

## Why Research Students in Pakistan Experience Disengagement from Studies: A Qualitative Research Conducted in Karachi

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### Abstract

Due to their unique set of skills and strong academic background, the research students (term interchangeably used in this paper for MPhil and PhD students) are considered as a highly selective group of students. For them, pursuing the research degree itself is a very uncertain and challenging task. The available literature addressing the issue suggests that for some students this journey is rewarding, but for others, it is full of challenge. This qualitative study explores the MPhil and doctoral or higher education research student's experiences of disengagement from their studies. The semi-structured interviews have been conducted from 14 MPhil and PhD students who have prolonged or discontinued their MPhil and PhD studies. The research study explores the different categories, reasons and inability to overcome the disengagement experience from studies among MPhil and PhD or higher education research students. Work pressure, financial reasons, health issue, poor supervision, family restrictions, better alternatives, and change in priorities are found to be the few reasons of disengagement experienced by research students in Pakistan. Moreover, students' personal and environmental inabilities to overcome the reasons for disengagement that leads to prolongment and discontinuation of their MPhil and PhD studies have also been discussed, followed by potential recommendations by this researcher to overcome the disengagement experiences. The research is beneficial for the academic institutions coping with disinterest and disengagement of students at MPhil and PhD level.

Keywords: Disengagement, MPhil Students, PhD Students, Education

### 1 Introduction

Pursuing a research degree is considered as an inspiring, yet challenging task by the major segment of the society. The research studies conducted earlier on the MPhil and doctoral students' experiences reflecting the fact that, the perception of the resulted degree in relation to the compromises it demands is different for the people as per their priority. For majority of the students, the MPhil and PhD process is rewarding, but for the few others it is challenging, because it demands them to face the problems related to personal sacrifices, uncertain life experience, inter and intradepartmental issues, funds lacking and support, completion of the dissertation (Appel & Dahlgren, 2003; Jairam & H. Kahl Jr., 2012; S. Spaulding & Rockinson-Szapkiw, 2012).

Lee (2009) has found that the students who were enrolled in the nursing program considered issues related to responsibility, financial stability, student-faculty or student-advisor relationship, academic discipline and

academic self-perception as the distracting factors in their doctoral process. However, in order to get higher degrees, the students face challenges, which are not always negative. The students also feel challenged, when they are expected to solve complex and ill-defined research problems in order to create or improve the new or existing body of knowledge. This actually keeps students motivated to progress their MPhil and PhD process. Contrary to that, the students might experience more stress if the adequate support will not be provided to them. And, this could be resulted in prolonging and even dropping of the MPhil and PhD programs. Few other research studies revealed that the issue arises due to the strained student-supervisor relationship and students' disengagement with the scholarly community. Pyhältö and Keskinen (2012) has confirmed that this information leads to the conclusion that rigorous research process itself is not the only reason why MPhil and PhD students discontinue their studies.

Moreover, the available literature suggested that students withdraw from their higher degree programs when they did not get acceptance from supervisors and fellow researchers. The mismatch between students' and research communities' acceptance further aggravate the situation (Golde, 2005; McAlpine & Norton, 2006).

In addition to this, it is evident that MPhil and PhD students often experience growing health issues, due to which around 30 to 50% students around the globe in different context decide to discontinue their studies . In the studies, conducted earlier, the determinants linked with students' determination, time constraints and diminishing interest have been discussed in detail . Furthermore, there is an extensive amount of literature is available on disengagement among students pursuing their undergraduate studies . However, limited research studies are available on the disengagement issue exists among MPhil and PhD students and a serious need of systemized research on the topic is needed.

In the studies, conducted earlier, the determinants linked with students' determination, time constraints and diminishing interest have been discussed in detail(Golde,1998; O. Wao & J. Onwuegbuzie, 2011). Furthermore, there is an extensive amount of literature is available on disengagement among students pursuing their undergraduate studies(Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011; Schmitt, Oswald, Friede, Imus, & Merritt, 2008). However, limited research studies are available on the disengagement issue exists among MPhil and PhD students and a serious need of systemized research on the topic is needed.

Moreover, in the context of Pakistan, to the knowledge of the researchers, no research has been done earlier to find out the categories and reasons of disengagement among MPhil and PhD or research students. That is why after identifying the gap, this systemized research has been conducted. According to the news reports frequently published, Pakistan's MPhil and PhD dropout ratio is very high, which is a serious concern for Higher Education Commission and academicians. In the Pakistani education environment, there is a strong need to understand, evaluate and assess the

nature of issues MPhil and PhD students experience while pursuing their studies so that the right efforts can be done to reduce the risk of prolonging and disengagement from their studies. This qualitative study explores the research students' experiences of disengagement from their studies. The semi-structured interviews have been conducted for MPhil and PhD students who have prolonged or discontinued their MPhil and PhD studies.

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## 2. LITERATURE REVIEW

In Pakistan, as per Higher Education Commission's (HEC) website, every year, MPhil and PhD students' enrollments are gradually increasing. The HEC is a constitutionally established, independently working, autonomous educational body regulating, managing and accrediting the efforts regarding the spread of higher education in Pakistan. During the last decade, the higher education sector in Pakistan has been witnessed a tremendous change. A number of competitive institutes have been established and their enrolments are also increasing. In mutual collaboration with local and international institutes and HEC, the government has provided various incentives to the MPhil and PhD students and faculty members. The HEC encourages students to equip themselves with higher education by providing sophisticated assistance and facilities to the universities. Its educational reforms have already established the competitive environment within the higher education sector in Pakistan.

Butt and Reman (2010) has argued that despite its positive contribution in developing the demand of qualified individuals in Pakistan by producing more MPhil and doctoral students, HEC is still not successful in controlling or regulating a dropout ratio of research students enrolled in different universities across Pakistan. In case of subsidized education and scholarship cases, this dropout ratio and increased duration of completing research studies incur a serious loss to HEC.

In the available literature, disengagement is defined as student's reluctance and distance from the assignment and activity, he or she is supposed to do and experiencing negative emotions while performing it (Fredricks, Blumenfeld, & Paris, 2004; Reeve, Jang, Carrell, Jeon, & Barch,

2004). As perceived by higher education, research students, disengagement from study means the withdrawal and passiveness of learning opportunities coming in the way offered by scholarly communities, further categorized as a low energy level, low involvement and experience inefficiency (Schaufeli & Bakker, 2004). Previous studies on the topic suggested that disengagement from studies lead to several consequences which include decreasing commitment and disinterest in achievement (Carini, Kuh, & Klein, 2006), therefore, the disengagement from studies stop research students from getting involved in academically sound activities.

Gardner (2007) argued research students and the scholarly community serves as a primary learning resource for higher education. Research students work in groups, they become the members of the professional communities, hence, work in close collaboration with the scholarly community. This leads to the conclusion that research students do not just get influenced by the scholarly community, but they also actively choose their area of participation and they can adapt or adopt the community practices. Moreover, if they found community practices not aligned with their goals they may leave that feel frustrated (Pyhältö, Vekkaila, & Keskinen, 2012).

Further, pursuing higher education, research studies leading to family compromises and financial crises which affects the students' study processes negatively (Appel & Dahlgren, 2003; Gardner, 2007). According to the study conducted by Zhao and Kuh (2004) on the enrolled and former research student, it has been found that if MPhil and PhD student experience negative connection with the faculty and fellow research students they find themselves demotivated in achieving their higher studies objectives and starts questioning themselves about continuing their research studies. Similarly, (Golde, 2005) found that the higher education research students see a disconnect between their targeted goals and desired expectations, and departmental discrepancies and mismanagement further adds to their frustration.

The researcher further added that the inconsistency between supervisor and research student's communication, thinking and working style is the main reason for disengagement. These research studies lead to another dimension of research students' environment interaction, which suggest that the disparaging resistance between the environment and research learners such as working practices, required environmental working perception and lack of control and support system usually result in the misfit and perceived misfit leads to disengagement from the studies (Hakanen, Bakker, & Schaufeli, 2006; Schaufeli & Bakker, 2004).

Other research articles such as few written by Pyhältö & Keskinen (2012) and Stubb, Pyhältö, & Lonka (2011), while exploring the disengagement determinants suggested that mental and physical stress among research students is also a reason why they prolong and discontinue their studies.

Anxiety, stress sometimes leads to physical illness as well. Since most of the research students work as well, so they experience work-life imbalance, which is a major factor influencing their decision to discontinue research education communities (Pyhältö & Keskinen, 2012; Stubb, Pyhältö, & Lonka, 2011).

Based on the literature discussed above, this qualitative study explores the MPhil and doctoral students' experiences of disengagement from their studies through semi-structured interviews conducted for students who have prolonged or discontinued their MPhil and PhD studies. Following are the research questions devised to explore the different categories, reasons, and explanations about the inability to overcome the disengagement experience from studies among MPhil and PhD students. A number of intrinsic and extrinsic reasons of disengagement have also been identified. Moreover, students' personal and environmental inabilities to overcome the reasons for disengagement that leads to prolongment and discontinuation of their MPhil and PhD studies have also been discussed.

### 2.1 Disengagement Factors Identified in the Literature:

After conducting an extensive literature review, the following are the factors that have been identified in the previous research studies:

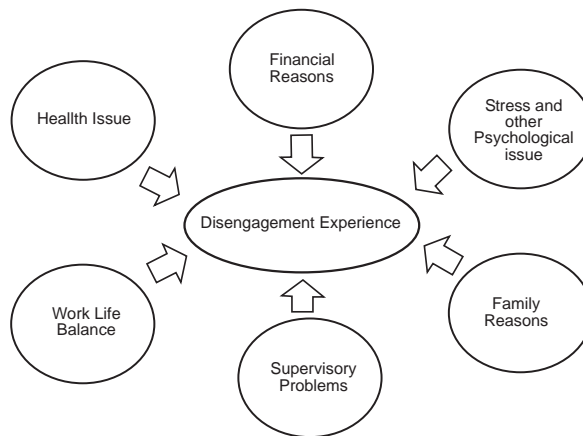


Figure . Factors of disengagement as identified in literature review.

### 2.2 Research Objective

The objective of this research is to explore the reasons why higher education research students prolong or discontinue their education and, the factors influencing their disengagement from the studies. For that, the following research question has been devised:

What are the reasons for disengagement among MPhil and doctoral students?

### 3. METHODOLOGY

In this study, a qualitative approach has been applied to explore the reasons why higher education research students experience disengagement from their studies. Denzin et al. (2005) has referred the term qualitative to the characteristics associated with entities and processes that are beyond the scope of experimental examination and quantifiable measurements. Qualitative research scholars emphasize on the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. The similar approach, inspired by which allows participants to open up of new insights. This method highlights the social constructionism paradigm which asserts reality is socially constructed.

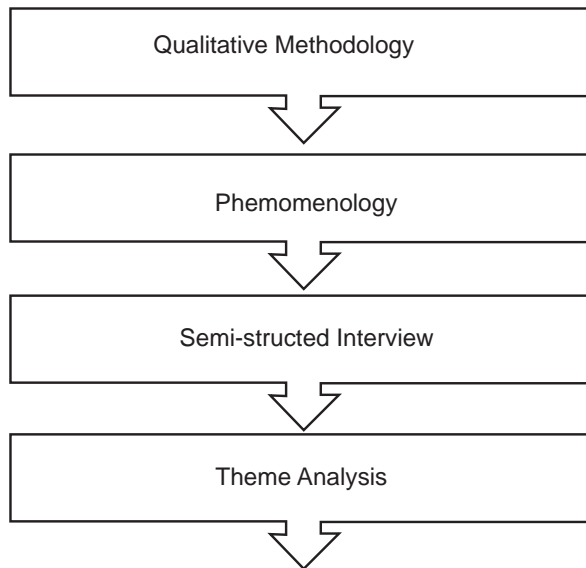


Figure 2. A summarized overview of methodological process.

#### 3.1 Higher Education Research or MPhil and PhD Students in Pakistani Context

Higher education research studies conducted in Pakistan focus on both coursework and thesis. Here the process includes seminars, coursework and proposal defense of the thesis. The minimum duration for the completion of a research degree is 4 years and the maximum duration suggested by HEC is 8 years. Students enrolled in the programs are supposed to follow the durational limits. There are two parallel systems of postgraduate studies

functional in Pakistan, one is with the research track and other is followed with a professional track. Students get enrolled in PhD after 18 years of education. Those who have done their MBA have to take equivalence from the HEC to be eligible for admission in the PhD program. Moreover, the students are supposed to clear their GAT General Test and GAT Subject Test to get enrolled in MPhil/MS and PhD programs respectively. The students are also expected to follow the terms and conditions imposed by universities they are enrolled in. The university has the right to ask you to do the prerequisite courses, the interview panel usually suggests the course limit. If the student had already cleared the GAT General or GAT Subject test, then he/she will be exempted from the internal test conducted by the university. In addition to that, the university has all the right to consider you eligible or ineligible for the admission irrespective of getting equivalence or not. Those who avail HEC scholarship have different obligations to follow, which is beyond the scope of this research.

The HEC has recently closed the MPhil to leading PhD program to ensure quality education. The MPhil and PhD students are also supposed to clear their comprehensive exam after the completion of their coursework. Further, they have to conduct a proposal defense and after getting approval from BSAR they finally get eligibility to proceed with their thesis. About the supervisor's selection there are different policies frequently get updated by HEC, which is beyond the limit of this research, but again create unrest among students.

### **3.2 Participant Selection**

The study participants were selected through a referral system. The participants were those who had discontinued or prolonged their MPhil and PhD process. Initially, first five participants were identified through personal contact then the others were contacted as referred by the initial contacts. Our presumption was that the discontinuation and prolonging could be the result of disengagement from the studies.

In total 14 students were interviewed, among which eight were males and the others were females. The four participants were management science students; three were pure science students; four were social and behavioral science students while others were language students. All the participants were once enrolled or currently enrolled in the MPhil and PhD or higher research degree programs. There were eight participants who have discontinued their MPhil and PhD programs and six have prolonged their studies, and uncertain that whether they will be able to complete their studies or not. The students participated in this research with their consensus.

### **3.3 Interviews**

The reasons for disengagement or withdrawal from studies were identified through semi-structured interviews (Kvale, 2006). The in-depth

understanding of students' experience and their perspective with respect to disengagement was gauged through the semi-structured interviews, which helped us to learn more from their experiences. The interview-structure was synthesized in a way that captured the positive and negative events students face during their MPhil and PhD or higher research studies (Vekkaila, Pyhältö, Hakkarainen, Keskinen, & Lonka, 2012). The focus of the study was on the negative experience explained by the research students.

Before conducting the interviews for the research, in the pilot phase, the questions were tested on five higher education research students and a course instructor and modified as per the feedback. At the beginning of the interview, the students who have participated were asked to visualize and draw their higher education research education i.e., research process on a piece of paper. The student drew them in the form of timelines and roadmaps. Figure 3 is the real example of such visualizations.

After the completion of drawing part, the participants were asked to identify and highlight the positive and negative episodes in their visualized journey. The positive episodes were regarded as the motivators for the students to complete their research studies, on the other hand, negative episodes were considered as de-motivators. In traditional interview setup, it was assumed that a true reflection of experiences could have been compromised, therefore visualization-based interviews were preferred to get the better understanding of the life event experienced by the participants (Rose Caspar, 2007). ‘

Every participant individually asked to explain their episodic experiences clearly in detail. Elaboration on their part was further required for the events they had highlighted. Following probing questions were asked for elaboration “Why does this particular episode (positive or negative) in your life occur? When and where these particular episodes we are talking about occur? How you react to that particular episode and what was your thinking? After that particular episode, what happened? Other people involved in that particular incident or not? Before conducting the interview, the participants were informed about the interview pattern and objective. The interviews were recorded and their duration varies between 20 to 30 minutes. The interviews were transcribed by researchers.

#### **4. ANALYSIS**

In the current research, first of all, the data recorded through interviews was made familiar by reading the responses over and over again. Data were then transcribed for further analysis. Initially, twenty codes were created based on the transcribed responses. During every step of data analysis process, the researchers go through the data again and again, so that on the basis of theory the data in line with the observation can be categorized accordingly. On the basis of the differences participants experienced, the categories of the phenomena were formulated. (Brew, 2001).



In the study, the data related to participants' inability to overcome the disengagement or withdrawal processes have been coded with respect to their life experiences. Considering the differences and similarities among participants' life experiences, the data has been analyzed and coded, and by doing that, different categories, reasons and inability to overcome disengagement have emerged.

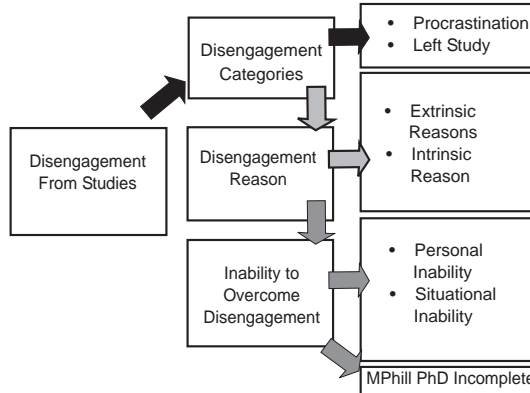


Figure 3. Categorization of disengagement with respect to reasons and inability to overcome it.

The codes, after further reading, were modified. Not only the semantic meanings were studied, but the latent factors were also identified. After thorough analysis theme is searched following the steps of thematic analysis. The final thematic which was created after the analysis is given as under:

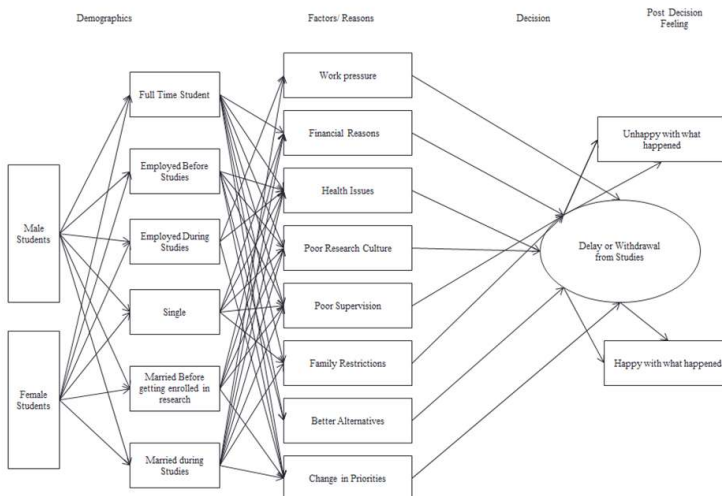


Figure 2 A thematic chart elaborating responses from male and female students followed by demographics, factors/reasons, decision and post-decision feel of either postponing or withdrawing postgraduate studies.

In the above chart themes which were created on the basis of the responses received from the interviewees are positioned in such a way that the flow to the ultimate decision of either postponing or withdrawing the education is evident. The gender, employment status, marital status etc. are labeled under Demographics whereas the further generated eight themes were classified as factors or reasons that cause disengagement from research. The decision then is bifurcated as the decision to postpone or delay studies and the decision to withdraw from studies.

From the Figure 4, it is evident that male students who were single & full time students made the decision to postpone or withdraw the research having been influenced by the following factors: Financial Reasons, Health Issues, Poor Research Culture, Poor Supervision, Better Alternatives, Change in Priorities while single female full-time students had one more additional factor which caused them to take the decision of postponing or withdrawing from research and it was family restrictions. When it came to students who were single & were employed during studies the factors that influence their decision were mainly Work Pressure, Health Issues, Poor Research Culture, Poor Supervision, Better Alternatives and Change in Priorities.

Those students who were employed before studies and single were influenced by the factors such as Health Issues, Poor Research Culture, Poor Supervision, Family Restrictions, Better Alternatives, and Change in Priorities regardless of the gender. Same were the factors highlighted by those who were married and employed before studies. However, those students who were employed and got married during the studies were influenced by factors including Work Pressure, Financial Reasons, Health Issues, Poor Research Culture, Poor Supervision, and Family Restrictions & Change in Priorities. Overall the responses received from the interviewees were emphasizing the influence of two factors as mainstream factors which are Poor Supervision and Poor Research Culture. The other factors have also emerged as substantial ones, but as compared to the two mentioned before their effects were lesser

## **5 RESULTS**

Results indicated that there are variations in the experiences of individuals depending on their gender, age, marital status, financial position, level of motivation, opportunities available etc.

### **5.1 Theme 1: Work Pressure**

Those individuals, both male and female who are single and get employed during studies, mostly find it difficult to manage both ends meet and consequently end up either withdrawing or postponing research. As one of the respondents said,

*"I was going on well with my research and then I got employed. The work pressure got the better of me. Ultimately I had to quit."*

Another respondent said,

*"My boss never understood what I was going through. He kept on putting pressure on me. I was stressed. I decided to postpone my studies."*

## **5.2. Theme 2: Financial Reasons**

Those researchers who are dependent on others for the finance for instance: pupils who are jobless and their guardians are not well off, they tend to struggle to do research flawlessly due to financial reasons. One of the respondents stated,

*"It's very difficult to carry on studying when you lack financial resources. It feels really bad to be dependent on others"*

For some researchers who are not financially stable after getting married, it becomes difficult to manage both the things together.

## **5.3. Theme 3: Health Issues**

Some researchers fall severely ill or have an accident during studies.

Consequently, they find themselves at their wit's end and compromise on their studies for the time being. For a female student who is married expecting a baby can also be a medical reason to postpone studies. one of the respondents mentioned,

"I had an accident in which I got seriously injured which resulted in me leaving my research studies for good."

A female student stated,

*"I got pregnant during research studies and I had to prolong my studies because of that."*

## **5.4. Theme 4: Poor Research Culture**

One of the most common reasons which are highlighted by most of the researchers is poor research culture prevalent at the university. One respondent said,

"Research needs full consideration and concentration without any pressure from any side whether it's personal or professional. You have to have the support of your colleagues. The culture does influence the quality of research. Research is a full-time job. You have to burn your midnight oil to achieve the goal."

### 5.5 Theme 5: Poor Supervision

The most common reason for researchers to withdraw/ postpone research is poor supervision, most of the researchers complain about the quality of supervision they are provided and blame their supervisors for their failure. One respondent said,

*"My supervisor never allowed me to ask questions. He never listened to me. He forced me to do research on the topic of his choice."*

### 5.6 Theme 6: Family restrictions

Most of the female students stated their personal life and family restriction as a reason for the delay or withdrawal from education. One of the female students mentioned:

*"I got married during my research studies. Consequently, it took me more time to complete my research as my husband asked to take a break from studies for at least a year."*

Another female student stated:

"After my father died I had to quit my research studies because my brother was conservative and didn't allow me to go out and do research."

### 5.7 Theme 7: Better Alternatives

One student described experiences of exhaustion. When he did, it was in terms of feeling overstrained and having no energy to continue. Sometimes the students were fully exhausted or even depressed, and consequently had

distanced themselves from their research work and postponed it. While one student said:

One respondent highlighted:

*"I had an opportunity to go abroad and I didn't want to let that go begging. I quit my research studies for I thought I had a better alternative."*

### 5.8. Theme 8: Change in Priorities

When it comes to those students who either get promoted professionally or start finding pleasure in doing other things as their priorities change they end up discontinuing their studies.

Variation was also expressed in the situations and activities that the research students identified as contributing to these disengaging experiences. One female student respondent responded,

*"After getting married I decided to give time to my family and became a housewife. I lost my interest in doing research."*

*"No regrets at all. My family was and is my priority. The compromise I made proved to be fruitful."*

The contrasting response was gotten from another interviewee:

*"I have always regretted my decision of withdrawing from research studies for I could have achieved much more as an academician."*

The result of the responses showed few subtle and few substantial variations in the experiences of research students.

After generating the thematic chart from the codes generated on the basis of the responses gathered from the interviewees the result produced concluded that those who postponed or withdrew their studies due to the reasons other than the change in priorities and professional growth had nothing but to repent and consequently were unhappy with what happened and vice versa.

## **6. Discussion And Conclusion**

The factors that add to disengagement or withdrawal from the research studies and processes are infrequently studied in education. The present research was completed inside the setting of delayed research studies or withdrawal from it and, in this way, gives knowledge into the marvel by revealing insight into research students' different withdrawing experiences and the progression between them and their workplace amid these experiences. Comparative experiences have been ordinarily studied in business-related settings (Hakenan, et al, 2006, salanova, schaufeli, Martiniz & Bresco, 2010) Our discoveries propose that leading research work does not mean just taking courses, examining the space, and directing research; it is additionally particularly scholastic work inside an academic group that researchers as beginner researchers are engaged in. Further, our examination recommends that despite the fact that the settings of the separating experiences and the nature of the ruinous progression differed, the understudies regularly observed the issue as coming about because of an excessively controlling or estranging academic group. Specifically, our outcomes are in accordance with past investigations on research education which demonstrate that apparent mavericks between researches and their insightful groups are probably going to add to negative experiences and debilitate their determination. (Golde, 2005 According to Spaulding and Szapkiw (2012), there is confirmation of damaging grating in research insightful group cooperation and in addition feeling outside the group diminishing researches' certain and fulfilling experience and in addition

perseverance in their examination. Further, our outcomes recommend that disengagement from the research is additionally conceivable while matching interests, concerning vocations or families, engross them more than their proposed work, despite the fact that they may see that finishing their proposition is conceivable. Our outcomes suggest that what is the nature of research studies' disengagement contrasts, and henceforth the methods and practices to encourage research studies' commitment to their research additionally should be more various. Besides, the outcomes show that the nature of the transaction amongst research and the scholarly group matters. What's more, research studies and programs may require bolster in translating the insightful world and its requirements.

In the present investigation, we could give knowledge of behavioral sciences doctoral understudies' experiences of disengagement from their proposal process. In any case, disengagement isn't an experience that exists in a vacuum or which is separated from commitment. Stubb et al. (2011) have argued the conditions of research work additionally give assets to commitment and creating a positive drive. Be that as it may, commitment itself was not the focal point of the present examination, and further research on commitment in research work is required. Thus, in future research studies, we intend to take a gander at commitment to research studies that lead their education inside the best level research group.

It is obvious from the discussion so far that there is wide a dissimilarity of accessible information inside the advanced education division on why researchers pull back from their picked course. The recommendations emerging from the discoveries of this research will be isolated into three classes: the individual foundation reaction; approach suggestions for the HEI area all in all; the potential part of the National Forum in advancing research and best practice in expanding maintenance of researchers in advanced education. While the recommendations have been classified along these lines, obviously the unpredictability of the issue requires a community-oriented approach between the majorities of the partners to address it successfully.

### **6.1 Decreasing Disengagement**

As per our discoveries, matters relating to the course and course decision were by a wide margin the most well-known purpose of researchers to pull back from their advanced education thinks about. The student voice, as enunciated through the subjective information gathered, gives understanding into such issues in the segment all in all, and in addition separating between the components that make up the part. Notwithstanding, as expressed above, there is a significant dissimilarity between what, on the off chance that anything, is gathered by the individual organizations to acquire top to the bottom comprehension of why and how a student chooses it was to their greatest advantage to leave, regardless of the sentiments of disappointment it can induce. This demonstrates the requirement for the accompanying

Recommendation 1: Systematic and institutionalized subjective information ought to be assembled as per normal procedure by all advanced education organizations from researchers who pull back from their course.

Recommendation 2: Development of a typical leave shape that incorporates open finished inquiries looking to clarify why such a choice has been achieved; what, in the event that anything, may have helped them to stay; and regardless of whether the student intends to re-enter advanced education in the quick future.

From the approach area of this examination, it will be obvious that extensive exertion must be consumed in getting to data about existing information from the taking interest establishments. Also, it was discovered that a few establishments were presently drawn in, or had been locked in as of late, in research extends on student withdrawal. It is imperative that such profitable information is used in its most extreme and duplication of exertion inside and crosswise over establishments be maintained a strategic distance from by building correspondence in the research procedure. Subsequently, we prescribe that:

Recommendation 3: A suitable individual ought to be the assigned contact for Teaching and Learning research in each HEI and this individual ought to be clear about their part in helping the National Forum with respect to progressing research ventures.

Recommendation 4: Pakistan's advanced education foundations ought to be completely educated of all continuous research extends and made mindful of the additional estimation of such research, with the goal that any help required will be given to expanding effect.

Results from the information ordered by our investigation indicate issues identified with the course to be by a long shot the most widely recognized purpose behind researchers pulling back from their examinations. Promote cross-examination of this information uncovers the unpredictability of this reason and why various methodologies are expected to address it. The Wrong course decision is a repeating subject, requiring different ways to deal with a guarantee that second level researchers are best arranged for settling on educated choices while finishing their CAO Application Form. Adjusted to this, is the issue of the enrollment/showcasing methodology of the foundations when attempting to draw in potential researchers. The inquiry emerges with reference to whether the data gave clarifies the course substance and requests, and whether the base prerequisites in a specific subject (e.g. maths) are pitched at an adequately abnormal state to guarantee that those on the edge will have the capacity to adapt. For courses with large amounts of student withdrawal, the accompanying recommendations warrant thought:

Recommendation 5: Review of the showcasing procedure and its "fit" with course substance and scholarly requests.

Recommendation 6: Review of passage necessities in connection with researchers' second level subject decisions and Leaving Certificate brings about zones of specific importance.

Recommendation 7: Review of evaluation input and scholastic bolster structures with a specific spotlight on the initial three months of a program, along these lines making a "scholastic early cautioning framework".

Recommendation 8: Reviews of inner exchange components and backings to guarantee that such open doors are boosted for researchers who may some way or another pullback.

Recommendation 9: Audit of the scholastic and managerial backings expected to distinguish and exhort researchers who have turned out to be disillusioned with their picked course.

Recommendation 10: More spotlight on general learning abilities at higher instruction in the early long stretches of the first year, and in addition building educational program intercessions that advance student commitment and student strength in their advanced education examines.

Recommendation 11: Identifying researchers from admission insights who may be especially defenseless against poor social incorporation either in light of the fact that they are the just a single going to form a specific second level school, or whose house is a significant separation away.

## **6.2 Decreasing non-consummation**

Obviously, the choice to pull back isn't a simple one from the student's point of view given the sentiments of disappointment, lament and a worry about conceivable family responses. On the institutional side, it speaks to lost income which can be sizeable and a missed open door for another imminent student. Its scale makes it a vital approach issue of advanced education training all in all and by division, as far as problematic utilization of important assets. Unmistakably the arrangement can't become the methods for a solitary change, but instead requires a multi-layered approach that includes second and in addition advanced education instructive strategy and practice. The initial step is to analyze how the issue is characterized. The way that a significant high extent of researchers demonstrated that they were wanting to move to an elective course/establishment by means of the CAO, proposes that:

Recommendation 12: Student non-consummation ought to be seen in an unexpected way, not as a disappointment or issue, yet rather a marker of the requirement for more noteworthy simplicity of student versatility inside the advanced education segment, in this manner empowering a student to make their own "vocation design".



### **6.3 IMPLICATIONS**

The research is useful for the policymakers who design and make changes in the programs of research. It is equally important for the institutions to keep a check on how they are performing in supporting and promoting research culture in the society. Moreover, it also explains how research students can be motivated with the help of proper supervision. The most important aspect of the study is that it highlights how an individual can better devise his strategy as a research student. It can also guide a student whether to get enrolled in research is a good option for him or not by making an in-depth analysis of the factors mentioned in the study.

### **6.4 LIMITATIONS & FUTURE RESEARCH**

Since this study is mainly focused on research students, students at other levels or pursuing an education in different faculty are not considered in the research. Moreover, for the analysis thematic analysis approach was used which certainly has many advantages yet there is an issue with its pertaining to the limitations of options available for interpretation which opens the door for other approaches such as narratives and biographies for future research.

Furthermore, research horizon can be expanded from city-based on country-based and then to continent based so as to bring about standard conclusions which can then be objectified with the help of quantitative research. Ultimately, these intermittent steps if taken slowly but surely can lead resulting in the improved education system worldwide.

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