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DEMOGRAPHIC FACTORS ASSOCIATED WITH NON-COMPLETION AMONG POSTGRADUATE STUDENT IN SELECTED PUBLIC UNIVERSITIES IN KENYA

FATORES DEMOGRÁFICOS ASSOCIADOS À NÃO CONCLUSÃO ENTRE ALUNOS DE PÓS-GRADUAÇÃO EM UNIVERSIDADES PÚBLICAS SELECIONADAS NO QUÊNIA

Sophia Mwende Mugendi
Kenyatta University
Department of Psychology
Mwendesophia123@gmail.com

Eunice Githae
Kenyatta University
Department of Psychology
githaeyunis@gmail.com

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Abstract: Non-completion among university students is a common phenomenon in many parts of the world. Many causes of this problem have been advanced and among them are institutional and individual reasons like financial ability, gender and motivation to complete studies. Psychological distress though not investigated thoroughly has been cited as one of the problems leading to non-completion. The purpose of this study was to establish the relationship between psychological distress and non-completion among postgraduate students in selected public universities in Kenya. Weiner Attribution theory (1985) informed the study. The study adopted a correlation research design and it was conducted in two selected public universities in Uasin Gishu and Nairobi counties targeting a population of 945 postgraduate students. A sample of (N=273) was obtained from the two selected public universities through systematic random sampling. The study used questionnaires, focus group discussions and document analysis in collecting data. Reliability of the questionnaire was established using Split half method from a pilot study conducted in Uasin Gishu County. Statistical package for the social sciences SPSS 23 was also used to analyze the data .Descriptive statistics to analyze demographic data while Pearson correlation was employed to test the relationship between psychological distress and non-completion. Regression analysis was used to clarify the nature of relationship with the variable. Findings indicated a weak negative correlation between psychological distress and non-completion, not statistically significant, rs (229) =-.063, p > .05. However, descriptive findings established that a majority of students 34.1% agreed that psychological distress could lead to non-completion. It recommended that students plan for their study schedules and finances to ensure study period is not interrupted by roles that can be put on hold like parenting and inadequate finances. Further the university administration should put in place / reinforce committees that handle non-completion among students. Development and implementation of postgraduate policy that would track postgraduate journey, as well as establishment of course advisory, guidance and counselling for this students.

Keywords: Non-completion. Psychological distress. Postgraduate.

Resumo: A não conclusão entre estudantes universitários é um fenômeno comum em muitas partes do mundo. Muitas causas desse problema foram avançadas e entre elas estão as razões institucionais e individuais, como capacidade financeira, gênero e motivação para concluir os estudos. O sofrimento

psicológico, embora não investigado exaustivamente, foi citado como um dos problemas que levam à não conclusão. O objetivo deste estudo foi estabelecer a relação entre sofrimento psicológico e não conclusão entre estudantes de pós-graduação em universidades públicas selecionadas no Quênia. A teoria da atribuição de Weiner (1985) informou o estudo. O estudo adotou um desenho de pesquisa de correlação e foi conduzido em duas universidades públicas selecionadas nos condados de Uasin Gishu e Nairobi, visando uma população de 945 alunos de pós-graduação. Uma amostra (N = 273) foi obtida nas duas universidades públicas selecionadas por meio de amostragem aleatória sistemática. O estudo utilizou questionários, discussões de grupos focais e análise de documentos na coleta de dados. A confiabilidade do questionário foi estabelecida usando o método Split half de um estudo piloto conduzido no condado de Uasin Gishu. O pacote estatístico para ciências sociais SPSS 23 também foi usado para analisar os dados. Estatística descritiva para analisar dados demográficos, enquanto a correlação de Pearson foi empregada para testar a relação entre sofrimento psíquico e não conclusão. A análise de regressão foi usada para esclarecer a natureza da relação com a variável. Os resultados indicaram uma correlação negativa fraca entre sofrimento psicológico e não conclusão, não estatisticamente significativa, rs (229) = - 0,063, p > 0,05. No entanto, os achados descritivos estabeleceram que a maioria dos alunos 34,1% concordou que o sofrimento psicológico pode levar à não conclusão. É recomendado que os alunos planejem seus horários de estudo e finanças para garantir que o período de estudo não seja interrompido por funções que podem ser colocadas em espera, como paternidade e finanças inadequadas. Além disso, a administração da universidade deve estabelecer / reforçar os comitês que tratam da não conclusão entre os alunos. Desenvolvimento e implementação de política de pós-graduação que acompanharia a trajetória da pós-graduação, bem como estabelecimento de assessoria, orientação e aconselhamento de cursos para esses alunos.

Palavras-chave: Não conclusão. Sofrimento psíquico. Pós-graduação.

I. Introduction

Non-completion of studies has is being experienced globally today at a very high rate among university students. Researchers worldwide have provided contradicting reasons for prevalence of non-completion among students. For instance, in US, researchers have suggested a non-completion rate of 60% and revealed gaps in the higher education system that should serve to meet student's needs. More so, the needs to work and go to school at the same time (Gates Foundation, 2009). According to a study conducted in us, it reported a high prevalence of non-completion among students. It found out that up to 50% of their students did not complete their studies (Barefoot, 2014).

In Italy, Ugolini (2002) did a study on non-completion among students and if their background factors affected non-completion. The study reported that one third of students enrolled for degrees do not complete their studies. Most drop out before moving to the second year and the remaining abandons their courses later on. A non-completion rate of 65% was discovered. Study by Grayson (1998) at York University studied a cohort of 1993-1995 on

non-completion and if their race influenced degree success. The findings suggested that 24% of the cohort studied did not complete their degree and that a lower difference of non-completion existed between students of black, south Asian, Chinese and European origin.

In UK, a study indicated that attrition rates of undergraduate students were at 15.5% and background factors like resource, staff-student relations and admission criteria had a significant role in student non-completion. They further looked at pastoral care, disability and gender as variables that would influence the students. (Cutler & Pulko, 2002).

In New Zealand, mc Kenzie (2005) study on non-completion determined that their students also experienced non-completion and it ranged between 20-30% of the students enrolled in a developmental education program. This study agreed with Ugolini (2002) study that found out that factor like low social economic status had an impact on non-completion.

In Africa, different researchers have reported similar claims of non-completion, they have too attributed non-completion to a number of factors such as finances, personal reasons, institution factors, and examination repeats. For instance, In South Africa, Zerman (2011) attributed a 50% 0f non-completion to Personal, background factors were also said to have a high impact of student's inactivity in school. In Kenya, Mukami (2016) did a study on attrition in private universities in Nairobi and established a 37% non-completion rate. Her study also reported that more male students knew the whereabouts of other male students who had not completed their studies unlike the female students. According to another study conducted in Kenya by Rong'uno (2016) on students related factors influencing completion rates of doctoral students. This study highlighted a 50% non-completion of cohort 2001-2008 enrolment.

Studies globally, regionally and locally show that non-completion is a major problem among students, which affect their completion of studies. They also appreciate that student experience personal, academic and institutional challenges that may cause psychological distress. The aim was to explore demographic factors associated with non-completion among postgraduate students in selected public universities in Kenya.

II. Methodology

Sample

To obtain the desired sample of participants, a list of all postgraduate students who had enrolled and have not graduated within the stipulated timeline in Moi University and

Kenyatta University was obtained from the department of Education postgraduate coordinators. The respondents were randomly selected using the nth value 945/273=3.46. Thus after every two students the third formed part of the respondent. The sample formed a representation of the population of postgraduate students in Kenya. The sample size according to the formula by Viechtbauer, 2015 which was calculated.

Sample size (n) = X2 NP (1-P) /d2 (N-1) + X2 P (1-P)

Where n = the required sample size

X2=confidence level of 95% (3.841)

N= the population size

P = the proportion of population assumed to have the problem under study (Assumed to be 0.5) d= the degree of accuracy or significant level (0. 05)

Thus n = 3.841 x 945 x 0.5(1-0.5)/0.05x0.05 (945-1) + 3.841 x 0.5(1-0.5) = 273

n=273

273 sample was used due to the nature of population being studied it is a rare population and not easy to trace especially that postgraduate students after their course work rarely visit the campuses as well as they are mostly working, have families and live in different geographical location.

Materials and procedure

Data was collected through use of online questionnaire, focused group discussions and document analysis guide.

2.2.1 Questionnaire

A questionnaire was used as a tool of gathering data from the field about psychological distress and non-completion. The researcher constructed open ended and close-ended questions which was administered to the postgraduate students. The questionnaire had two sections one assessing demographic factors like, age, gender, enrolment year and courses enrolled for and section two had an adopted Kessler scale 10. A Kessler scale is a scale of psychological distress abbreviated as K10 (Kessler et al. 2002). It is a 10-item unidimensional scale specifically designed to assess psychological distress (anxiety and depression) in population surveys. The scale evaluates how often respondents experienced depressive symptoms and anxiety symptoms (e.g., nervousness, sadness, restlessness, hopelessness and worthlessness) over

the last 30 days. It has 10 items, each item is scaled from 0 (none of the time), 1(very little time), 2(some of the time), 3(most of the time), to 4 (all of the time) . The total score is used as an index of psychological distress. Only 10-19 indicates likely to be well, 20-24 indicates mild disorder, 25-29 shows moderate disorder and 30-50 indicates likely to have a severe disorder. Several studies showed no substantial bias for the K10 in relation to gender, education (Baillie, 2005) or age (O'Connor & Parslow, 2010). In terms of dimensionality, most studies confirm the single-factor structure of the Kessler scales.

2.2.2 Focus Group Discussions Guide

The researcher conducted two focus discussions in each of the university of study. Each focus group spent 60 minutes. Demographic details i.e age, gender, program, faculty and religion was inclusive to ensure homogeneity. Probing, following up and exit questions were asked based on the study variables.

2.2.3 Document Analysis

Document analysis guide was considered to help gather more information on non-completion. Postgraduate enrolment records (2011-2016), student contacts and postgraduate policies on completion were analysed. Document analysis is concerned with the explanation of the status of some phenomenon at a time or its development over a period (Best & Kahn, 2011).

III. Results

Findings of the study in accordance with the study objectives is presented in sub sections

Demographic factors associated with non-completion among postgraduate students

Table 1 chi-square cross-tabulation on the association between gender and non-completion among university students

			Non-completion years						
			1	2	3	4	5	6	Total
Gender	Female	Count	33	25	16	18	8	5	105
		Expected count	33.0	26.1	18.8	16.0	6.4	4.6	105.0
		% within gender	31.4%	23.8%	15.2%	17.1%	7.6%	4.8%	100.0%
		% within non-completion	45.8%	43.9%	39.0%	51.4%	57.1%	50.0%	45.9%
		% of total	14.4%	10.9%	7.0%	7.9%	3.5%	2.2%	45.9%
	Male	Count	38	28	18	13	4	4	105
		Expected count	33.0	26.1	18.8	16.0	6.4	4.6	105.0
		% within gender	36.2%	26.7%	17.1%	12.4%	3.8%	3.8%	100.0%
		% within non-completion	52.8%	49.1%	43.9%	37.1%	28.6%	40.0%	45.9% 45.9%
		% of total	16.6%	12.2%	7.9%	5.7%	1.7%	1.7%	
	Prefer not to say	Count	1	4	7	4	2	1	19
		Expected count	6.0	4.7	3.4	2.9	1.2	.8	19.0 100.0%
		% within gender	5.3%	21.1%	36.8%	21.1%	10.5%	5.3%	

	% within non-completion	1.4%	7.0%	17.1 %	11.4 %	14.3 %	10.0 %	8.3%
	% of total	0.4%	1.7%	3.1%	1.7%	0.9%	0.4%	8.3%
Total	Count	72	57	41	35	14	10	229 229.0
	Expected count	72.0	57.0	41.0	35.0	14.0	10.0	
	% within gender	31.4 %	24.9 %	17.9 %	15.3 %	6.1%	4.4%	100.0 %
	% within non-completion	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
	% of total	31.4 %	24.9 %	17.9 %	15.3 %	6.1%	4.4%	100.0 %

As shown on table 1, for female students, the observed count was greater than the expected count for the non-completion of school years, apart from year 4 of non-completion, while for the male students, the expected count was more than the observed count expect for the first and second year of non-completion. This implies that the male students were more likely to be associated with non-completion of schools as compared to the females. This study differs with Ferreira (2010) findings that non-completion rate among women was significantly higher than non-completion rate for men. Other two studies claim no significance difference in attrition among male and female (Tijaun 2003 &Huffman 2001).

Table 2 presents the findings on whether there was a significant association

Table 2 Pearson chi-square findings on the association between gender and non-completion among university students

	Value	Df	Asymptotic significance (2-sided)
Pearson chi-square	12.730a	10	.239
Likelihood ratio	14.046	10	.171
N of valid cases	229		

A. 7 cells (38.9%) have expected count less than 5. The minimum expected count is .83.

A chi-square test for association was conducted between gender and non-completion among university students. The association between gender and non-completion among university students was not statistically significant, $\chi 2(9) = 12.730$, $p > 0.05$. The level of significance was measured at 0.05 level. These findings imply that gender was not significantly associated with non-completion rate among university students, even though the cross-tabulation findings indicated that non-completion was associated more with male students. The level of statistical significance was higher than the required 0.05 level.

Some participants had the following to say on the association between gender and non-completion during the FGD session:

"Being a woman has barred me from completing my master's degree from enrollment i have had to go on maternity twice every time i have to take a break and parent.

"Mothers with small children who are at the same time, students have the duty of taking care of the health and needs of the children and usually they lack concentration in academic work eventually lagging behind."

"Traditionally, women would remain at home and do domestic work while their male counterparts work outside home to provide for family. With a shift of gender roles more female students joining higher education household chores still drag behind "

"Some of my female classmates, dropped out after course work others even said they had given up and are now pursuing other life goals like marriage and stable employment."

Table 3 chi-square cross-tabulation on the association between age category and non-completion among university students

			Non-completion						
			1	2	3	4	5	6	TOTAL
Age	22- 30 years	Count	18	19	10	8	2	2	59
		Expected count	18.6	14.7	10.6	9.0	3.6	2.6	59.0
		% within age	30.5%	32.2 %	16.9%	13.6 %	3.4%	3.4%	100.0%
		% within non-completion	25.0%	33.3 %	24.4%	22.9 %	14.3%	20.0 %	25.8%
		% of total	7.9%	8.3%	4.4%	3.5%	0.9%	0.9%	25.8%
	30-40 years	Count	33	26	14	9	3	3	88
		Expected count	27.7	21.9	15.8	13.4	5.4	3.8	88.0
		% within age	37.5%	29.5 %	15.9%	10.2 %	3.4%	3.4%	100.0%
		% within non-completion	45.8%	45.6 %	34.1%	25.7 %	21.4%	30.0 %	38.4%
		% of total	14.4%	11.4 %	6.1%	3.9%	1.3%	1.3%	38.4%
	40-50 years	Count	14	10	9	9	3	4	49
		Expected count	15.4	12.2	8.8	7.5	3.0	2.1	49.0

	% within age	28.6%	20.4 %	18.4%	18.4 %	6.1%	8.2%	100.0%
	% within non-completion	19.4%	17.5 %	22.0%	25.7 %	21.4%	40.0 %	21.4%
	% of total	6.1%	4.4%	3.9%	3.9%	1.3%	1.7%	21.4%
50yrs and above	Count	7	2	8	9	6	1	33
	Expected count	10.4	8.2	5.9	5.0	2.0	1.4	33.0
	% within age	21.2%	6.1%	24.2%	27.3 %	18.2%	3.0%	100.0%
	% within non-completion	9.7%	3.5%	19.5%	25.7 %	42.9%	10.0 %	14.4%
	% of total	3.1%	0.9%	3.5%	3.9%	2.6%	0.4%	14.4%

As shown on table 3, for students aged between 20 to 30 years and 30 to 40 years, the expected count was more than the observed count as the non-completion years increased. While for the students aged between 40 to 50 years and 50 years and above, the observed count was more than the expected count as the non-completion years increased. This implies that younger students were more likely associated with non-completion than older students were.

Table 4 presents the findings on the significance of the association

Table 4 Pearson chi-square findings on the association between age and non-completion among university students

	Value	Df	Asymptotic significance (2-sided)
Pearson chi-square	27.064a	15	.028
Likelihood ratio	25.928	15	.039
N of valid cases	229		

A. 7 cells (29.2%) have expected count less than 5. The minimum expected count is 1.44.

A chi-square test for association was conducted between age categories and non-completion among university students. The association between age and non-completion among university students was statistically significant, $\chi 2(14) = 27.064$, $p < 0.05$. The level of significance was assessed at the 0.05 level.

Qualitative data had mixed response on age and non-completion. Majority of the respondents felt older students complete their studies in timely as compared to younger students.

"When you are older you have time to conveniently schedule study time. With your savings and sometimes a study leave one is able to complete a section say course work then take another break for research unlike the younger students who have all their time in their hands."

"With age older students are motivated to pursue higher education for a given reason like promotion at work, self-actualization on contrary to the younger students who join graduate studies as they buy time to secure employment. They end up leaving school when they first land a job"

Some respondents however, disagreed with their counterparts by citing;

"Younger students easily complete their postgraduate studies as they have few commitments, mostly they lack formal employment and dependents thus able to concentrate in their studies."

Chi-square cross-tabulation was conducted as a inferential analysis for the chi-square of association to establish which marital status was associated with non-completion among university students before ascertaining the level of significance. The findings are introduced on table 5

Table 5 chi-square cross-tabulation on the association between marital status and non-completion among university students

			NON-COMPLETION						
			1	2	3	4	5	6	TOTAL
MARITAL STATUS	MARRIED	COUNT	30	19	15	15	9	5	93
		EXPECTED COUNT	29.2	23.1	16.7	14.2	5.7	4.1	93.0
		% WITHIN MARITAL STATUS	32.3%	20.4%	16.1%	16.1%	9.7%	5.4%	100.0%
		% WITHIN NON-COMPLETION	41.7%	33.3%	36.6%	42.9%	64.3%	50.0%	40.6%
		% OF TOTAL	13.1%	8.3%	6.6%	6.6%	3.9%	2.2%	40.6%
	OTHERS	COUNT	14	12	8	13	3	0	50
		EXPECTED COUNT	15.7	12.4	9.0	7.6	3.1	2.2	50.0
		% WITHIN MARITAL STATUS	28.0%	24.0%	16.0%	26.0%	6.0%	0.0%	100.0%
		% WITHIN NON-COMPLETION	19.4%	21.1%	19.5%	37.1%	21.4%	0.0%	21.8%
		% OF TOTAL	6.1%	5.2%	3.5%	5.7%	1.3%	0.0%	21.8%
	SINGLE	COUNT	28	24	18	7	2	5	84
		EXPECTED COUNT	26.4	20.9	15.0	12.8	5.1	3.7	84.0

	% WITHIN MARITAL STATUS	33.3%	28.6%	21.4%	8.3%	2.4%	6.0%	100.0%
	% WITHIN NON-COMPLETION	38.9%	42.1%	43.9%	20.0%	14.3%	50.0%	36.7%
	% OF TOTAL	12.2%	10.5%	7.9%	3.1%	0.9%	2.2%	36.7%
Total	Count	72	57	41	35	14	10	229
	Expected count	72.0	57.0	41.0	35.0	14.0	10.0	229.0
	% within what is your marital status	31.4%	24.9%	17.9%	15.3%	6.1%	4.4%	100.0%
	% within non-completion	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of total	31.4%	24.9%	17.9%	15.3%	6.1%	4.4%	100.0%

As shown on table 5, for both married and single students, the observed count was more than the expected count for most non-completion years. This implies that students' marital status had no association with non-completion.

Table 6 presents the chi-square of association findings on the statistical significance of the association between marital status and non-completion among university students.

Table 6 Pearson chi-square findings on the association between marital status and non-completion among university students

	Value	Df	Asymptotic significance (2-sided)
Pearson chi-square	21.590a	15	.119
Likelihood ratio	23.405	15	.076
N of valid cases	229		

A. 10 cells (41.7%) have expected count less than 5. The minimum expected count is .09.

A chi-square test for association was conducted between marital status and non-completion among university students. The association between marital status and non-completion among university students was not statistically significant, $\chi 2(14) = 21.590$, $p > 0.05$. The level of significance was assessed at the 0.05 level, which implies a 95% confidence on the findings. The level of statistical significance in the current study was higher than the required 0.05 level. These findings imply that marital status was not significantly associated with non-completion rate among university students, which was also highlighted in the cross-tabulation findings.

Findings from the qualitative data from the FGDs slightly differed with the quantitative findings regarding the association between marital status and non-completion as some of the participant noted:

"Work and family commitments have hindered me from completing school i have had to balance between full time work and school work even though i used to make time to attend course work the research is so time taking i wish there were research classes then i would have moved with my work."

"The complex world of formal work is tedious coupling it with academic work one easily neglect a side. For example, once i got a senior position at my work place i needed more time to achieve work related goals. I paused my evening classes."

"Integrating family and professional responsibilities have been a major factor towards my derailed school completion. When i joined my masters i was unemployed and single. Later on i got some part time job and married a classmate now we all have started a family and concentrated in income generating activities."

However, descriptive data indicated the opposite with several participants indicating that family commitments have contributed to their non-completion. This outcome could be because there actually individuals whose marital status brought about family commitments that led to non-completion but the number of those participants were not significant enough to counter the non-significant findings.

Chi-square cross-tabulation was conducted as a descriptive analysis for the chi-square of association to establish which religious affiliation was associated with non-completion among university students before ascertaining the level of significance. The findings are presented on table 7.

Table 7 chi-square cross-tabulation on the association between religious affiliation and non-completion among university students

			Non-completion						
			1	2	3	4	5	6	Total
Religious affiliation	Christian	Count	53	37	26	21	11	8	6
		Expected count	49.0	38.8	27.9	23.8	9.5	6.8	156.0
		% within religious affiliation	34.0%	23.7%	16.7%	13.5%	7.1%	5.1%	100.0%
		% within non-completion	73.6%	64.9%	63.4%	60.0%	78.6%	80.0%	68.1%
		% of total	23.1%	16.2%	11.4%	9.2%	4.8%	3.5%	68.1%

Indigenous religion	Count	3	4	6	3	0	0	16
	Expected count	5.0	4.0	2.9	2.4	1.0	.7	16.0
	% within religious affiliation	18.8%	25.0%	37.5%	18.8%	0.0%	0.0%	100.0%
	% within non-completion	4.2%	7.0%	14.6%	8.6%	0.0%	0.0%	7.0%
	% of total	1.3%	1.7%	2.6%	1.3%	0.0%	0.0%	7.0%
Muslim	Count	7	11	4	4	0	0	26
	Expected count	8.2	6.5	4.7	4.0	1.6	1.1	26.0
	% within religious affiliation	26.9%	42.3%	15.4%	15.4%	0.0%	0.0%	100.0%
	% within non-completion	9.7%	19.3%	9.8%	11.4%	0.0%	0.0%	11.4%
	% of total	3.1%	4.8%	1.7%	1.7%	0.0%	0.0%	11.4%
Others	Count	8	5	5	7	3	2	30
	Expected count	9.4	7.5	5.4	4.6	1.8	1.3	30.0
	% within religious affiliation	26.7%	16.7%	16.7%	23.3%	10.0%	6.7%	100.0%

	% within non-completion	11.1%	8.8%	12.2%	20.0%	21.4%	20.0%	13.1%
	% of total	3.5%	2.2%	2.2%	3.1%	1.3%	0.9%	13.1%
Total	Count	72	57	41	35	14	10	229
	Expected count	72.0	57.0	41.0	35.0	14.0	10.0	229.0
	% within religious affiliation	31.4%	24.9%	17.9%	15.3%	6.1%	4.4%	100.0%
	% within non-completion	100.0%	100.0%	100.0%	100%	100.0%	100%	100.0%
	% of total	31.4%	24.9%	17.9%	15.3%	6.1%	4.4%	100.0%

As shown on table 7, for Christian students the expected count was less than the observed count, as the non-completion years increased. Which was proportionate with the percentage decrease within the religious affiliation as you move up the non-completion years, indicating a low level of non-completion rate. While for the Muslim students, the expected count was more than the observed count as the non-completion years increased which was also proportionate to a significant increase in percentage within the religious affiliation as you move up the non-completion years, indication a high level of non-completion rate. This implies that students who were affiliated to Muslim religion were more likely associated with non-completion than Christian students were.

Table 8 presents the significance of the findings

Table 8 Pearson chi-square findings on the association between religious affiliation and non-completion among university students

	0	alue	V	f	D	Asymptotic significance (2-sided)
Pearson chi-square		9.132a	1	0	2	.513
Likelihood ratio		2.187	2	0	2	.330
N of valid cases		29	2			

A. 18 cells (60.0%) have expected count less than 5. The minimum expected count is .04.

A chi-square test for association was conducted between religious affiliation and non-completion among university students. The association between religious affiliation and non-completion among university students was not statistically significant, $\chi^2(19) = 19.132$, $p > 0.05$.

Qualitative findings from the FGDS further highlighted institutional factors and relationship with advisor that were related to non-completion. Two student participant noted that:

"*My problems begun when i could not get a desirable topic i have had to draft more than six topics. Every time i get a topic and share with my advisor something is always missing and i have to go find something else. Not sure of exactly what i want to study. Of course i have received advise that i should go for an area am passionate about.*"

"*Candidate conformity and acceptance of the thesis process is contributing to delayed completion*"

Similarly, other participants seemed to agree with the same and noted that:

"Frustrations and confusion dominates my research writing i want to only consider what advisor suggests and sometimes even when i feel i can add a different view am not willing as it may upset the advisor and lead to more delays."

"Negative feelings from supervisor as well as the students has led to more students to stuck in the middle of the path"

Supervisor behaviour plays key role in every stage of research process like rectifying errors, suggesting direction. A misalignment with supervisor set students for failure"

"Lack of collaboration between supervisor and students like regular meet up and ability to reach a shared understanding has largely contributed to non-completion of courses enrolled for."

These words from the study participants are in agreement with Rung'uno study 2016 who equally found institutional factors and supervisor relationships to play a part in student's completion of studies.

IV. Discussion and conclusions

The study concluded that male students were more likely to be associated with non-completion of school as compared to the females. Gender was not statistically significant associated with non-completion rate among university students. Younger students were more associated with non-completion in comparison to older students. Marital status had no significance association with non-completion. Student affiliated to music religion were more likely associated with non-completion than Christian students. Institutional factors and relationship with university supervisor were reported to relate to non-completion in the focus group discussion

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