

A Study of Retention of Student in Educational Institutions

¹Mandeep Kaur Reel & ²Dr. Vikrant Chauhan

¹Ph.D Research Scholar, Dept. Of. Management, Himalayan Garhwal University, Uttarakhand (India)

²Associate Professor, Dept. Of. Management, Himalayan Garhwal University, Uttarakhand (India)

ARTICLE DETAILS

Article History

Published Online: 25 May 2019

Keywords

Retention Models, Student Retention, Relationship Marketing.

ABSTRACT

Higher Education institutions in the US face new challenges to meet a growing set of demands as well as political, financial, and social pressures to deliver quality education to students. Student retention is at the top of the list. Every institution has specific conditions influencing its student attrition rate. However, preventing students from dropping out requires an overall understanding of what makes them stay enrolled and focused on their studies a wide scope of solutions and initiatives are being implemented today across the US Higher Education landscape to drive up persistence and student success. Digital technologies, like student retention management software and student relationship management systems, as well as new approaches like relationship marketing strategies and best practices, are being jointly applied to improve the student experience from the first day of school to graduation day.

1. Introduction

Each establishment has explicit conditions affecting its understudy steady loss rate. In any case, keeping understudies from dropping out requires a general comprehension of what makes them stay enlisted and concentrated on their investigations.

In this pursuit, a wide extent of arrangements and activities are being executed today in Higher Education scene to drive up perseverance and understudy achievement. Computerized innovations, similar to understudy maintenance the board programming and understudy relationship the executives frameworks, just as new methodologies like relationship advertising procedures and best practices, are as a rule together connected to improve the understudy understanding from the principal day of school to graduation day. This guide goes for giving scholastics, specialists, and experts with new bits of knowledge, methodologies, and devices to draw in and hold understudies in the Digital Age.

"Understudy commitment speaks to two basic highlights of university quality. The first is the measure of time and exertion understudies put into their examinations and other instructively intentional exercises.

The second is the means by which the organization sends its assets and arranges the educational programs and other learning chances to inspire understudies to partake in exercises that times of research thinks about show are connected to understudy learning," the foundation says.

As indicated by master George Kuh cited in Educause, commitment is a comprehensive procedure. "The more understudies think about a subject, the more they think about it. The more understudies practice and get criticism from personnel and staff individuals on their composition and cooperative critical thinking, the more profound they come to comprehend what they are realizing, and the more adroit they progress toward becoming at overseeing multifaceted nature, enduring uncertainty, and working with individuals from various foundations or with various perspectives,"

2. Review of literature

How are the present understudies being held in scholarly projects in establishments of advanced education around the nation? What are a portion of the statistic and psychographic shifts that have happened in the present society that powers business training to take a gander at to whom to advertise, however more explicitly, how. What are the necessities and requests of probably the quickest developing socioeconomics? As a matter of first importance, we should comprehend who are they; what they need; and how we can most successfully and productively offer it to them. Understudies are looking for college training that may enable them to enter in the activity markets and they are choosing colleges and schools which fulfill their very own guidelines. The possibility of financial independence and commoditization of advanced education have additionally portrayed understudies as charge paying clients and colleges and schools are changing from educator focused to understudy focused methodologies for drawing in and holding understudies. Toward the beginning of the new thousand years, enrolment administrators presently confronted worldwide challenge from different colleges for understudies. This expanded challenge persuaded them that holding current understudies was as basic to meeting enrolment objectives as enlisting new understudies (Helgesen, 2008). Their reasoning was affected to some degree by promoting scientists in the revenue driven network finding that advertising to existing clients to verify their reliability ought to be similarly as high a need for organizations as showcasing to new clients (Berry, 1995).

The expanded disturbance in the advanced education commercial center may constrain schools and colleges to use a more client arranged theory in conveying their administrations, and the individuals who comprehend these standards will have a superior shot of accomplishing their targets all the more successfully (Kotler and Fox, 1995). Despite the fact that one may delay to call understudies "clients" in view of the understudy educator relationship, this still does not change the way that without understudies, there would be no requirement for schools. Henceforth, the need to oversee school enrolments from the purpose of introductory understudy contact to the

point of graduation has turned out to be progressively vital (Seymour, 1993). For instance, understudies who gripe and are reacted to quickly, regardless of whether the reaction isn't positive, can really turn out to be more faithful than understudies who give off an impression of being fulfilled without grievances (Kotler and Fox, 1995). Generally, organizations have focused their showcasing endeavors on pulling in new clients to expand benefits. In the course of the most recent couple of decades in any case, administration situated organizations have moved far from this conventional promoting procedure toward a relationship showcasing approach that centers around growing long haul associations with existing clients. This methodology expect that holding fulfilled clients will eventually demonstrate more savvy than constantly spending advertising dollars on verifying new clients (Barnes, Sines and Duckworth, 1994). Some advanced education researchers have recommended a relationship-promoting way to deal with enrolment the board may correspondingly cut understudy enlistment expenses and increment understudy maintenance (Trustum and Wee, 2007).

Prior understudy maintenance thinks about in higher instructive organizations have concentrated on scholastic capacity as the indicator of maintenance. In any case, these investigations revealed that scholarly execution could represent half of the difference in dropout rates (Pantages and Creedon, 1978). Likewise, a developing group of research recommends that the social change of understudies might be a vital factor in anticipating constancy (Gerdes and Mallinckrodt, 1994). These considered contend that combination into the social condition is a urgent component in promise to a specific scholarly establishment (Spady, 1970). Tinto (1993) figured an understudy combination hypothesis of constancy or maintenance dependent on the connections among understudies and establishments. He contended that maintenance includes two duties with respect to the understudy. The principal duty is the objective pledge to acquire a higher education.

Drawing in understudies, handling their applications, and managing conceded understudies through the enrolment procedure are critical exercises. Be that as it may, regarding understudies as accomplices is significant to upgrade understudies' understanding from enlistment to graduation (Kotler and Fox 1995). In this procedure, an individual toperson connection among understudies and colleges/schools is of outrageous significance for better arranging and usage. Subsequently, we contend that personnel execution, exhorting staff execution and classes are three of the most vital factors that impact understudies' school involvement and by and large fulfillment. It is likewise contended that fulfillment impacts understudies' goals to remain at or leave the organization. It is realize that fulfillment level is dictated by the contrast between administration execution as seen by the client and what the client expects (Parasuraman et al., 1986). As per Voss and Voss, (2000), given the distinctive highlights of the advanced education organizations, the esteem ought to be founded on the long haul enthusiasm of understudies and society and institutional objectives and responsibilities. It is the nature of the experience and relationship that benefits both an advanced education establishment and its general public. In this way, there is a cooperative connection between the understudy, school or college, and society in general.

Spooreen, et. al (2007) placed a view that the hierarchical concordance, educators' scholarly capacity, proficient create, straightforwardness in understudies' assessment, criticism and preparing are the imperative highlights that rationally build up the understudies.

Soutar and McNeil (1996) noted both scholarly and managerial issues of a foundation are critical in deciding the execution of understudies' advancement of authoritative picture and quality confirmation. Elliot and Shin (2002) found that the exceedingly critical factors in the model that appear to specifically affect by and large consumer loyalty.

3. Student Retention Rates

Nationally, the three year graduation rates for community and two year colleges is less than 45%; for four year colleges and universities, the five year graduation rate approximates 50%. Student attrition has been an issue of concern for over three decades. Early on, data from the few colleges that did track drop outs indicated that students who left gave as reasons "financial," "academic," "personal," and "unknown". Driven, in part, by the accountability movement, interest in student persistence has evolved to the point where today most campuses have an active student retention task force and a host of student retention programs. Despite considerable research, programmatic attention, retention conferences, and academic journals devoted to the topic, those rates have remained constant over the last 20 years. Earning a college degree has long been a path to a better life, a more secure future, and the American dream. While there may be social and economic advantages to be gained from attending college, the full measure of rewards is usually reserved for those who earn a degree. Students who leave college before degree completion can expect to experience the costs of dreams delayed and income lost. Society, dependent as it is on an educated workforce, does not benefit when students do not persist to degree completion (Institute for Higher Education Policy. There also are costs to colleges and universities when students leave prior to degree completion. Along with lost tuition and fees, there are short term revenue losses in areas such as from textbooks and school supplies sales, and housing, food, and other incidentals. Long term, students who leave before graduating are not likely to contribute to or be supportive of the college. As a result of these overlapping social, human, and economic costs to society, to higher education, and to individuals, considerable attention has been devoted to affecting college student retention rates.

4. Retention Influencing Factors

The student retention literature in higher education has focused primarily on three areas: personal characteristic, institutional support and environmental factors. personal characteristics that contribute to student retention. Expanding on that early work, the influence of factors such as study habits, gender, ethnicity, full and part time enrollment status, and peers. the expectations students bring to college, how those expectations influence social integration, and the relationship between expectations, social integration, and the decision to stay or leave. The key finding in these studies was that institutional characteristics, including policies, impact retention. The quality and availability of support services also influence the decision students make to stay or leave.

Translating environmental characteristics to student satisfaction was the focus of research done who determined that “institutional characteristics show pronounced relationships with satisfaction” identified six environmental variables that impact retention: characteristics of institutions; curriculum faculty, student peer group; residence; academic major and financial aid; and student involvement, including academic involvement, involvement with faculty, and involvement with student peers. In that study student satisfaction was measured against an extensive list of environmental factors, reflecting the belief that student satisfaction is a surrogate measure for the likelihood of continuing in school. Believing that “college environments can encourage or hinder the personal development of students, both in and out of the classroom,” how campuses engage students in active learning. Colleges can shape environments in ways that support learning by encouraging students to become involved in learning experiences that are educationally purposeful such as honors programs, interactions with faculty, and service learning opportunities. Purposeful involvement increases student satisfaction and positively impacts student retention. Students who engage with the life of the campus, through academic work or extracurricular programs, make connections linking them to the institution. These connections may be grounded in relationships with peers, a supportive faculty member, perhaps a mentor, membership in a learning community, or through an interest in fraternity life, an athletic activity, a classroom based learning project, or an academic society. the building of community as the center around which involvement can occur. He offered the view that “it is not an exaggeration to say that students who get involved stay enrolled”. who sought to move the discussion of retention models toward a broadly based, systematic, organizational culture “web of interlocking initiatives”. Student persistence must be a campus-wide, cooperative effort. Building on the organizational culture approach, institutional characteristics that promote persistence and involvement. They included a “living” mission and “lived” educational philosophy, an unshakeable focus on student learning, and environments adapted for educational enrichment. They also identified clearly marked pathways to student success, and improvement oriented ethos and, shared responsibility for educational quality and student success.

5. Retention Models

Interest in the complexity of factors contributing to student attrition has led to the development of several retention models. Of those models, two in particular have stimulated considerable research. According to Tinto’s Student Integration Model persistence is dependent on how well the student integrates into the social system and academic communities of the campus. Although the qualities students bring to the campus are important, retention depends primarily on what happens following admission. Attrition is most likely to happen when there is incongruence between the intellectual orientation of the student and the college’s academic character. This matching of orientation and character is influenced by contact with faculty because, according to Tinto, these interactions result in strengthen student commitments, increasing the likelihood of retention. The Student Integration Model makes a significant contribution to an understanding of retention by focusing on the central role of the institution and of its faculty in

promoting retention, a consideration that is often overlooked. Recent work linking student expectations and social integration has the potential to expand Tinto’s model. model of employee turnover, that students drop out of college for reasons similar to why employees leave organizations and that student behavioral expectations are central to the stay or leave decision. Bean’s Theory of Student Attrition Model holds that beliefs, informed by student experiences around three variables—organizational, personal, and environment—shape intentions and attitudes that, in turn, define the decision to leave. An important feature of Bean’s model is that it assigns a role in the drop out decision external to the college influences and non-intellectual factors.

6. Student retention and relationship marketing

While higher education traditionally constructs models by looking internally, Bean’s Theory of Student Attrition Model looked outside of higher education, adapting research done in human resources management. Similarly, relationship marketing, a concept developed to enhance the profitability of business operations, provides a model that, if adapted for use on campuses, could help guide student retention initiatives. relationship marketing as, “attracting, maintaining, and enhancing customer relationships”. Relationship marketing focuses on building ties with existing customers to strengthen customer ties with the intent of retaining them. It is based on the premise that it is easier, less expensive, and more profitable to retain current customers than to acquire new ones. The principles of relationship marketing have been adapted to a wide range of service settings including health care , banking, life insurance, non-profits, and membership and frequent flyers programs. Applied to higher education, the relationship marketing concepts hold promise for furthering the understanding of student retention and the improvement of retention practices. Just as managers of businesses have in place strategies to retain customers, campus faculty and staff can readily adapt the principles of relationship marketing to develop strategies to retain already enrolled students.

7. Conclusion

Student retention can readily adapt the principles of relationship marketing. The student relationship management model proposed here views retention of students in the same way businesses view the retention of customers. The benefits of using a relationship marketing approach to student retention are threefold. First, reducing attrition is important for improving the efficiency and effectiveness of the higher education system along increasing the number of individuals who graduate. “Everyone agrees that persistence and educational retention rates, as well as the quality of student learning, must improve if post secondary education is to meet the needs of our nation and the world”. Second, it is financially prudent to invest in retention. The LTV analysis presented here demonstrates the potential payback associated with SRM. Finally, building strong relationships while students are in college has the potential to help convince graduates to become loyal alumni and donors. The future of marketing is in building long term relationships with customers. Customer Relationship Management is not just a business tool, it is a business philosophy based on a marketing concept. Relationship marketers have a different view of business and, therefore, marketing.

References

1. Ackerman, R., & Schibrowsky, J. (2007). A business marketing strategy applied to student retention: A higher education initiative. *Journal of College Student Retention*, 9(3), 307-336.
2. Alridge, S., & Rowley, J. (1001). Conducting a withdrawal survey. *Quality in Higher Education*, 7(1), 55-63.
3. Amash, R. (2011). What can higher education learn from the business world in terms of customer satisfaction? *The Business Review*, Cambridge, Vol. 19, No. 1, December 2, 2011.
4. Barnes, J., Sines & Duckworth (1994). Close to the customer: But is it really a relationship? *Journal of Marketing Management*, Vol. 10, 561-570.
5. Bean, J.P., & Metzner, B.S. (1985, winter). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 55(4), 485-540.
6. Berry, L. (1995). Relationship marketing of services – growing interests, emerging perspectives, *Journal of the Academy of Marketing Science*, 23(4), 236-245.
7. Elliot, K., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, Vol. 24, 197-209.
8. Gerdes, H., & Mallinckrodt, B. (1994). "Emotional, social and academic adjustments of college students: A longitudinal study of retention". *Journal of Counseling and Development*, Vol. 72, January/February, 281-288.
9. Grimes, S.K., & Antworth, T. (1996). Community college withdrawal decisions: Student Characteristics and subsequent reenrollment patterns. *Community College Journal of Research and Practice*, 20, 345-361.
10. Hadfield, J. (2003). Recruiting and retaining adult student: New directions for student services, No. 102, summer 2003.
11. Helgesen, O. (2008). Marketing for higher education: A relationship marketing approach. *Journal of Marketing of Higher Education*, Vol. 18(1), 50-78.
12. Heverly, M.A. (1999). Predicting retention from students' experiences with college processes. *Journal of College Student Retention*, 1(1), 3-11.
13. Keim, M.C. (1981, December). Retention. In W.A. Keim & M.C. (Eds.), *Marketing the Program*. San Francisco, CA: Jossey-Bass Inc., Publishers.
14. Kinnick, M.K., & Ricks, M.F. (1993). Student retention: Moving from numbers to action. *Research in Higher Education*, 34(1), 55-69.
15. Kotler, P., & Fox, K.F. A. (1995). *Strategic marketing for educational institutions*, 2nd ed. Prentice-Hall, Englewood Cliffs, NJ. Pantages, T.J., & Creedon, C.F. (1978). "Studies of college attrition; 1950-1975", *Review of Education Research*, Vol. 48, 49-101.
16. Parasuraman, A., et al. (1986). "SERVQUAL: A multiple-item scale for measuring customer Expectations of service quality", Report No. 86-108. Marketing Science Institute, Cambridge, MA.
17. Rogers, D., & Peppers, M. (1993). *The one to one future*. New York, New York: Doubleday.
18. Shaver, B. (2012) Meeting undergraduate students' expectations of the university experience: How enrollment managers can secure students' loyalties. (Doctoral Dissertation, University of California, San Diego, 2012).
19. ProQuest, UMI Dissertations Publishing, 2012. Seymour, D.T. (1993). *On Q: Causing quality in higher education*, Oryx, Phoenix, AZ., 42.
20. Sines, R., & Duckworth, E. (1994). Customer service in higher education. *Journal of Marketing for Higher Education*, Vol. 5(2), 1-5.
21. Soutar, G., & McNeil, M. (1996). Measuring service in a tertiary institution. *Journal of Educational Administration*, Vol. 34(1) 72-82.