Dropout in Computer Graduated Students in Islamic Azad University of Kashan

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Abstract:
 Growth and development of the society is affected by educated community and identifying the influencing factors on educational performance and attention to them is a step into sustainable development. This study was carried out to assess the predictors of dropout in Graduated Student in Islamic Azad University of Kashan. The results of this study will help planners to preventing interventions for dropout. In this cross sectional study, all 225 Computer graduated students of Islamic Azad University of Kashan from 2005 to the end of 2009 were selected. From all investigated records, 102 students (45.3%) had the history the experience of dropping-out. Of them 39 (17.3%) were dropout just for one semester, 27 (12%) for two semesters, 15 (6.7%) for three semesters, 6 (2.7%) for each four and five semesters, 3 (1.3%) for six semesters, and 6 (2.7%) for seven semesters. The utmost frequency was related to the third and fourth academic semester. There was a significant different between dropout and being native, diploma average (P=0.001), interest in the disciplines (P=0.003), diploma score (P=0.01). Demographic features, educational background, and admission criteria are among factors affecting dropout. Therefore with regard to their role, it is necessary to identify at risk students and support them.
Keywords: Dropout, Graduated Computer, Academic progress.

1. Introduction

Growth and development in every society is affected by educated man power in that society and introducing affective factors in educational development of student and attention to them is a step toward stable development [1]. Each year a number of students in different courses fail and leave the school or they can not terminate their education on time. Decreasing the personal education of students from a satisfactory level to unsuitable level is one of the problems of educational systems that by wasting current prices, frustration and corrupting the soul of learners, preventing the flourishing talents and personal abilities, imposes many damages to student, family, university and society [2]. Regarding failure of education there are different definitions that their shared aspect is failure and inability in doing and successful completion of higher educational periods. In fact educational failure contains different aspects of educational failure like continuous absence from the center of higher education, leaving education before the specified time, repetition of education at the same level and

acquiring memorablematerials instead of knowledge [3]. The concept of educational failure is depends on repetition of the level of education, leaving early education and decreasing the quality of education and research for individuals [4]. Various studies emphasis that educational failure has a very strong educational relationship with personal family features [5]. In the studies by Hossaini in the Shiraz University people who had higher average score in high school were also a stronger student. Therefore familiarity with environment, living with family, lack of problems related to food and housing are influential factors in educational achievement [6]. In another study in Shiraz University it was shown that the average of students in high school period, the rate of interest to the field of study and parents level of education among successful students is higher than unsuccessful students[7].Therefore, being conditional student and educational failure can have different reasons such as inappropriate internal and external factors in educational system, physical and social environment in the classroom and interest of students toward lessons and field of

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education and other biological factors like economical and welfare and family studies. This study aims at analyzing the conditional status of learners of computer courses in the Islamic Azad University Kashan branch to understand the reasons of lack of educational development and following them the conditional statues of students' education and role of each factor in creating this problem help people in designing and applying interfering programs to prevent educational failure.

2. Method and Material

This study is a descriptive cross-sectional study that entire graduated students in computer were selected from 84 to the end of 88. Totally 225 students were selected by censes and information based on current documents in education of the entire university by means of a questionnaire that contains age, gender, marital status, place of residence, type of diploma, type of acceptance subside in the entrance exam, distance of acquiring diploma to entering university, average of diploma, period, level and course od education, grade in entrance tests, transference from other universities, being guest in other universities, average in AA period, the distance from AA to the start of BA, educational conditional status in the university, times and terms of being conditional n the school was collected by educational experts. Students with average less than 12 and one term conditional status are considered as conditional. To preserve as secret information for each questionnaire based on the course, level of education, and period of education of each individual a code of education is allocated. Also, before application the formal validity of questionnaire was approved by emphasis of coworkers of the members of faculty. Data were analyzed using SPSS 16 software.

3. Results

Findings of this study shows that 160 graduated individuals (71.1) were continuous BA in software and 45 individuals were (20%) were uncontentious BA in software, 20 individuals (8.9%) are continuous BA in hardware. From these graduated individuals 137 individuals (60.9%) were female, 211 individuals (93.8%) have free ransom or no subside and 14 individuals (6.2%) with other subsides (like Shahed and Isargar), and 7 individuals (3.1%) were married and 218 individuals (96.9%) were single, 26 individuals (11.5) were employed and 199 individuals(88.4%) were unemployed, 188 individuals (83.6) were physic and mathematical diploma. 106 individuals (47.1%) were native and 119 individuals (52.9%) were non-native. The distance from diploma to entering university for 79 individuals (35.1) was one year and for 146 individuals was (64.9%) and upper. The history of being conditional in 102 individuals (45.3%) posed. That 39 individuals (17.3%) were conditioned only one term, 27 individuals (12 %) 2 terms, 15 individuals (16.7 %) 3 terms, 6 individuals (2,7%) 5 terms, 3 individuals (1.3 %) 6 terms and 6 individuals (2.6) 7 terms (table 1). The most frequency was related to third and fourth educational terms that were 35 individuals (table 2).

Based on the results educated girls were 61 individuals (44.5%) were conditioned and boy students were 41% but there was no statistical significant relationship between conditionals and gender (p=0.7). Among students of uncontentious BA software (31.1%) and continuous software(46.9%) and

continuous hardware field (65%) have conditional statues experience that a significant statistical difference was observed between conditional and educational field of study (p=0.03). Rate of being conditional among graduated individuals with mathematics and physics diploma, experimental diploma and art school diploma were respectively (47.9%), (50%), and (27.6%) have conditional experience and there was no significant statistical difference between conditionals and the type of diploma (p=0.1). there was no significant difference between being conditional and qualitative variables of father education (p=0.3) rate of mother education (p=0.2), party experience (p=0.6) , marital status(p=0.7) there was no significant statistical difference.While there was a significant statistical difference between being conditional and interest in the field of study (p=0.003) and place of residence (p=0.001). (Table 3).the average age of students with conditional history (20.1 year) that there was a significant difference between being conditional and the age of entering to the university. There is a significant statistical difference between being conditional and diploma average, concur grade, average of general lessons, specific, physics and mathematics and total average (table 4).

Table 1: Frequency distribution of students in the field of computer in IAU, Kashan branch in 2005-2009 based on the times of being conditioned.

Dropout times	Frequency	Percentage
Without Dropout	123	5407
1	39	1703
2	27	12
3	15	607
4	6	207
5	6	207
6	3	103
7	6	207
Total	**225**	**100**

Table 2: Frequency distribution of students in the field of computer in IAU, Kashan branch in 2005-2009 based on the number of being conditional for each term separately.

Dropout times in for each terms	Frequency	Percentage
1	19	8.4
2	34	15.1
3	35	15.6
4	35	15.6
5	31	13.8
6	22	9.8
7	16	7.1
8	17	7.6
9	12	5.3
10	12	5.3
11	6	2.7
12	6	2.7
13	4	1.8
14	4	1.8

Table 3: Frequency distribution of students in the field of computer in IAU, Kashan branch in 2005-2009 based quality variables related to conditional status.

Quality variables related to conditional status		Dropout	Non-Dropout	P-value
Gender	Male	61(44.5%)	76(5.55%)	
	Female	41(41.5%)	47(53.4%)	0.7
Educational grade	Batch software engineering	14(31.1%)	31(68.9%)	
	Continuous software engineering	75(46.9%)	85(53.1%)	0.03
	Continuous hardware engineering	13(65%)	7(35%)	
Types of Diploma	Mathematics	9(47.9%)	98(52.1%)	
	Experimental	4(50%)	4(50%)	0.1
	Conservatory	8(27.6%)	21(72.2%)	
Father's education	Under Diploma	27(48.2%)	29(51.8%)	0.3
	Diploma and above	67(43.8%)	86(56.2%)	
Mother's education	Under Diploma	37(40.7%)	54(59.3%)	0.2
	Diploma and above	60(50%)	60(50%)	
Marital status	Single	98(45%)	120(55%)	0.7
	Married	4(57.1%)	3(42.9%)	
Guest background	Has	5(45.5%)	6(54.5%)	0.6
	Dose not have	97(45.3%)	117(54.7%)	
Residence location	Resident	34(32.1%)	72(67.9%)	0.001
	Non-Resident	68(57.1%)	51(42.9%)	
Filed interesting	Has	86(42.2%)	(57.8%) 118	0.003
	Dose not have	16(76.2%)	5(23.8%)	

Table 4: Frequency distribution of students in the field of computer in IAU, Kashan branch in 2005-2009 based quantitative variables related to conditional status.

Quantitative variables related to conditional status	Mean±SD	Mean±SD	P-value
	Dropout	Non-Dropout	
Age of university entrance	20.1±2.09	20.2±2.21	0.7
Diploma grade	15.38±2.01	16.71±2.06	0.001
Entrance exam grade	5934.26±409.98	6098.34±350.85	0.01
Average grade of general courses	16.44±1.24	17.37±1.1	<0.001
Average grade of special courses	13.89±1.08	15.24±1.21	0.001
Average grade of physics courses	12.56±1.72	13.91±1.73	0.001
Average grade of mathematics courses	11.84±1.06	13.78±1.74	0.001
General Average	112.99±0.73	15.10±1.24	0.001

4. Discussion

The results of this study showed that 45.3 percent of students were conditioned. In the study of Khadiozadeh(2003) in Mashahad University of Medical Sciences the 3.9 percent were conditional [8]. In the study of Mojtahedi that in the students of non-medical groups of students that passed two years of their education 17.7 percent were conditioned [9]. Other studied showed that 10.6 percent of nurse-midwifery in the Tabriz University Medical Sciences faces the problem of being conditional in education [10]. It seems that the most common cause of disputation for students' level of education in free and governmental universities, differences in courses of studies, levels of education and analytical time distance, difference in

the method of evaluating students evaluation and application of educational systems. This study shows that the most frequency is related to third and fourth educational term. As basic and professional lessons of technical and engineering fields are offered from third term onward, professors strictness to improve the scientific basis of students are of the main reasons of this subject. Falahzadeh and Rezaeein at Mazandaran University of medical sciences showed that the numbers of conditional cases in the primary terms of education are higher and their reason is lack of compatibility of lower term students with the university environment and unfamiliarly with rules and educational issues [11]. In our study it was specified that age of entering university in the conditional group and non-conditional group has no difference. In another study the influence of age was not specified [12-13]. While in the studies in the Hamedan university of medical sciences university of Hamadan, Babol, Shahid Chamran Ahvaz, Yazd, and Isfahan age of entering to the University in non-conditional group was lower than conditional groups [14, 15, 16, 17, 18] and in another study results were reported totally reversal that it is because of searching most of the supporting activities from older student sand experiences and motivations of older individuals for promoting their occupation [19,20,21]. Diploma written average in non-conditional group was greater than conditional group. Studies of Tagharobi et al and also Ghaibi et al approved these findings. Principally individuals who are successful in high school periods are also successful in greater achievement [22, 23]. In our study 68% of non-native students were conditioned. These finding is in line with the result of various studies [24, 25, 26]. Family warm environment, sufficient and appropriate food at home and welfare possibilities of home can be of the reasons toward this difference. In this study students who respecting residency statues are inhibited in renting homes or dorms were conditioned 58.8% and 53.9% were conditioned that this difference was significant statistically (p=./05). In the study by Ghaibi et al the place of resident as danger factor for educational failure is not approved [23]. Based on lack of facilities that are observed in student dormitories than personal homes it is observed that busy statues and compression, lack of family attendance, relative freedom of student, lack of appropriate feeding and sufficient welfare possibilities represent this disputation. In this study the occurrence of being conditioned among mathematical and physics, experimental, and art diplomas showed no significant statistical difference (P=0.1). This study like previous studies in Shahed and Kashan university of medical sciences did not approve the impact of the type of diploma on being conditioned and educational operation [12, 22]. Result of this study showed that there is a significant statistical difference (p=0.003) among interested and uninterested individuals to the field of education. For lack of motivation, suppression, and different levels of interest to the field of education they became conditioned. It seems that lack of appropriate business market after graduation and obligatory selection of field of study by parents and relatives are influential in this phenomenon. In this study there was no significant statistical relationship between being conditional and marital status (P=0.7), contrary to the studies in Isfahan and Shiraz that a significant relationship between educational failure and marital status is reported [24,18]. This issue might

not be referable for low married students in Islamic Azad University. Also in another study there was no relationship between marital status and educational failure (8, 26). In this study there was no significant difference between students conditional status and level of parents education that is in line with the studies by Moniri et al and Ghaibi et al (2010) [23, 26]. In our study conditional status in students with the experience of being guest in other universities was the same as other groups of students it seems that students with problem more than other groups enroll for replacement, transference and guest. So this issue is expectable. In a study conditional status was reported more in students with guest experience in other universities [22]. This study showed that the educational level of continuous hardware BA 65 percent of students were conditioned, continuous software BA 64.9% and 13.1% of them were uncontentious software BA. There was a significant statistical difference between field of education and conditional status. Differences in duration of level of education and factors like familiarity of uncontentious BA students with rules and educational system in the university in AA level represents the observable differences.

5. Conclusion
As half of the educated students in the university at least for one times experienced conditional statues. Also, personal features, educational background and acceptance criteria are conditional factors. Therefore, it is necessary to take the influential issues serious and students that are endangered to be conditioned are introduced and supported. Of these supports we can refer to holding educational lessons and solving practices for conditioned students, influential relationship of university education with parents in the first time of being conditional and consultant professor in addition to head of the group.

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