



Decreasing College Enrollment in Nepal: A Comprehensive Examination of Teachers' Experiences

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Abstract

This study investigates the declining trend of student enrollment in higher education institutions in Nepal, a challenge increasingly observed across universities and colleges nationwide. Using a quantitative survey of 40 college-level teachers from Kanchanpur, supported by a focus group discussion with 10 participants, the research explores teachers' perceptions of the current enrollment situation, identifies the major factors contributing to the decline, and examines the strategies implemented to address the issue. The findings reveal that the primary causes of decreasing enrollment include students' strong attraction toward foreign education, lack of employment opportunities in Nepal, financial hardship, poor academic motivation, outdated curricula, and ineffective governance in higher education institutions. Quantitative results indicate that over 70% of respondents perceive the current enrollment as declining, with undergraduate programs being the most significantly affected. Qualitative responses further highlight systemic issues such as rigid academic calendars, limited practical and market-oriented courses, inadequate facilities, and poor institutional management. Despite these challenges, institutions have adopted various strategies, including school visits, collaboration with local governments, media campaigns, and efforts to enhance campus environments. The study concludes that revitalising higher education in Nepal requires policy reforms, job-linked academic programs, financial support mechanisms, improved governance, and strengthened



institutional capacity. The findings provide critical insights for policymakers, educational leaders, and stakeholders striving to enhance the attractiveness and relevance of higher education in Nepal.

Keywords: *College enrollment, decreasing students, higher education, teacher perception*

Introduction

Education plays a pivotal role in the socio-economic development of any nation, and Nepal is no exception. Over the years, there has been a growing concern about the declining trend in student enrollment at the college level in Nepal. The shift in enrollment patterns demands a thorough investigation into the underlying causes and potential solutions to address this critical issue. Nepal, a country nestled in the Himalayas, has made significant strides in expanding its education system, especially at the higher levels. The government has undertaken various initiatives to promote access to higher education, including the establishment of new colleges and universities. Despite these efforts, recent years have witnessed a decline in student enrollment at the college level, sparking concerns among educators, policymakers, and stakeholders. Several factors contribute to this trend, necessitating an in-depth analysis to understand the multifaceted nature of the issue. Economic challenges, demographic shifts, changing societal expectations, and the impact of global events such as the COVID-19 pandemic are likely to be influencing factors. Additionally, issues related to the quality of education, availability of diverse academic programs, and the relevance of curricula may also play a role in deterring students from pursuing higher education at the college level.

The universities are facing problems both in enrollment and in the dropout of students before the completion of the degree. Camelia and Ramona (2018) present this situation in their words as ‘The phenomenon of university dropout is met in all universities in the world and its effects are felt both at the economic level, at the level of society, and at the personal level of students who abandon the university.’ If the problem is not identified and addressed on time, the situation of the universities is going to be very alarming. There are many causes behind the dropouts of students in the university. Some causes for the dropout are financial problems, lack of parental support, Academic struggles, boredom, pregnancy, and parenthood. Robbins et al. (2004) listed the following reasons for dropout motivation for student success: academic goals, institutional commitment, perceived social support, social involvement, self-assessment ability, self-perception, academic abilities, and contextual influences.

This comprehensive study aims to identify and analyse the root causes of the decreasing student enrollment in Nepal's colleges, considering both systemic and situational factors. The research explored the socio-economic landscape, educational policies, and cultural influences that may contribute to the observed decline. Furthermore, the study investigated the perceptions of teachers regarding the challenges and opportunities

associated with college-level education in Nepal. In addition to identifying the causes, the research endeavours to propose evidence-based solutions and policy recommendations to reverse the declining trend in student enrollment. It considered strategies to enhance the attractiveness of higher education, improve the quality of academic offerings, and address the socio-economic barriers that may hinder access.

The findings of this study will not only contribute to the academic discourse on education in Nepal but will also provide valuable insights for policymakers, educational institutions, and other stakeholders to formulate targeted interventions and strategies for revitalising college-level education in the country. As Nepal navigates the challenges of the 21st century, ensuring a robust and accessible higher education system is crucial for fostering a skilled and knowledgeable workforce that can drive sustainable development and innovation.

Recently, a news article published on *Edusanjal*, an online education portal, titled “25 TU Campuses Merge with Other Universities” (August 18, 2021), highlighted the ongoing institutional restructuring in Nepal’s higher education sector. Similarly, another notice issued by Tribhuvan University on June 14, 2023, “Tribhuvan University Calls for Campus Merger Applications,” further indicates a declining trend in student enrollment. The Institute of Engineering, Tribhuvan University, has also made public its unified admission system portal, which shows a significant number of vacant seats across engineering institutions. For example, Pulchowk Campus has a total capacity of 624 seats, of which 116 remain vacant, while Thapathali Campus has 234 vacant seats out of its 432 allocated seats. This pattern is observed in many other TU campuses as well. Likewise, Far Western University has issued a readmission notice due to its inability to fill the designated quota.

At present, many students prefer pursuing higher education abroad and are increasingly planning their careers outside Nepal. As a result, many campuses across the country are facing a shortage of students, while large numbers of youths leave Nepal every day. In this context, a thorough study of the situation has become essential. As researchers, we aim to explore the underlying causes of the declining interest in enrolling at Nepali universities, a trend that has created serious challenges for higher education institutions in the country.

Causes of the Decrease in Students' Enrolment in Higher Education

The higher education sector has been facing lots of problems at present, not only in Nepal but all over the world. Observing the data from different universities, we can easily predict that the number of students in Nepal is decreasing. The study of Trital (2023) pointed out that the MOEST data of the students taking No Objection Certificates (NOC) is significantly increasing day by day, which clearly depicts the enrollment rate in Nepali Higher Education Institutions (HEIs). Every year, students' enrolment in general education is decreasing, as we are the direct stakeholders of the higher education; we

have been teaching at the university for more than 15 years and can easily see this drastic change in students' enrollment in higher education. In the same way, the study of Dahal (2010) also stated that due to the economic inefficiency and problem students are not preparing to pursue their higher education from Nepal. From the study, it can be inferred that students want to earn money to sustain their family life while pursuing their higher education. Therefore, universities need to provide students to earn while learning, which can motivate them to enrol in their own country. The study of Regmi (2019) explored that the rise of neoliberal instrumentalism in higher education policies affected the enrolment rate in Nepali HEIs. This theory has focused on economic efficiency and the economic value of education; therefore, it focuses on earning money and enhancing their economic capital. As a result, students are motivated to earn money while learning at the university. Pokharel et al. (2016) compared the students' enrolment in private and public colleges of Nepal and found that the majority of the students basically enrol in general education; they enrol in private colleges rather than public colleges. The study pointed out that due to the influence of friends, family, and relatives, they decide on HEI enrolment. The study also explored that due to the website of the universities, advertisement of the college, affiliation of the college, and media campaign affect their mindset to get admission in higher education.

Decreasing student enrollment is not only the case at Nepali University, but it is also seen even in US universities. The OECD (2025) annual report mentioned that student mobility was very high in mostly in Asian Universities. According to the report, the mobility of the tertiary students was over 80%; they moved towards Australia, Indonesia, Japan, and Korea. Similarly, National Student Clearing House Research Centre (2022) reported that after the pandemic of COVID-19 pandemic, US universities faced a decline in student decline. Similarly, Times Higher Education (2025) reported that students' enrolment increased in some English-speaking countries but decreased in some developed countries due to the global education trend. Blbas (2025) studied the factors affecting the decline in the statistics department and concluded that due to the employability opportunities, student enrolment was declining in the statistics department. Welding (2025) presented that from 1970 to 2010, students' enrolment in US universities was rapidly increasing, but between 2010 to 2022, students' enrolment decreased by 15%. She also mentioned that due to a shrinking college-aged population, in US college enrolment rate has decreased. From her study also we can also easily guess that decreasing college students' enrolment has become a universal phenomenon. There are various causes behind this issue, such as a changing trend in pursuing higher education. Now people are comparing education with economic efficiency; therefore, they prefer to earn money rather than just become a pure student. Students want to be involved in the "Learn and earn " program (Tuikong, 2020). Decreasing students' enrolment in higher education is not only the case in Nepal, but it is a global trend.

Methods and Procedures

This study adopted a quantitative approach and a survey as a research design. For the collection of data, 40 teachers teaching at the college level, who were teaching at the college level for at least five years at college level were selected purposively from Kanchanpur district. A Google form was designed containing both closed-ended and open-ended questions focusing on exploring the reasons for the decrease in student enrolment in higher education. The Google form was sent to the teachers, through social media and email, teaching at Far Western University and affiliated colleges of Tribhuvan University at Kanchanpur district. Before sending the Google form, we called teachers and requested that they fill out the form. Out of 40 teachers, 10 teachers are then asked to take part in a focus group discussion. The focus group discussion was mainly directed towards determining the causes of poor student enrollment, the efforts that they have taken, and the measures that need to be taken to increase enrollment at the institutions they are working with. The collected quantitative data were categorised and presented in different charts and graphs, and the qualitative data were analysed thematically. They were interpreted using statistical tools.

Results and Discussion

The collected data were categorised into different themes for the analysis and interpretation. The major categories of the data include: demographic information, current trends in student enrollment, the condition of student enrollment, the most significant decrease in student enrollment, major causes of decreasing student enrollment, factors affecting students' choices, students' dropout trends, strategies applied to increase student enrollment, and solutions to reduce dropouts. These categories are discussed separately as follows.

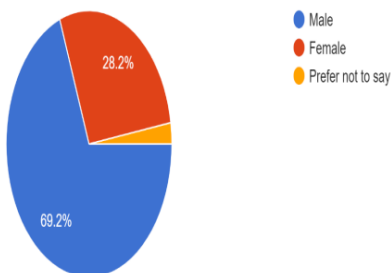
Demographic Information

This category provides basic information about the participants, including their gender, age group, affiliated institution, and faculty affiliation.

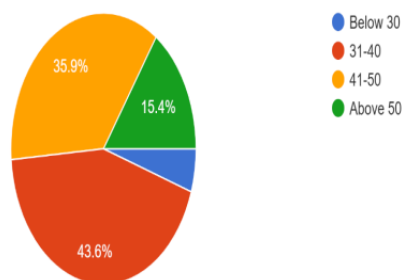
Figure 1

Demographic information

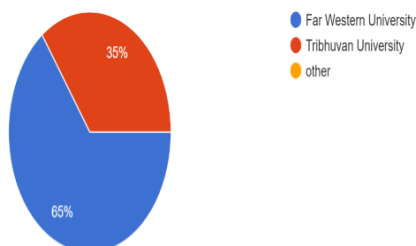
Gender
39 responses



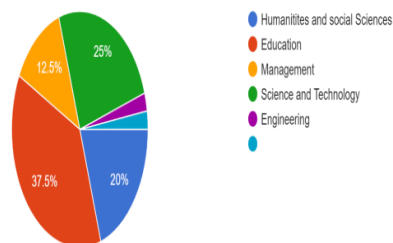
Age Group(in years)
39 responses



Institution you work
40 responses



Subject area/ discipline
40 responses



The participants for responded show that most of them are male participants, as presented in the above chart. The number of males covered 69.2 percent of the total participants, and 28.2 percent were female, as the respondents of the study, and the remaining did not prefer to mention their gender as male or female. In terms of age group, most of the participants of the study were between 31 to 40 years age group (43.6%), and 35.9 were 41 to 50 years age group. Among the 40 respondents, 65% participants were affiliated with Far Western University, and 35% participants belonged to Tribhuvan University. In terms of the areas of specialisation, 37.5% participants belonged to the Faculty of Education, 25% participants belonged to the Faculty of Science and Technology, and 20% participants were from the Humanities and Science faculty. 12.5% participants belong to the faculty of Management.

Current Trends in Student Enrollment

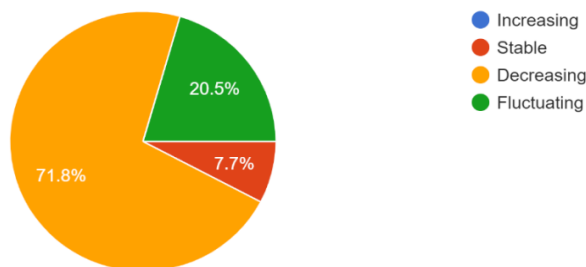
The study was also oriented to identify the current trends of student enrollment at

the college level. Participants were asked how they would describe the current students' enrolment trend in Nepalese colleges/universities. The data collected from the participants are presented in the following chart.

Figure 2

Current Trends in Student Enrollment

How would you describe the current student enrollment trend in Nepalese college/university?
39 responses



The chart illustrates the current trends in student enrollment as perceived by the participants. A significant majority, approximately 72%, reported that student enrollment at present is decreasing. Meanwhile, about 20.5% of the respondents indicated that the enrollment trend has been fluctuating over the past decade, noting that in some years the number of students increases, while in others it declines, resulting in an overall inconsistent pattern. No participants reported that there is an increase in student enrolment at college. From the above data, it can be said that currently, the number of students taking admission at the university level is decreasing for most of the respondents in the institution where they teach. The study of Trital et al. (2023) also found that student number is decreasing in higher education. They studied the historical trend of student enrolment at Tribhuvan University from 1950 to 2022. The study of Partanen (2011) in Russia presented different results of the student enrolment in Finland, where the number of students was increasing due to the Government policies. Therefore, it can be said that if education policies are changed, then students' motivation can be changed, if the policy attracts student demands and expectations (Abankina and Filatova, 2015). The study of Guiamalon (2025) has also found a similar result to this study. The number of graduate students was decreasing rapidly at Cotabato State University.

Lowest Enrolled Level

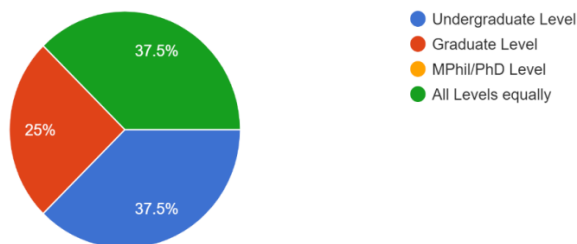
The participants were asked which level was affected most by the decrease in

students' enrolment. There were four options given in the questionnaire: undergraduate, graduate, M.Phil./Ph.D. Level and all levels. The collected data is presented in the following chart.

Figure 3

Lowest enrolled level

In your opinion, which level faces the most decline in student enrollment?
40 responses



The above chart shows that 37.5% participants reported that the undergraduate level is affected most by the low student enrolment. From this, we can infer that after completing school-level education or +2, students choose foreign universities to pursue their higher education. We can also interpret that a smaller number of students pass the +2 degree to get admission at the undergraduate level. A similar number of participants reported that the number of students was decreased not only at the undergraduate level but also at all levels. 25 percent of respondents said that the graduate level is mainly affected by the low student enrolment. None of the participants has responded that the post-graduate or research level is affected. From the above data, it can be said that not only a particular level suffers from a lack of students, but almost all levels are affected by this burning issue.

Causes of the Decrease in Student Enrollment

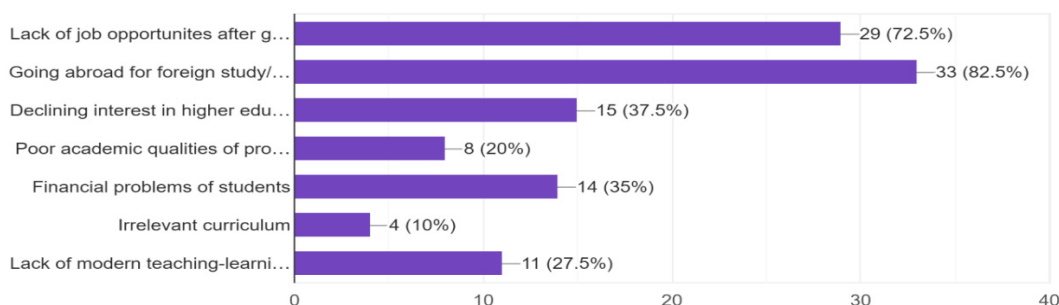
The primary focus of the study was to explore the leading causes of the decrease in students' enrollment at higher education institutions. Participants were asked to respond to multiple-choice questions to record the causes of students' decline at the college level, along with an open-ended question to collect more possible causes of student decline, and the responses are presented in the following graph.

Figure 4

Causes of the Decrease in Student Enrollment

Please tick the major causes of decreasing student enrollment.

40 responses



The above graph shows that 33 respondents, i.e., 82.5% supported going abroad for study as the leading cause of students' decline. In the same line, 29 respondents, i.e., 72.5% reported that lack of job opportunities after completing their degree was the most significant cause of student demotivation in Nepali higher education institutions. Only four respondents, which come to 10% of respondents, said that an irrelevant curriculum demotivated students from enrolling in college-level courses. Similarly, 20 percent shared poor academic qualities of the program as a factor for declining enrollment at the university level, 27.5% responded that the lack of a modern teaching-learning system was a significant cause of poor enrollment, and 35% said it was due to financial problems. 37.5% reported a decline in interest in higher education. The study of Wu et al. (2021) reported that government policies and the changing trend of getting an education are the major causes of the decline in students at higher education. In the same way, Welding (2023) also reported that the new trend of perceiving higher education in a global context changed students' mindsets in pursuing higher education. At present, students compare education with earning; they prefer to earn while learning. Therefore, universities should change their policies and curricula to increase students' enrolment. Similarly, Tuikong (2020) also found that universities need to offer market-oriented courses to attract students because old-fashioned and theory-based courses are decreasing day by day.

From the above data, it can be interpreted that the leading cause of decreasing student enrolment is the attraction of foreign universities and the lack of job opportunities in the home country. Meanwhile, the students are not convinced that the completion of the degree in the home country ensures a stable career in Nepal. It means students need to be provided job opportunities or should be involved in earn while learn program. Higher education students want to be financially independent and want to be involved in job activities while learning. They do not like to be a pure student. They want to work and earn money while pursuing higher education. As they are adult learners, they want to become independent socially and economically.

Analysis of the Open-Ended Questionnaire

This study surveyed teachers' subjective judgment of the topic through a Google form. The following themes have been generated regarding the causes of decreasing student enrollment.

Lack of Employment Opportunities and Job Security

One of the most repeated responses noticed from the informants was the lack of job opportunities after graduation. Many respondents mentioned that after completion of higher education in Nepal, there is no guarantee of employment, and they realised uncertainty, which discourages students from enrolling in the courses. They mentioned phrases like 'no job assurances, no fixed career, and a lack of a lucrative job market. This discrepancy between the job market and the educational degree is one of the main reasons for them not to enrol in universities. The findings align with the study of Tuikong (2020) and Guiamalon (2025). Their study also supported that students want to have assurance of job opportunities after graduation.

Economic and Financial Constraints

The economic level of the prospective students is comparatively low and weak, and in the responses, one of the repeated causes mentioned by the informants was their financial hardships. The participants mentioned terms like 'poor economic background and familial responsibility as primary factor that hinders them from enrolling in university courses. Along with that, the lack of part-time employment opportunities and inadequate government financial support further increase this challenge. Students give more importance to earning over studying, especially when education does not ensure immediate economic returns. This reflects the broader economic context of Nepal, where financial insecurity directly influences educational choices. These findings are aligned with the findings of Tuikong (2020). He also found that students want to engage in small businesses or earn money while pursuing higher education because they have multiple responsibilities. The study of Batool and Liu (2021) also depicted that there is a direct influence of students' socio-economic status and enrolment in higher education.

Migration for Foreign Education and Employment

The education system in developed countries and cities is supposed to be updated and advanced, and students prefer to go abroad for their higher studies or employment. They get attracted by better educational facilities, global exposure, and the potential for higher income. In the responses that the participants have made, they have used the terms 'migration for foreign education and employment, 'tendency of joining foreign universities and 'choice of earning more money by going abroad. These responses are proof of the

claims that they are making about how globalisation and labour migration have shaped the students' migrations abroad. The study of Trital et al. (2023) also explored that students are motivated to pursue their higher education from foreign universities because of the multiple opportunities. Foreign universities offer earning and learning opportunities; therefore, they prefer to pursue their higher education in foreign universities.

Questionable Quality and Flexible Governance Policy Issues

In the responses made by the informants, some responses criticise the quality and practicality of university education in Nepal. Comments like 'lack of syllabus-oriented book and solutions, 'lack of practical learning, and 'weak teaching – learning environment' show the dissatisfaction with the academic system. Informants pointed out that the universities in Nepal are using outdated curricula, and they failed to equip students with market-driven courses. Along with these poor facilities, inadequate infrastructure, and examination-centred teaching approach also support the students' indifference towards the university in Nepal. Lack of good governance and effective educational policies is also causing a reduced number of students' enrollment in Nepal. The government's ups and downs and lack of fixed policies are causing trouble for students to get enrolled in the course. Respondents mention that corruption, inappropriate government policies, and unplanned distribution of affiliation to private colleges are leading to poor enrollment. This issue mentions the problem in management in higher education institutions. The universities are distributing the affiliation without any proper planning and evaluation of the infrastructure, and the students are showing their indifference towards their studies.

Lack of academic motivation and Interest

Another critical theme generated through the qualitative data is a lack of interest in academic study. There are a few responses that show the students are looking for the immediate benefit and need to have the instant income as a result of which they are not willing to complete their four to five years in study and would rather go abroad to study or work on a visa and get returns, which remains their priority.

Strategies Adopted to Increase Enrollment

The informants were asked questions about the strategies that they have adopted or would like to adopt for increasing enrollment in their institution, and the following themes were generated based on the input we received.

Visited Feeder Schools and Contacted Students and Parents

One of the most repeated answers that we received from the informants in our study showed that they visited the schools around their surroundings and informed the

students about their higher education and the courses that they are offering. One of our participants, P5, presents his ideas that discussions with the head teachers and students in the feeder school, at the end of the year, before they go for the final exam, were what they did to collect the students. Still, it was not as effective as the other participant, P7, mentions, due to the interest of the students to join the various technical courses after the completion of their grade 12. Along with the school, they also began the campaign to meet the guardians and parents. They are aware of the guardians and students with the courses that they are offering, their prospective benefits, and the scope of the courses. As mentioned by P10, the students and guardians were told about the courses that they are offering and their career choices after completion of the course. They were told about the benefits of the program, along with the fee structure and the duration of the course. Based on these ideas, they got very interested in sending their children to the campus, and the students were also once convinced. Similar to the findings of this study, Lewison and Hawes (2007) also found that most of the institutions started individual contracts for motivating students.

Collaboration with the Local Government

Many campus informants presented other strategies that they have adopted, such as collaborating with the local government, i.e., the municipality and rural municipality. They received various forms of support from the local government in terms of infrastructure and supporting them with teachers' salaries and other support. However, one of the participants, P9, explained that after the government endorsed the campus, the support that they used to get from the local government had drastically reduced. There is a decline in the interest of the local government in considering the campus as a government-supported campus. However, they are continuously contacting the local bodies for various supports, as discussed by P5.

Media Campaign and Public Awareness

Media, today, is playing a vital role in influencing people in their choices and decisions that they are taking in daily life. Considering the impact of the media on people's choices, many campuses took support from the media to raise awareness among the students about the courses they are offering and the advantages associated with them. P3 mentions that they contacted and took help from the local FMs, the newspaper, and publicised their admission announcements in the respective media, as per their convenience. The media outreach is quite good in the surrounding, and as a faculty member of the media on the campus, I realised its importance and suggested to the administration to take action on it and put their opinion by P4. Similarly, pamphletting and posterage around the campus catchment areas was one of the other strategies that many of the campus administrations have taken. Apart from that, one of the campus chiefs also opined that they took help from

the Facebook page by publishing the various notices on the Facebook page and sharing them among all the faculties and tagging all those who are concerned. Since the students are spending most of their time on Facebook and media, this could be very effective for getting the students towards the course. These strategies also go in line with the study of Lewison and Hawes (2007).

Improving the Environment in Higher Education Institutions

The situation of the higher education institute is very alarming on the campuses, which are basically located in rural areas. The facilities in the campuses and the manpower shortage are playing a pivotal role in the decrease in student enrollment. Considering this situation, many campuses have figured it out with the reasons and solutions and have tried their level best to manage this issue. As presented by the P8, they are having problems with the payment system for the part-time teachers and the extra payment for the full-time faculty. The student fee is very low, and they are having trouble with the payment, and the load is difficult to manage. However, with the support from the local bodies and the Ministry of Social Development, they are working on some training for teachers and orientation on uplifting the quality of the teachers in the vicinity. P4 explained that in the journey of improving the quality of teaching and learning, enough support is needed, and the quality needs to be improved. If only we could spend enough time and effort on the upliftment of the situation of the institution, we could increase enrollment. This time, in an appropriate way, the number of students can be increased and managed.

Revisiting the Education System

The education system is one of the other causes behind bringing this situation, i.e., poor enrollment in higher education in the province. P4 suggested that the education system needs to be revamped and refined so that the interests of the students can be addressed and the problems can be addressed. The fundamental issue that is creating for students in choosing the courses abroad and out of the province is associated with the duration of the courses. All the universities in Nepal are running the undergraduate program for four years, but it takes more than five years for them to complete their degrees, as mentioned by P9. Apart from that, the courses that the university is offering are of a very traditional type and are not linked with an applied nature. As a result, many of the students are opting for programs outside the province and the nation. So, to manage this gap and problem, the education system needs to be considered. P3 mentions that alteration in the education system is not in their hands, but if the concerned authority takes the appropriate intervention in this situation, this can be improved. He suggested that the concerned authority maintain the academic calendar and follow it strictly, which can bring some changes in the situation. If the courses are revised and introduced with an applied nature, this situation can be enhanced, and help get the students back to the campuses.

The findings of Lewison and Hawes (2007) also support the same line of research. The study also found that to attract students towards higher secondary education, they need to change their curriculum.

Providing Facilities to the Student

In many rural campuses, the students come from very far from the campuses; as a result, they need to stay in a closer location to the campuses at a lower rent. They need to spend a significant amount of money on rent and stay. The stay around the campuses is as expensive as staying in bigger cities outside the province. And the academic environment outside the province is better than that of the local campuses. As a result, many students who are forced to stay in rented accommodation prefer to study outside their location. In alignment with this situation, P4 suggested that if the campus could manage the proper hostel and residence for the students, they could be retained in the same area. Along with that, scholarship facilities for the students can also enhance the retention process. P3 suggested that the local authorities and the provincial government could be the best sources for doing this. The government should allocate a good amount of money to this process, which can be helpful for retaining the students in the local areas. P9 suggested that the government should support the campuses in terms of equity rather than on an equal basis. Like in the school, the Per Child Fund (PCF) should be managed to keep the students, which in turn supports the campuses, and the education level can be enhanced. Guiamalon et al. (2025) have also obtained similar kinds of findings in their study.

Conclusion

This study provides a comprehensive understanding of the complex factors contributing to the decreasing enrollment in Nepal's higher education institutions. The findings indicate that the decline is not confined to a single level or discipline but is a widespread issue affecting undergraduate programs most severely. Teachers overwhelmingly perceive that students are increasingly pursuing education or employment abroad, driven by better prospects, global exposure, and the lack of job security within Nepal. Financial difficulties, limited part-time work opportunities, and growing economic responsibilities further discourage local enrollment. Additionally, outdated curricula, poor teaching-learning environments, ineffective governance, and inconsistent academic calendars have weakened students' confidence in the value of Nepali higher education. The study also reveals that despite these challenges, institutions are making meaningful efforts to address declining enrollment. Strategies such as school outreach, parent counselling, collaboration with local governments, strengthening institutional infrastructure, media campaigns, and revising academic practices are being implemented. However, these efforts remain insufficient without broader systemic reforms. There is an urgent need for policies that align higher education with job markets, introduce market-

oriented and applied courses, ensure timely academic calendars, and support students through scholarships, hostels, and earn-while-learn opportunities.

Overall, the research underscores that addressing enrollment decline requires a coordinated approach involving universities, local governments, policymakers, and communities. Enhancing quality, relevance, and economic value in higher education is essential to retaining students within the country. Strengthening governance and improving academic programs will be critical in restoring trust in Nepal's higher education system and ensuring a sustainable future for its institutions.

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