Identifying the Factors Responsible for Attrition in Technical based Programmes in Nigeria

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Abstract--- This study is an improvement to an earlier study which was a review of the factors responsible for attrition in estate management programme. The previous study focused on non-traditional students and attempted at proposing a conceptual framework of the factors identified from literature. This current study tested the factors to determine which of the factors actually contributes to attrition among estate management students. Quantitative research methods was adopted in achieving the set aim of the study. Questionnaire was administered to undergraduate students of estate management programme in Covenant University, Ota, Nigeria with a view to gather their perception of the causes of student drop out (attrition) in higher institution. The method of analysis employed include: frequency distribution tables, mean score ranking and multiple regression analysis. The four categories of factors that were relevant to undergraduate attrition in estate management programme and tested were categorized as: situational, institutional, dispositional and academic factors. The result showed that situational factors such as health challenges, disability both of the mind and the body, lack of support from family and friends, and the fear of disrupting their social network were found to be significant to attrition in estate management undergraduate programme. The study recommended that the professional bodies and the institutions offering estate management programme must devise a means of making the programme more attractive so as to attract higher enrolment rate, particularly, having student who will be willingly to subscribe to Estate Management programme as their first choice giving it all that is needed to excel and build a career in Estate Surveying and Valuation profession.

Keywords--- Factors, Attrition, Estate Management, Student, Nigeria.

I. Introduction

The performance and worth of higher institutions are measured by the quality of students they produce and other activities that revolves around the student such as: the rate of students' that drop out, as well as students retained through to completion, and the rate of graduates produced by the institution (Schreiner, 2009). The transition process to higher institution is a change that every students that desires to go through higher education need to pass through. This change, according to De Berard, Spielmans and Julka (2004) is a complex period that involves stress and greater opportunities for exercising independence. Little wonder, Nassudin, Fauziah, Norzanah, Zaiton, Azida, Ismarani, Azizah (2013) noted that individuals who are able to go through higher education consider it a huge success. The scenario in higher institutions gives some indications that the transition process is quite challenging for the students, of which many of them do not seem set to face the emotional, psychological and academic challenges that accompany the act of learning in higher education. Brooks and BuBois (1995) buttressed this by stating that transition period often afford students the opportunity for self-examination which help many discover their uniqueness both in terms of their ability and capabilities. However, many students tend to redefine their identity wrongly based on certain situations and circumstances surrounding them which often further triggers the attrition of such students from higher institution.

The issue of attrition in higher education is what stakeholders (such as policy makers, parents and administrators) have had to contend with for decades in many countries of the world, which is still calling for attention today (Burgess, 2008; Millar, 2010; Masemola, 2014). It is the composition of several factors and not just a single factor that determines the dropout rate of students in higher institutions. Some of such factors identified in different studies include:financial issues, jobs, family problems, physical or emotional challenges, and motivational characteristics, amongst others (Burgess, 2008; Miller, 2005; Anionwu, Mulholland, Atkins, Tappern and Franks, 2005).Several studies have been carried out on attrition in higher institutions in different countries of the world which have shown that the dropout rate of students tend to vary across regions, States and countries of the world (Shahidul and Zehadul Karim, 2015).

However, no study was found on attrition in Estate Management programme as it is called in Nigeria nor were there studies on attrition in estate surveying and valuation as it is referred to in some other countries like Ghana, South Africa amongst others. Estate Management programme is one of the technical based fields often classified under engineering or environmental design management in some higher institutions. This field or programme is known from observation, to be among the programmes with low enrolment rate in many institutions where it is offered especially in Nigeria. In this study, attrition in estate management programme is explored with a view to identify the factors responsible for such challenge. This study therefore seeks to examine why some undergraduate students find it difficult persisting to completion. Are there particular combination of conditions and characteristics that exploits the chances of students persisting till graduation? This study attempts to answer these questions.

II. Literature Review

2.1 Concept of Attrition in Higher Education

Attrition is defined as withdrawal from an educational programme before successful completion of the requirements, regardless of the cause of such challenge (Wells, 2003). Attrition in higher education can be considered as the act of leaving a programme or institution before graduation (Swan, Shea, Fredericksen, Pickett and Pelz, 2000). Johnson (1994) referred to "attrition" as the students who did not graduate nor continue their study in the next academic year at the same institution. All of these definition well describe attrition in the context of this study. Attrition is further simplified and clarified in the definition by Tinto (1975) "as the time when a student connects with the institution academically and socially, of which the student continues to fine –tune their goals and institutional commitments based on their personal experience, which often tend to result in retention or attrition-P.91". The definition of attrition by Tinto (1993) establishes that many factors are responsible for student attrition, which are quite connected and complex when attempting to study how they operate.

Students who do not finish the educational programme are also referred to as wastage, dropouts, or discontinuers (Andrew, Salamonson, Weaver, Smith, O'Reilly, and Taylor, 2008). Some other terms often used to describe attrition in higher education include: discontinuance, non-completion, drop-out and withdrawal (Williamson and Creamer, 1988). Some of the ways attrition occurs amongst students in higher institution has been highlighted by Grayson and Grayson (2003) to include: "those who inform the institution of their leaving, those who do not inform the institution that they are leaving, those advised to leave by the institution, those that decide not to continue their study in the next academic year in a multi-level program and those who decide to change to another institution to complete their studies.

Successful completion indicates persistence. Dropping out of school may have a negative impact on the student, their families, educational institutions, the various professions especially estate surveying and valuation profession in focus (because graduates of estate management are expected to become professionals in the profession), and the nation at large. Students who leave their programmes may experience a sense of personal loss and may have financial, social, and emotional costs (O'Donnell, 2009; Taylor, 2005). Studies have shown that students are seen to leave higher institutions for many reasons and based on many circumstances confronting the students of which many of such students that leave the institution tend to return to complete their studies at a later date. Some others proceed to another institution to begin a different programme or complete their previous study (Rumberger and Lamb, 1998). Some others never return to complete their study thus, their educational ambition is terminated at that point (Moodley and Singh, 2015). The next section will consider some studies that have identified a number of factors responsible for student's attrition in higher education.

2.2 Factors Responsible for Attrition in Higher Education

The background characteristics of students have been discussed in many studies for their relationship to attrition (Smale, 2001, and Shahidul and Zehadul Karim, 2015). For example, the influence of parents, teachers and peers was found to have impact on students' persistence or attrition (Bank, Biddle, &Slavings, 1992). Similarly, the findings from the Cooperative Institutional Research Program (CIRP) survey data used by Astin (1993, 1999) showed that students who exhibit good level of participation in college life are seen to persist to graduation. In addition, the study carried out by Tinto's (1993) also showed that the personal characteristics of the students, as well as their academic background and their ability to integrate well into social and academic life of the institution impacts on their decision to remain in higher institution.

There are still other factors responsible for attrition in higher institutions. For instance, Wohlgemuth, Whalen, Sullivan, Nading, Shelley And Wang (2006-2007) identified some factors responsible for students' ability to persist or dropout from higher education, such as:goal commitment, academic integration, GPA, institutional

commitment,finance attitude, encouragement from friends and family and social integration to affect students' intent to persist. The study by Pierrakeas, Xenos, Panagiotakopoulos and Vergidis (2004) linked academic ability and achievements with persistence in college. Based on Yetman (2010) and other studies like Wohlgemuth, Whalen, Sullivan, Nading, Shelley and Wang (2006-2007), the factors responsible for attrition in higher education were grouped under some group of factors which include: situational, dispositional, institutional, academic, institutional, pedagogic factors among others. However, for the purpose of this study, these factors were merged into four groups of factors which are: situational, institutional, dispositional and academic factors, and they have been discussed in this work.

2.2.1 Situational Factors

Situational factors relates with issues around one's own situation or environment at any given point in time (Garland, 1993). Mohammed and Zulkipli (2014) described situational factors as consisting of events that arise from life circumstances such as financial difficulties, conflicting responsibilities for family and work, health challenges, lack of good and affordable childcare services, transportation issues, having a form of disability and lack of support from people, among other factors. Situational barriers consist of circumstantial conditions that hinders learners from participating in learning opportunities (MacKerarcher, Stuart and Potter, 2006). These include: transportation issues, challenges with child care, financial difficulties, work and family-related reasons health issues, amongst others (Rumberger and Lamb, 2003; Pross and Barry, 2004; Beder, 1990).

2.2.2 Institutional Factors

Institutional barriers are practices and procedures within the institution that constitute a challenge to participating in organized learning activities.

Institutional barriers relates tothe challenges encountered as a result of the style of administration adopted by the institution (MacKerarcher, Stuart and Potter, 2006). These factors, according to Mohammed and Zulkipli (2014) concerns issues with the quality of the course such as the planning, preparation and delivery of the courses, and the quality of support received from administrators,staff members and the institution. It also concerns the facilities provided within the institution such as classroom, classroom size, web design, duration of study, course content and curriculum, modalities of operation of the institution, technical support, and other support services. Selwyn and Gorard (1999) further described institutional factors as relating to the intricacies of providing financial support to students for tuition fees, the difficulties of providing resources needed for academic activities; negative attitudes towards learners; inconducive environment for learning, lack of flexibility in courses, poor guidance and lack of appropriate local learning opportunities.

2.2.3 Dispositional or Attitudinal Factors

Dispositional barriers are concerned with individuals' opinion about themselves as learners, or their ability to engage in study programme and successfully complete the programme (MacKerarcher, Stuart and Potter, 2006). Dispositional or attitudinal factors identified by Mohammed and Zulkipli (2014) include: motivation, academic preparation, competency with computer related activities, demographic variables such as gender, ethnicity, GPA, number of dependents or family size, and socio-economic status. Similarly, Russell (2008) identified lack of motivation or interest, as well as low value on education or return on investment,to fall under dispositional factors. In addition, Thomas (1990a) identified anxiety and embarrassment in the form of low self-esteem, fear which could be of returning to learning activities, or of not being able to complete their programme in a timely fashion, or of low skill level being discovered, or of failure, as dispositional factors that could be responsible for attrition.Quigley (1998) noted that many students often enter into academic programmes with these negative feelings, and Pare(1994) further noted that they often struggle with these past experiences in their current study which jeopardizes the academic ambition of some.

2.2.4 Academic Factors

Academic barriers which could hinder the success of completion academic programmes can be due to the lack of the essential skills required in academic programmes. These skills include: the inability to access, understand and process information properly, lack of basic numeracy skill or the ability to engage in deep and insightful thinking, lack of good reading ability or the ability to write essays or pass well in examinations and test, and lack of computer-related skills. Accordin to Mac Kerarcher, Stuart and Potter (2006), all these could result to low academic performance, poor interactions with colleagues and management, low level of academic preparation and unrealistic expectation Therefore, Lessing and Schulze (2002) emphasized the need for support to enable students to produce more original work.

Examples of such support include: provision of a system that encourages interactive learning, system where students can learn more about data analysis and interpretation and possibly assist them with it. The lack of some of these support systems can delay successful completion from the programme and thereby trigger attrition. Hence, Manathunga (2005) stressed the importance for students to develop a good level of technical competence such as ability to manage their time and deliver well on their responsibilities, ability to access, interprete and analyse data properly, and build a good network of peers and colleagues that can influence their completion rate in their programme.

A number of studies have identified factors responsible for attrition in academic programmes and some of these are examined and reviewed in this study for better understanding of the subject of attrition in higher education and to espouse the methodology employed as well as some of the challenges peculiar to different regions or people.

Aljohani (2014) carried out a study on student attrition with the aim of investigating the factors affecting student retention in English language programme in Saudi Arabia. The study made use of mixed methods exploratory research design, of which the qualitative methods was initially employed and later, quantitative methods was used for the study. Data collection was with the aid of interviews, focus groups and questionnaires. The result of the thematic analysis employed for the qualitative data revealed that student attrition can be attributed to the student's level of involvement as well as their level satisfaction with the systems of the institution, as well asthe institution's level of commitment to the student which was considered poor; and the educational and employment goals of the students which was considered high and affecting the students' ability to focus on their study. Quantitative analysis was then carried out on these findings with the aid of Institutional Integration Scales (IIS) that was modified by Pascarella and Terenzini (1980). This was done with the intention of determining the extent to which qualitative data could be applied to the larger sample of students. The result of the quantitative analysis confirmed that non-persister students (which are students who do not stay in a programme till graduation) showed significant differences to their persister colleagues (which are students who stay in a programme till graduation) in many aspects of the tested variables. They had higher grades in school, were more committed to work but had lower level of institutional commitment and integration based on their scores on the IIS. The study suggested that the main reasons students leave before graduation was in pursuit of other available job and study opportunities. There was no evidence to attribute student attrition to students' low academic performance in English language in particular.

Burmester, Metscher and Smith (2014) carried out a study to identify the factors responsible for the high attrition rates experienced by students of Embry-Riddle Aeronautical University (ERAU), United States of America in an online educational programmes. Questionnaire was administered to 476 undergraduate students and 732 graduates of the online degree programme at the University (ERAU) respectively. Descriptive and inferential statistics was used in analysing the data gathered from the respondents. The factors identified from early research as factors responsible for attrition were incorporated into this study. The findings showed that the main factor responsible for attrition of online students was the challenges of balancing work and studies. Another factor was the challenges of using computer and internet in non-academic sites. The study recommended the need to establish a mentorship programme that would comprise of advisors and professors who would be available on a weekly basis to undergraduate students of the online programme, to guide them through the programme. The study also recommended the need for recorded orientation video and increased advising for new students which can be done during the process of admitting the students and within the 1st year of attendance.

Osman, O'leary, Brimble and Jahmani (2017) researched on the factors responsible for attrition and retention rates in accountancy diploma programme in Australia. Mixed method approach involving both quantitative and qualitative data was used for the study. Data collection method employed involved the use of questionnaires which were administered to students and administrators, and structured interview which was conducted on only the administrators. Three groups of factors were examined which aredemographic,external and internal factors. The external factors are beyond the control of the institution, the internal factors are those that can be handled by the college, while the demographic factorsare the factors that are used to define the characteristics of the students such as age, marital status, years of study, geographic location, amongst others which can also result in either high or low attrition or retention rates.

Mean and sample T-test were used for the analysis. The result showed that three out of the external factors identified from literature were responsible for the attrition experienced in Australia, and these are financial issues, getting a job, and personal/family sickness. The internal factors that were found to be statistically significant to attrition and retention rates include: lecture scheduling, college service, technology and registration, while the demographic factors impacting on attrition and retention rates in the country include age, marital status, nationality, year of study and gender.

In conclusion, the model adopted in this study helped in better understanding of factors responsible for college attrition and retention which seems to be easily compactible with environments that are similar to Australia and beyond.

III. Methodology

The technical based programme adopted for this study is Estate Management programme. Questionnaire was adopted for data collection which wasadministered to all the students of Estate Management Department from 100 to 500 levels in Covenant University, Ota, Nigeria except the 400 level students who were on industrial training as at the time of this study. The questionnaire was administered with a view to extract the students' perception of the factors responsible for attrition in estate management programme. A total of 70 questionnaires were distributed across the three levels of 100, 200 and 500 respectively of which only 51 were properly filled and used for the analysis which represents 73 percent success rate. Descriptive and inferential statistics were used for the analysis such as frequency tables, percentages, mean score ranking and multiple regression analysis.

3.1 Findings

Vital questions were asked as they related to the perception and experience of students concerning the issue of attrition in estate management programme in Covenant University. The result of the analysis is as shown in this study.

Table 1: Characteristics of Respondents

Level of Respondents	Frequency	Percentage
100	2	3.9
200	17	33.3
300	22	43.1
500	10	19.6
Total	**51**	**100**
Age	**Frequency**	**Percentage**
Below 15 years	2	3.9
16 – 20 years	31	60.8
21 – 25 years	17	33.3
26 – 30 years	1	2.0
Total	**51**	**100**

Source: Field Survey, 2018

Table 1 reveals the level of the respondents, 3.9% of the respondents are in 100 level, 33.3% of respondents are in 200 level and 43.1% are in 300 level which is the highest number of respondents, while 19.6% respondents are in 500 level. This does not seem to follow the normal trend which is that the larger numbers of students in the department are found in the lower level especially in 100 level while fewer numbers in the higher levels. 400 level students were on industrial training and as such were not in school when the questionnaire was administered. Regarding the ages of the respondents, most of the respondents (94.1%) were found to be within 16 and 25 years of age while those below 15 years represented 3.9% and those above 25 years represented 2.0%. These are students in a private institution that placed an age limit for intakes which may be the main factor while the majority of the students are seen to be within the same age bracket.

Table 2: Students' Decision about Estate Management Programme

Students' Decision	Frequency	Percentage
ESM was my first choice	21	43.1
ESM was among my choices	17	33.3
I never chose ESM but was given	11	21.6
I crossed from another dept. to ESM	1	2.0
Total	**51**	**100**

ESM = Estate Management Programme

Source: Field Survey, 2018

Concerning their choice of Estate management programme, 43.1% of the respondents chose the programme as their first choice, 33.3% of the respondents stated that estate management was among the choices they made although not their first choice while 21.6% of the respondents never chose the programme but since they could not meet the demands of their chosen courses, they were given Estate Management so as not to forfeit the admission, while 2.0% crossed from another programme to Estate Management. This result did not follow the trend from observation which has been that many students of estate management never chose the course as their first choice. Over the years, from observation of the trend in the country, it has been that the students chose the course as their second choice or dropout from another department or that they resorted to studying estate so as not to forfeit the year's admission. This situation is often associated with some challenges ranging from low academic performance because of lack of interest in the course to subsequent attrition of some students either voluntarily or involuntarily. In this case, since majority of the students actually chose the programme, one would expect that they will give the programme all it takes to excel in it. For those who did not choose estate management programme as their first choice, one may attribute some lapses on the part of the students to probably lack of interest in the programme since their interest will most likely be in their first choice for which they were unable to secure admission. This may be a factor in the subsequent attrition of some of such students.

Table 3: Repeating a Year(s) in Estate Management programme

Have you repeated a level	Frequency	Percentage
Yes	3	5.8
No	48	94.1
Total	**51**	**100**
Know persons that repeated	**Frequency**	**Percentage**
Yes	45	88.2
No	4	7.8
Total	**51**	**100**
Number of persons repeated	**Frequency**	**Percentage**
1-3 students	25	49.0
4-6 students	19	37.3
7-10 students	3	5.8
Above 10 students	4	7.8
Total	**51**	**100**
Number of persons left	**Frequency**	**Percentage**
1-3 students	20	39.2
4-6 students	14	27.5
7-10 students	6	11.7
Above 10 students	10	19.6
Total	**51**	**100**

Source: Field Survey, 2018

Student academic performance is a factor identified from literature that can trigger attrition or retention, it is needful that a close look be taken on the students' response to their repeat status (for more on student academic performance as discussed in Peter, Ayedun, Oloyede, Oluwunmi, Oluwatobi and Emeghe, 2016). From Table3, it can be seen that 94.1% of the respondents had never repeated a level except 5.8% of the respondents who stated that they have repeated a class before. Since majority of the respondents have not repeated a level before while in the programme, this connotes they are in good academic standing and not likely to drop out due to poor academic performance. Those few that stated that they have repeated a level before may likely be in the category of those who never chose estate management programme at all or who chose it as their second or third choice. One would expect that anyone who chose to study estate management would be fully prepared to excel in the programme of their choice.

Regarding those that left the programme before graduation, 20(39.2%) of the respondents stated that they are in the known of about 1-3 students that have left the programme, 27.5% of the respondents reported of knowledge of 4 - 6 students that have left while 31.3% of the respondents reported of 7 or more of the students that have left estate management programme before completion. Since larger number of the respondents reported of about 1 and 6 students, one can conclude that estate management programme does not record high attrition rates of their students. The next table presents the result of the factors responsible for attrition in estate management programme.

Table 4: Factors Responsible for Attrition in Estate Management Programme. Kindly note that Situational Factors are represented with (SF), Institutional Factors (IF), Dispositional Factors (DF) and Academic Factors (AF)

Factors Responsible for Attrition	Relative Agreement Index	Rank
Disability (mental/physical) (SF)	3.84	1st
Fear of disrupting their social network and making current social relationships awkward (SF)	3.67	2nd
Health challenges (SF)	3.51	3rd
Lack of support from family or friends (SF)	3.29	4th
Poor socialization skill (DF)	2.96	5th
Lack of support services (IF)	2.94	6th
Lack of resources needed for learning activities (IF)	2.94	7th
Financial difficulties (SF)	2.78	8th
Lack of basic literacy, numeracy and problem solving skills (AF)	2.76	9th
The cost of tuition is high (IF)	2.71	10th
Modalities of operation of the institution (IF)	2.55	11th
Gaps in coordination, information dissemination, counselling of students (IF)	2.53	12th
Lack of emotional stability to weather challenges in learning environment (DF)	2.47	13th
Poor writing skills in essays, examinations and tests(AF)	2.46	14th
Poor critical and reflective thinking skills (AF)	2.45	15th
Misconception about the programme and profession (DF)	2.39	16th
Low level of academic preparation (AF)	2.20	17th
Low perceived level of preparedness (DF)	2.17	18th
Lack of interest and motivation (DF)	1.75	19th

Table 4 shows the result of the mean score ranking of the factors responsible for attrition in estate management programme. From the table, it can be seen that the mean scores that are above 3.00 are few compared to the others, which can be interpreted to mean that the respondents are in agreement that the factors itemized actually influences attrition in estate management programme. This suggest that these four factors (with the mean above 3.0 which includes: health challenges, disability, lack of support and fear of disrupting social network) all of which are categorized under situational factors, actually exist and bears its weight on the attrition level of students in estate management programme.

For instance, situational factors like disability both of the mind and of the body is one factor that affects students' ability to cope with the programme. There are some students who simply cannot grasp the concept of the programme and are seen to keep failing virtually all courses each academic session. Some physically challenged students may find it difficult coping with the rigour of the academic environment coupled with the fact that most of the facilities within the school, were constructed without taking into consideration the physically challenged which may be a factor that will trigger attrition of such students. Some students do not have the support of their family or friends in studying the programme which subjects such students to much rigour financially, psychologically, socially and otherwise. This impacts negatively on their study often resulting in attrition of such students. Another instance, is that of students who because of fear of disrupting their social network, continue in it even when it is obvious they are in the wrong company.

This eventually leads to their having to fail and repeat a level(s) end eventually drop out of the programme along with their counterparts. Some other have health challenges that makes it difficult for them to stay healthy all through the session without falling ill and spending days at the health centre or having to go back home for medical treatment. This invariably affects their academics and often results in attrition of such students. Most of the other factors were found not to be responsible for attrition as the respondents' opinion were in disagreement. A further analysis of the factors was carried out with the aid of multiple regression analysis.

Table 5: Multiple Regression Analysis of the Perceived Factors Responsible for Attrition in the Programme

Factors Responsible for Attrition	Multicollinearity Test (Correlation)	ANOVA (Sig.)	R Square	Evaluating each Independent Variable (Coefficients) (Beta)	Sig. Value	Tolerance	VIF
Constant		.275[b]	.483				
Financial Difficulty	.261			-.202	.035	.363	2.754
Health Challenge	.199			.025	.083	.455	2.197
Disability	.151			.130	.147	.340	2.945
Lack of Support	.081			.029	.287	.611	1.637
Fear of Social	-.037			.056	.403	.464	2.153
High Cost	.189			.313	.094	.334	2.996
Modalities of Operation	.273			.567	.027	.467	2.141
Lack of Resource	-.108			-.358	.230	.257	3.892
Lack of Support Service	.086			.080	.278	.452	2.212
Gaps in Coordination	-.164			-.591	.127	.517	1.932
Misconceptions	.139			.117	.168	.542	1.845
Poor Social	-.157			-.208	.141	.439	2.275
Low Preparedness	-.034			.247	.410	.524	1.909
Lack of Interest	-.113			.045	.218	.400	2.499
Lack of Emotional Stability	-.033			.055	.410	.649	1.540
Poor Thinking Skills	-.029			-.285	.422	.311	3.216
Poor Writing Skills	.120			.454	.205	.246	4.062
Low Academic Preparation	-.089			.384	.269	.332	3.008
Lack of Basic Literacy	-.195			.122	.090	.440	2.275

The Table 4.10a contains the multiple regression analysis of dependent variables against each of the independent variables identified for the study. At 95 percent confidence interval, the result showed that R2 = 0.483 which means that much of the variance (48.3%) in the dependent variable is explained by the regression model (which includes the independent variables). In essence, the model explains 48.3 percent of the variance in "the knowledge of students that dropped out" which was used as the dependent variable. The table also shows the evaluation of each of the independent variables that actually contributed in predicting the dependent variable. The Beta values with large beta coefficients makes the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model is controlled for. However, there is also the need to check these variables alongside their Sig. value to determine those that are making statistically significant unique contribution to the equation. Those with Sig. values that are less than .05 are making significant unique contribution to the prediction of the dependent variable. In this case, the variables with Sig value less than .05 and high Beta values are examined for their significant unique contribution to the prediction of the dependent variable. The result vividly showed that 'the modalities of operation within the school' has the highest beta coefficient (β=0.567;Sig.=0.027) which means that it contributed the most to predicting attrition in estate management programme. This is closely followed by 'financial difficulty" (β= -0.202; Sig.=0.035), which was slightly lower, indicating that it made less of a unique contribution.

IV. Conclusion and Recommendation

This study focused on the factors responsible for attrition in Estate Management programme of Covenant University, Ota. The study showed that situational and institutional factors were the categories of factors that are significant to attrition in estate management programme.

Factors such as having physical or mental disability, having financial difficulty, health challenges, lack of support from family or friends and fear of disrupting their social network were found significant to the attrition challenge in estate management programme.

Already, Estate Management programme in most institution in Nigeria is known to be among the programmes with low enrolment rate, and it has also been observed over the years that the majority of the students that study the programme never choose estate management as their first choice. This tend to have a negative impact on the programme because most students who resorted to studying estate management do not naturally enjoy the programme which often result in some students failing, while some others leave for some other programmes without completing the study initially embarked upon. Many others who finish the programme are seen to divert to some other occupation after graduation while many others pursue further career in some other profession abandoning the field they studied in higher institution. This situation has necessitated the study which have proved that attrition actually occurs in Estate Management programme.

The impact of this attrition of graduates of Estate Management on estate surveying and valaution profession is that many graduates are not seen to pursue professional registration thereby impacting on the numerical strength of the registered members in the profession. Preliminary interrogations with the records of Nigerian Institution of Estate Surveyors and Valuers (NIESV) and Estate Surveyors and Valuers Registration Board of Nigeria (ESVARBON) showed that only 5,371 (five thousand three hundred and seventy one) persons have been elected as Associate members of the Institution as at December 2018 after over forty years of the existence of the Institution. Out of these 5,371 Associate members, 4,324 (four thousand three hundred and twenty-four) are fully registered with ESVARBON which makes them qualified to practice the profession by virtue of Decree No. 24 of 1975, the law that established the Board (ESVARBON Office Records, 2018). In essence, there are only 4,324 estate surveyors and valuers in the whole country. What can be deduced from the above statistics is that, it is not all the graduates of Estate Management whether at Higher National Diploma (HND) or Bachelor of Science (B.Sc) levels actually become professional member of the Nigerian Institution of Estate Surveyors and Valuers (NIESV). Attrition portends danger for the profession overtime as it encourages quackery to thrive, aid and abet corruption and gives the profession a bad name.

It is recommended therefore that the modalities of operation which is the most significant factor to the issue of attrition should be looked into with utmost care towards ensuring that the system is adjusted to be more favourable to especially students. The issue of finance should also be looked into with a view to making more flexible the modalities for school fees payment and making provision for some other measures to assist students with some other forms of financial difficulties.

In conclusion, there is the need for the Institutions offering estate management programme and the professional bodies to devise a means of making the programme more attractive so as to attract higher enrolment rate particularly, have more student who will willingly subscribe to Estate Management programme as their first choice who will give it all that is needed to excel and build a career in Estate Surveying and Valuation profession.

Acknowledgement

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