. Work commitment had negative impact on my performances					-0.760	
Q41. Unsatisfactory expectation of University experience at the Fashion Department						-0.844

Source: Field Survey, 2021

4.3 Results of the Hypothesis Tests

H₀: There is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out.

Table 4.13: Correlation between reasons/goals for pursuing Fashion and Textiles and factors that influence decisions to drop out

		Reasons/goals for pursuing Fashion and Textiles	Factors that influence decisions to drop out
Reasons/goals for pursuing Fashion and Textiles	Pearson Correlation	1	0.389**
	Sig.(2-tailed)		
	N	71	0.001
Factors that influence decisions to drop out	Pearson Correlation	0.389**	1
	Sig.(2-tailed)		
	N	71	0.001

**Correlation is significant at the 0.05 level (2-tailed).

A Pearson correlation analysis was conducted to examine whether there is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out. The result in Table 4.13 rather revealed that a significant and positive relationship exists ($r=0.389$, $N=71$, $p=0.001$). The correlation as depicted in the Table 4.13 is moderate in strength. It was further revealed that higher levels of student's reasons/goals for pursuing Fashion and Textiles were associated with higher levels of factors that influence student's decision to drop out of the Fashion and Textiles programme. Hence, the finding rejects the null hypothesis that there is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out.

Also, Appendix 3 provides detailed results of testing the relationships existing between student's various reasons/goals for pursuing Fashion and Textiles and factors that influences their decisions to drop out of the programme. The findings exposed some coefficients that do not support the hypothesized relationships as stated above. These findings rather signify how some of the students' reasons/goals for pursuing Fashion and Textiles greatly influenced their decision to drop out of the programme.

Students goal to improve quality of profession had a negative direct effect on school location as a factor influencing students' decision to leave prior to completion in both sampled groups ($r=-0.758$, $P<0.030$), but the effect was even stronger in cases of student that considered the possibility of increasing their chances in job opportunities sharing a significant relationship with personal attribute such as procrastination for causing student attrition i.e. ($r=0.861$, $P<0.028$). Students with the goal of helping family out financially after completing their Technical University education exhibited statistically significant relationship with attrition factors such as students frustration with instruction and learning results ($r=0.736$, $P<0.048$); stress/depression ($r=0.739$, $P<0.004$); and the sense of isolation attached to learning alone ($r=0.789$, $P<0.001$) i.e. .students with such goal or reason for pursuing Fashion and Textiles at the Technical University are swayed or frustrated by instruction and learning results, stress/depression, and the sense of isolation attached to learning alone to leave prior to completion of their Technical University education.

The goal of disproving people who underestimated students' decision to pursue Fashion and Textiles at the Technical University showed significant relationship with false expectation of curriculum content ($r=0.816$, $P<0.007$), verbal and physical learning styles ($r=0.84$, $P<0.017$), and the sense of isolation attached to learning alone ($r=0.802$, $P<0.010$) for being the cause of student drop-out in the Fashion and Textiles

programme at the Technical University. In disproving people who underestimated students' decision to pursue Fashion and Textiles goal, false expectation of curriculum content ($r=0.816$, $P<0.007$), verbal and physical learning styles ($r=0.84$, $P<0.017$), and the sense of isolation attached to learning alone ($r=0.802$, $P<0.010$) have positive significant relationship effect on student's decision to drop-out of the Fashion and Textile programme.

In the goal of improving communication as the reason for pursuing Fashion and Textile, false expectation of curriculum content ($r=0.820$, $P<0.006$) and student level of motivation ($r=0.880$, $P<0.018$) have a direct positive effect or relationship on students' decisions to drop out of the programme. Henceforth, the study suggested that there exists a statistically significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out of the programme pursued at the selected Technical Universities.

4.4 Discussion on Students Goals for pursuing Fashion and Textiles in a Technical University

The first research questions identified student's reasons/goals for pursuing Fashion and Textiles in the selected Technical Universities. The dominant motivational elements or reasons why students pursue Fashion and Textiles at the Tertiary level include intrinsic factors such as personal growth and extrinsic factors such as salary augmentation. Students also believe that it will help them succeed academically in the field in which they are enrolled. Furthermore, it improves the quality of a profession's professional development, as well as social development, through improving communication skills, which acted as an impetus for advanced education research (Arceno, 2018). The study investigated students' reasons/goals for pursuing Fashion

and Textiles in the Technical University. Data collected revealed that 94.40% of the students considered the need to acquire useful skills after completing their Technical University education as their ultimate goal for pursuing Fashion and Textiles at the Technical University. Other reasons cited by the respondents were salary augmentation (90.10%), to improve quality of profession (76.10%), to increase job opportunities (76.10%), to advance personal growth (74.70%), advancement in the academic field enrolled in (74.70%), to disprove people who underestimated them (59.10%), and to improve communication (69%). These reasons for pursuing higher education were put forward and supported by Arceno (2018), Knutsen (2011), Bui (2002), and Schmidt et al. (2014). According to Bui (2002), people pursue higher education to help their family out financially after the completion of their course. Schmidt et al. (2014) suggested that people pursue higher education to disprove people who underestimated them and also, their strongest motivation was to be able to support others in the future. The above-mentioned research' assertions agree with the findings of this investigation. According to Knutsen (2011), the most important extrinsic motivation for students to pursue further education was to improve their job prospects, whereas the most important intrinsic motivation was to progress their personal development in their careers. As a result, research question one addressed the pull factors that draw students from their homes into the Technical University to pursue Fashion and Textiles.

The reasons/goals for pursuing this programme have direct implication on determining the relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out. The matter in which Technical Universities value student's motives for pursuing Fashion and Textiles determine the kind of marketing strategies or retention strategies that will be

employed to curb student attrition rates. Henceforth, the finding for this research question goes a long way to disapprove the null hypothesis that there is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out

4.4.1 Discussion on Admitted and Graduated Fashion and Textiles Students

within three consecutive years

Research question two (s) answered the question on how many admitted students graduated Fashion and Textiles programme within three academic years in the selected Technical Universities? The answers elicited on this question established that there are high rates of student attrition rates in the Fashion and Textiles programme in the various Technical Universities in the country. The statistical data produced by the two interviewed exams officers set the foundation for answering the other three (3) research questions, as it present evidence on the number of students enrolled and graduated within the three academic years from 2014/2015, 2015/2016 to 2016/2017. It presents a broader view and better understanding on the student attrition rates among Fashion and Textiles students in the selected Technical Universities in the country. As a result, it better equipped the researcher with the ability to further ascertain the reasons/goals for pursuing Fashion and Textiles, the influential factors for Fashion and Textile student's decision to enroll, and the factors that influence Fashion and Textile student's decision to leave prior to completion in Technical University. It further contributes to refuting the null hypothesis there is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out, as the statistical data produced on student drop out is enough evidence on the high rates of student attrition.

Information gathered on the number of Fashion and Textiles students admitted and graduated for three consecutive sessions in the two selected Technical Universities from 2014/2015, 2015/2016 and 2016/2017 academic years revealed that there has been drops in the number of students that graduated from each academic year. Although the enrollment figures for the three consecutive academic years keeps fluctuating, Table 4.2 shows a continuous fall in the number of students that graduated in each academic year as compared to the number enrolled into the Fashion and Textiles programme of the two selected Technical Universities. The study finding revealed that academic workload, student expectation, and the pressure driven nature of the Fashion and Textiles programme discourage students and eventually influence their decision to abandon the course midway into it. According to Cao and Gabb (2006), low academic progress, part-time enrolment and non-residential status of students were the three main predictors of attrition. Mansour et al. (2016) also suggested that false expectations of the curriculum content and academic workload were major causes of students' attrition at the higher educational level. All these are in line with the study findings which suggest that student's attrition rate is becoming higher in the Fashion and Textiles course of the HND programme at the selected Technical Universities.

4.4.2 Discussion on factors that influences Fashion and Textiles students to enroll in the Technical University

This research question generated answers and identified the influential factors for Fashion and Textile student's decision to enroll in the selected Technical Universities. Factor analysis was used to rank the various influential factors swaying students' decisions. Despite the 12 factors analysed, 3 influential factors were ranked to be highly essential in influencing students' decision to enroll in the Fashion and Textiles

programme of the various Technical Universities. The Varimax rotated matrix in Table 4.7 revealed that factors such as quality of education, job prospect or employment opportunities, the availability and access to funding or financial support were the influential factors or indicators swaying Fashion and Textiles student's decision to enroll in the Technical University. Although the study considered other factors, the three (3) were considered to be paramount in swaying students' decisions to enroll in the Fashion and Textiles programme. One of the most important agents that were shown is the desire to learn new experiences. The factors identified here acknowledged the situations that contributed to students' decisions to enroll in the Technical University. They were the push factors that encouraged students to leave their homes to enroll into the programme.

Research question 3 serves as a precursor for buttressing students' reasons/goals for pursuing Fashion and Textiles, the factors that influence Fashion and Textile student's decision to leave prior to completion in Technical University, and in approving or disapproving the null of the kind of relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out.

4.4.3 Factors that influence Fashion and Textiles students' decision to drop out

Research question four (4) identified the various significant factors that influence Fashion and Textile student's decision to leave prior to completion in Technical University. The answers generated on this question provided a broader perspective and understanding on the issues pushing Fashion and Textiles student's decision to leave the course prior to completion. Findings from this question is used as an inference for supporting the decision for rejecting the null hypothesis that there is no

significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out.

The study finding revealed that insufficient financial aid/funding, inadequate academic support, false expectation of curriculum content, low academic progress/poor first semester GPA, and the unsatisfactory expectation of university experience at the Fashion Department were the main factors influencing students' decisions to leave the Fashion and Textiles programme prior to completion. In the rotated factor matrix in Table 4.12, five (5) variables indicated scores exceeding 0.70. However, the respondents mentioned other factors they described as influential in their decisions to leave prior to completion of the Fashion and Textiles programme, such as pregnancy, travelling outside the country, married engagement/marital problem, too much load, lack of counseling when a student fails in the semester exams, less practical, large student classroom size, and inappropriate lectures' teaching skills. Moodley and Singh (2015) opined that incorrect career choice, inadequate academic support and insufficient funding are primary factors that lead to student attrition. False expectations about the curriculum content, the image of nursing, and academic workload was also identified as factors affecting students' decisions to quit before completing their programs (Mansour et al., 2016).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Overview

The findings of the study highlight the most important findings in relation to the research questions. Conclusion firm up the researcher's views on the study findings. The last part of this chapter proposes recommendations for further studies and policy formulation and implementation.

5.2 Summary

The study examined the enrollment and attrition issues of Fashion and Textiles students in two selected Technical Universities of Ghana. It looked at the reasons/goals of students' decisions to pursue Fashion and Textiles; the number of Fashion and Textiles students admitted and graduated for three years from 2014/2015, 2015/2016 and 2016/2017 academic years; factors influencing students' decisions to enroll in a Technical University and leave prior to completion in their Technical University course of study. Snowball and Purposive sampling techniques were used to select 71 HND students and 2 Examination Officers respectively from the two selected Technical Universities in Ghana for the study. The 71 respondents were surveyed using a structured questionnaire. In addition, an interview guide was created and used to collect information from the two (2) Examination Officers of the selected Technical Universities. The collected data were analysed using descriptive statistics like frequencies and percentages and the results were presented in tables and figures. Moreover, factor analysis was used to rank factors influencing students' decisions to enroll and leave prior to the completion of the course they enrolled into. The

hypothesis was tested by using Pearson Correlation analysis to test for the relationship between variables. The study key findings of the study are stated below.

5.3 Findings

The key findings of the study are summarized as follows:

1. Students enroll into the Fashion and Textiles programme at the HND level with varied reasons and goals. The study revealed that the major reasons/goals of students' which cause them to decide to pursue Fashion and Textiles programme at the various Technical Universities in Ghana were the need to acquire useful skills, salary augmentation, to improve quality of profession, to increase job opportunities, to advance personal growth in the academic area they want to pursue, to disprove people who underestimated them, and to improve communication. These answers the research question one (1) and the findings can be directly associated with the goal theory. The proponent of goal theory clearly acknowledged the link between goals and performance. Goal-setting theory says that people who establish objectives are more likely to achieve them than people who do not. According to Locke and Latham (2002), goal specificity, difficulty, commitment, feedback, and task complexity all influence performance and goes a long way to determine student's reason to pursue a programme.
2. The number of students admitted to pursue Fashion and Textiles at the Technical universities from 2014/2015, 2015/2016 and 2016/2017 academic years all did not graduate. The study revealed that 82 out of the 146 students admitted and supposed to graduate in the 2017/2018 academic year in KsTU graduated. In ATU in 2017/2018 academic year, 109 out of the 127 students that were admitted in 2014/2015 graduated. The situation worsens in the

2018/2019 academic year as 53 out of the total admitted students of 126 in the 2015/2016 academic year to pursue Fashion and Textiles graduated from KsTU. Out of the 155 students admitted and supposed to graduate for the same programme at ATU, 131 graduated. The situation was not any better in the 2019/2020 academic year as 57 out of 125 and 138 out of 160 students that were admitted in 2016/2017 academic year graduated from KsTU and ATU respectively.

3. The key influential factors for Fashion and Textiles students' decision to enroll in the Technical University were identified to be the quality of education offered, the personal ambition to discover knowledge, and lastly, the availability and access to funding or financial support to aid in their training. This study finding supports Bean and Metzner's model of nontraditional student attrition (1985) which suggests that the endogenous factors of utility and practicality of getting a degree, student satisfaction with the educational experience, the student's commitment to the goal of completion, and the stress of attending college could influence enrollment and ensure student retention. Upon enrolling Tinto's interactional theory in 1987 highlights the necessity of college students to be involved in both learning and extracurricular activities, as well as forming relationships with both instructors and peers.
4. The most prominent influential factors that make students leave the programme prior to completion were insufficient financial aid/funding, inadequate academic support, false expectation of curriculum content, low academic performance, and the unsatisfactory students' expectations of the Fashion and Textiles programme at the Technical Universities. This finding from research question four (4) can be related to the Bean and Metzner's

(1985) attrition model which proposes that a student's attitude, conduct, and ambition to complete his or her academic endeavor are all vitally important to his or her college experience. Their further postulation that four factors such as background, organizational, environmental, attitudinal, and result influence a student's intention to drop out of college directly or indirectly supports the study finding.

5. The study finding rejected the null hypothesis that there is no significant relationship between student's reasons/goals for pursuing Fashion and Textiles and factors that influences their decision to drop out. This finding from the null hypothesis can be directly linked to Research question 1 and 4 and the conceptual framework as the conceptual framework established that the reasons for enrollment and factors influencing enrollment work sequentially to determine the numerous factors influencing attrition among fashion and textile students in the selected Technical Universities.

5.4 Conclusions

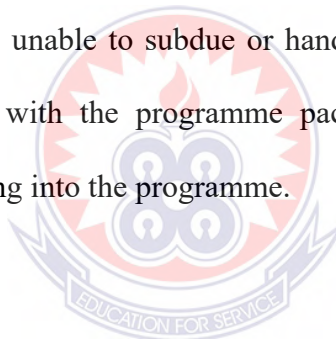
The survey revealed that students pursue Fashion and Textiles at the Technical University for a variety of reasons or purposes. Findings of the study revealed that the students' desire to pursue the Fashion and Textiles programme at the various Technical Universities in the country is borne out of personal reasons and ambition to pursue higher education and not necessarily due to the marketing abilities of the Technical Universities.

The statistical data on student enrollment covering three consecutive academic years were highlighted. The enrollment figures were very encouraging from the two (2) selected Technical Universities as both showed an appreciable increase in their

enrollment intake over the three (3) years period studied, that is 2014/2015, 2015/2016, and 2016/2017 academic years. Despite this, the university still see a decline in the number of students enrolled in the Fashion and Textiles program, causing significant concern. As a result, it is imperative for authorities and stakeholders concerned to consider adequately addressed all issues that contributes to attrition.

Although the reasons were critical to their ambitions, students' personal factors like the quality of education offered and others also contributed to the student's decision to enroll in the Technical University to read Fashion as a course of study.

It can be concluded that, quiet a number of them dropped out due to pertinent factors and challenges they were unable to subdue or handle and as a result attrite students were not fully satisfied with the programme package the Technical Universities offered them after enrolling into the programme.



5.5 Recommendations

The study however proposed the following recommendations:

1. The Governing Council of the Technical Universities should redesign their TVET policy to incorporate financial support and the provision of free equipment and tools to students during and after their training in the Fashion and textiles programme, in order to encourage and attract students across the various social diverse. This will boost student retention and help Technical Universities address the various factors and challenges influencing student attrition.
2. The Academic Board should make available the details of their programmes online to prospective students. As a result, the planning officer/protocol team

in the Technical Universities should make such pertinent information on their programmes available online as part of the admission application process.

3. It is further recommended that the Departments within the Fashion and Textiles programme of the various Technical Universities should consider modifying and improving the quality of their course content/curriculum by making it more practical, industry-centered rather than concentrating on most theory courses.
4. The Governing Council of the Technical Universities and TVET council should make the Fashion and Textiles Programme more affordable for all students alike.

5.6 Suggestions for Further Research

1. It is therefore suggested that future studies should tackle both student and teacher attrition in Ghana.
2. In addition, further studies should explore retention strategies aimed at reducing students' attrition in Technical Universities.
3. Further studies should investigate the gender dynamics affecting student attrition in Technical Universities across Ghana.

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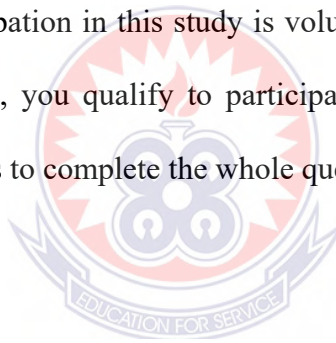
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APPENDIX 1

Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA

The purpose of this study is to assess the **“enrollment and attrition rate of fashion and textiles student’s in Technical Universities of Ghana”**. I am therefore, appealing for your support to complete the questionnaire below. The study is purely for academic purposes and the information will be kept confidential. Data collected for this study will not be personalized and as such, names of individual respondents would not be mentioned in any way during and after the analysis. The strict confidentiality of respondent is assured. In fulfilling this ethical issue, your consent is required and your participation in this study is voluntary. Based on your experiences on the issue under study, you qualify to participate in this study. It will take you approximately 10 minutes to complete the whole questionnaire.



Thank you.

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2021

Section A: Demographic Data of Respondents

1. Gender

(i) Male

(ii) Female

2. Age range (Tick the appropriate range)

(i) 18 -23 years

(ii) 24 – 29 years

(iii) 30- 35 years

(iv) 36 and above years

3. Marital Status

(i) Single

(ii) Married

(iii) Widowed

(iv) Divorced

(v) Co-habiting



4. Institution Attended

(i) Kumasi Technical University

(ii) Accra Technical University

Section B: What are your Reasons/Goals for Pursuing Fashion and Textiles in the Technical University?

Please choose by circling the number that best describe your agreement with the following statements where number (1) means strongly disagree and number (5) means strongly agree					
Items	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
5. To improve quality of profession	1	2	3	4	5
6. To increase job opportunities	1	2	3	4	5
7. Salary augmentation	1	2	3	4	5
8. To advance personal growth	1	2	3	4	5
9. The need to acquire useful skills	1	2	3	4	5
10. To help family out financially after I complete the university	1	2	3	4	5
11. Advancement in the academic field enrolled in	1	2	3	4	5
12. To disprove people who underestimate me	1	2	3	4	5
13. To improve communication	1	2	3	4	5

Section C: What are the influential Factors for Fashion and Textiles Student's Decision to Enroll in the Technical University?

Please choose by circling the number that best describe your agreement with the following statements where number (1) means strongly disagree and number (5) means strongly agree

Items	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
14. The reputation of the Technical University	1	2	3	4	5
15. Institution's internet presentation especially on social media (Instagram, Facebook and Snapchat)	1	2	3	4	5
16. The diversity of study/programme	1	2	3	4	5
17. Discover knowledge	1	2	3	4	5
18. Quality of education	1	2	3	4	5
19. The accessibility of transportation to the university premise	1	2	3	4	5
20. Jobs prospects or Employment opportunities	1	2	3	4	5
21. Environmental factors	1	2	3	4	5
22. Socio-economic factors	1	2	3	4	5
23. Availability and access to funding or financial support.	1	2	3	4	5
24. Parental influence	1	2	3	4	5
25. Instructional approaches of teachers	1	2	3	4	5

Section D: What are the Factors that influence Fashion and Textiles Student's Decision to leave prior to Completion in the Technical University?

Please choose by circling the number that best describe your agreement with the following statements where number (1) means strongly disagree and number (5) means strongly agree					
Items	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
26. Insufficient Financial Aid/funding	1	2	3	4	5
27. Students frustration with learning results	1	2	3	4	5
28. School location	1	2	3	4	5
29. Incorrect career choice	1	2	3	4	5
30. Dissatisfied with Education	1	2	3	4	5
31. Low academic progress/Poor First Semester GPA	1	2	3	4	5
32. Stress/Depression	1	2	3	4	5
33. Personal attribute such as procrastination	1	2	3	4	5
34. Inadequate academic support	1	2	3	4	5
35. False expectation of curriculum content	1	2	3	4	5
36. Academic workload	1	2	3	4	5
37. Part-time enrollment	1	2	3	4	5
38. Student level of motivation	1	2	3	4	5
39. Verbal and physical learning styles	1	2	3	4	5
40. The sense of isolation attached to learning alone	1	2	3	4	5

41. Did your University experience at the Fashion Department meet your expectations?

a) Unsatisfactory expectation of University experience

b) About what I expected

c) Much better than I expected

42. Any other factor contributed to your decision to leave? (please tick most influential factor (s) applicable)

a. My family or work commitments have negative

impact on my attendance and performance

b. Decided to attend another University

c. Other (please indicate)

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Survey complete: Thank you for participating in this study.

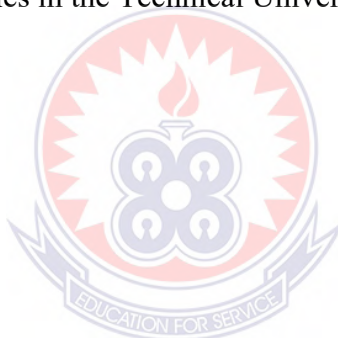


APPENDIX 2

Interview Schedule

INTERVIEW GUIDE

1. Which Technical University are you working in?
2. What is your position at the university?
3. What factors do you think contribute to students' decisions to leave prior to the completion of their course at the Technical University?
4. How many admitted students graduated Fashion and Textiles program within three consecutive sessions in Technical University?
5. What in your opinion do you think are the reasons/goals why students pursue Fashion and Textiles in the Technical University?



APPENDIX 3

**Correlation between student's reasons/goals for pursuing Fashion and
Textiles and factors that influences their decision to drop out**

Test Item		Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41
Q5	Pearson Correlation	.015	.048	-.258*	-.049	.201	.007	.017	-.116	-.112	-.074	-.106	-.076	.085	.061	.097
	Sig. (2-tailed)	.904	.691	.030	.683	.092	.956	.885	.335	.354	.541	.379	.527	.480	.615	.419
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q6	Pearson Correlation	-.043	-.028	-.092	-.187	-.072	.071	.159	.261	-.038	.161	.121	.091	.095	.028	.202
	Sig. (2-tailed)	.722	.814	.444	.119	.549	.555	.186	.028*	.752	.181	.314	.449	.432	.814	.090
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q7	Pearson Correlation	-.060	.007	.000	-.057	.080	.162	-.108	.209	.106	.196	-.089	.149	.040	.063	.152
	Sig. (2-tailed)	.618	.956	.997	.638	.510	.177	.372	.080	.381	.102	.459	.215	.738	.601	.206
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q8	Pearson Correlation	.077	-.055	-.145	-.114	.072	-.096	.153	-.089	-.174	.110	.023	-.114	.020	.109	.062
	Sig. (2-tailed)	.521	.649	.228	.342	.551	.425	.204	.461	.147	.361	.849	.345	.869	.366	.607
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q9	Pearson Correlation	-.220	-.101	-.083	.183	-.037	-.140	-.049	.077	-.123	.163	.029	-.058	.044	-.225	.076
	Sig. (2-tailed)	.066	.401	.491	.127	.759	.244	.686	.523	.307	.173	.808	.630	.715	.059	.531
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q10	Pearson Correlation	.035	.236*	-.003	-.200	.049	-.033	.339**	.198	.192	.170	.056	-.185	.093	.085	.389**
	Sig. (2-tailed)	.772	.048	.981	.095	.685	.785	.004	.099	.109	.157	.641	.122	.441	.481	.001
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q11	Pearson Correlation	.031	.167	.001	-.073	-.114	-.012	.203	.100	.157	.149	.082	.036	.199	.166	.327**
	Sig. (2-tailed)	.795	.163	.996	.543	.345	.923	.089	.408	.192	.215	.497	.763	.096	.165	.005
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q12	Pearson Correlation	-.076	.145	-.043	-.110	-.044	-.017	.093	.064	.108	.316*	.079	-.042	.231	.284*	.302*

	Sig. (2-tailed)	.531	.227	.720	.360	.715	.889	.442	.596	.369	.007	.513	.726	.053	.017	.010
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Q13	Pearson Correlation	-.158	.046	-.058	.019	-.130	-.036	.174	.010	.023	.320*	.137	.019	.280*	-.020	.090
	Sig. (2-tailed)	.189	.706	.632	.874	.281	.767	.146	.931	.850	.006	.254	.872	.018	.869	.456
	N	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71

