



ORIGINAL

Influencing factors and student desertion at a private university in northern Lima

Factores influyentes y deserción estudiantil de una universidad privada de Lima Norte

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Cite as: Villanueva Amaro NN, Rios Rios SW, Meneses Claudio BA. Influencing factors and student desertion at a private university in northern Lima. *Seminars in Medical Writing and Education* 2022; 1:14. <https://doi.org/10.56294/mw202214>.

Submitted: 11-06-2022

Revised: 27-08-2022

Accepted: 14-10-2022

Published: 15-10-2022

Editor: Prof. Dr. Javier González Argote 

ABSTRACT

The objective of this research study was to show the influential factors that determine student desertion in a private university in northern Lima. The methodology used is descriptive in scope with a quantitative approach, with a non-experimental cross-sectional design. The population is made up of students belonging to the Business Administration career who dropped out in the period 2019 and 2020. The sample was obtained probabilistically resulting in 134 students, to then collect data concerning the behavior of the research variables with respect to the elements of the socioeconomic, sociological and institutional factors that influence academic retention; also the Likert evaluation scale consisting of 20 questions was used. In addition, the results were analyzed in an orderly manner based on the information obtained for the statistical development of graphs and tables; and thus corroborate the objectives and the hypothesis raised in the research. The reliability valuation obtained according to the statistical use of Cronbach's alpha was 0,716, which means that the instrument has an acceptable reliability valuation.

Keywords: Student Desertion; Influencing Factors; Procrastination.

RESUMEN

El presente estudio de investigación tuvo como objetivo mostrar los factores influyentes que determinan la deserción estudiantil de una universidad privada de Lima Norte. La metodología empleada es de alcance descriptivo en enfoque cuantitativo, con diseño y tipo no experimental - transversal. La población está conformada por los estudiantes pertenecientes a la carrera de Administración de Empresas que desertaron en el periodo 2019 y 2020. La muestra se obtuvo de forma probabilístico dando como resultado 134 estudiantes, para luego recopilar datos referentes al comportamiento de las variables de investigación con respecto a los elementos del factor socioeconómico, sociológico e institucional que influyen en la retención académica; asimismo se utilizó la escala de evaluación de Likert conformada por 20 preguntas. Además, se analizaron los resultados de forma ordenada en base a la información obtenida para el desarrollo estadístico de gráficos y tablas; y así corroborar los objetivos y la hipótesis planteada en la investigación. Obteniendo como valoración de fiabilidad según el uso estadístico Alfa de Cronbach de 0,716, lo que significa que el instrumento tiene una valoración aceptable de fiabilidad.

Palabras clave: Student Desertion; Influencing Factors; Procrastination.

INTRODUCTION

Student desertion has been affecting young people's academic development for three decades and has been increasing in higher institutions due to socioeconomic crises, bringing with it a 70 % academic dropout rate.

Its study is very relevant due to the expenses generated by universities or students. According to the report by ECLAC (2020), it is urgent to prioritize the protection and financing of education precisely because it is a fundamental right that will reduce the learning crisis and help social development.^(1,2,3)

A study, conducted at the Universidad Nacional Abierta y a Distancia, presented statistical data on the factors determining university dropout and the countries with the highest dropout rates.^(4,5,6) According to the report of the OECD, the World Bank, and the SPADIES system, the results show that the country with the highest university dropout rate is the United States, with 52 %, and the country with the lowest educational problems is Japan, with a result of 10 %. As for Latin American countries, the World Bank in 2015 made a reading obtaining the country of Bolivia with the highest dropout of 48 % and registering Chile with a lower percentage of 8 %. The factors with greater determination of academic retention are sociocultural, political, institutional, and structural factors. Thus, the leading countries with shortcomings in the educational system and the main causes of students' desertion in their university life are evidenced.^(7,8)

Regarding the national level, MINEDU (2021) mentions that during the 2020-2 cycle, there was a higher university dropout rate in private universities due to the COVID-19 phenomenon that not only affected the educational sector but all activities. A percentage of 22,3 % was obtained in private institutes, while in public institutes, it was 9,9 %. It also presents the departments that had the highest rate of academic interruption: Lima (19,0 %), La Libertad (18,1 %), and Lambayeque (17,5 %). Finally, it mentions the factors associated with university interruption: lack of financial support, unemployment, and physical and mental health, among others. These problems allow students to stay caught up in their learning and professional lives since they cannot complete their studies.^(9,10)

Thus, the trend in the private university system is on the rise; that is why the research work to be carried out is entitled *Influencing Factors and Student Dropout of a Private University in Northern Lima Period 2019 and 2020*.

The proposed research seeks to add to the existing knowledge about the factors that influence university dropout and how it affects young people and private universities; by analyzing the data obtained and the concepts that trigger university dropout, it is intended to find explanations for internal and external situations that cause this difficulty in students.^(11,12)

The present work complies with the methods of a quantitative study. In order to achieve the research objectives, research techniques such as surveys and their processing are used to measure the factors of university desertion. The result of this method of investigation will allow for the explanation of the most relevant factor in this university problem.^(12,13,14)

The objectives of the research seeks to determine which factors influence university desertion, so its result will be a reference for the private universities of North Lima to improve the academic development of young people, seeking that their students finish their careers and also to improve the service offered by the different universities as well as the quality of life of future professionals.⁽¹⁵⁾

Objective: to analyze the influencing factors and student desertion in a private university in Northern Lima for the period 2019 and 2020.

METHODS

Descriptive research is understood as that which studies and interprets what happens since it provides knowledge of situations or attitudes through a descriptive analysis. Likewise, it will be helpful to show a phenomenon's dimensions accurately. In this way, the work variables will not be manipulated, and the resolution of a problem can be sought.

This work will explain the factors that lead to college dropout in young people. The aim is to specify the variables of a phenomenon, which will reveal why academic dropout occurs and under what conditions it develops.

A study mentions that the variable should not be manipulated since the phenomena are then analyzed naturally, considering the research context. This method will be divided into two designs: transversal and longitudinal, taking into account the time during which data are collected. Thus, the variables are established based on the available information, and then the deduction is used to conclude. Therefore, this method will allow the search to be based on the connection of the variables with the research. That is to say, already existing positions will be observed and will not be intentionally manipulated.

Data are collected at a single time and at a precise moment to describe the variables and the repercussions of interrelation in a given situation.

Likewise, this research work will occupy the transversal design since data will be collected in time.

For this research work, the quantitative approach is the most appropriate to develop the research concisely. This approach starts by identifying and developing the formulation of a scientific problem so that a sequential process is generated. In the same way, objectives are established through specific parameters to formulate the items that can be derived from the hypotheses. Likewise, a theoretical framework is built to redefine part of

an idea and data collection to test the hypotheses.

This approach is suitable for the research since it will designate who will be designated in a given environment and develop a strategic approach through the data collected.^(16,17)

It is a social research technique; however, it has transcended the scientific field over time. It is the collection of data through questions, whose purpose will be to obtain the concepts that derive from a research problem in a structured way. This will be given through questionnaires, consisting of a list of questions in which the sample subjects or population will participate to obtain the required information.

In the present work, a quantitative approach will be carried out through surveys so that this technique will allow the collection of concise information concerning the study variable from each university student member of the sample.

The questionnaire is a research instrument that we will develop in this work to collect or obtain data regarding the opinions of young university students about the university's regular cycles. A study points out that the questionnaire is a set of questions constructed with different variables to be measured where it seeks to collect information on characteristics such as age, economic situation, and different criteria concerning the research process.

That is why, for the collection of data regarding the factors that influence university dropout, we will carry out the questionnaire, which will allow us to reach the students of a private university in North Lima during the regular cycles, where we will visualize data in real-time and thus carry out the analysis of precise information for our work.^(15,18,19)

Population

A study defines *population* as a finite set that has an end, and it will be possible to know the quantity, or infinite, which will be unknown the total of the components that are conformed, of individuals or components for which they will be extensive in the conclusions of the research project. This will allow the determination of an appropriate and accessible sample in its totality.

For the present research, we will review the number of university students who dropped out between 2019 and 2020 from the report provided by the chosen university.

Sample

The subset is extracted from a population, which must be finite to perform operations. It must be constituted by a specific number, allowing generalizing the results to the rest of the population.

Because of the population size, some subjects will be chosen to perform some sampling.

For this work, a sample of 134 people will be obtained since the population to be sampled is finite due to the number of students of a private university in North Lima of the Business Administration career who dropped out during the period 2019 and 2020.

$$n = \frac{N \times Z^2 \times \sigma^2}{N \times E^2 + Z^2 \times \sigma^2} = \frac{(1.96^2)(206)(0.5)(0.5)}{0.05^2 (206 - 1) + 1.96^2 (0.5)(0.5)} = 134$$

n = Sample = 134,32

N = Population = 206

Z = Confidence level at 1,95 = 1,96

P = When chosen 50 of probability = 50

Q = When not chosen 50 % probability = 0,5

E = Estimation error, 5 % = 0,05

Reliability and Validity of the Instrument

Table 1. Data processing using SPSS 25

Case processing summary			
		N	%
Cases	Valid	134	100,0
	Excluded	0	0,0
	Total	134	100,0
Note: prepared by Villanueva through SPSS 25			

In order to define the reliability of the information obtained through the instrument, the Cronbach's Alpha statistic has been taken into account, in which the reliability assessment is shown in a table.

Table 2. Cronbach's alpha	
Interval to which the Cronbach's alpha coefficient belongs	Assessment of the reliability of the items analyzed
[0 ; 0,5[Unacceptable
[0,5 ; 0,6[Poor
[0,6 ; 0,7[Weak
[0,7 ; 0,8[Acceptable
[0,8 ; 0,9[Good
[0,9 ; 1]	Excellent
Note: Hernández, Fernández and Baptista (2014)	

Reliability assessment according to Cronbach's alpha

Table 3. Reliability according to Cronbach's Alpha	
Reliability statistics	
Cronbach's alpha	N of elements
0,716	20
Note: prepared by Villanueva through SPSS 25	

According to a study, being located in the range of 0,7 to 0,8 is "acceptable," given that it reaffirms the reliability of the instrument made for the research; that is why for the present instrument, the variables "Influencing Factors" and "Student Desertion" a level of 0,716 was obtained which means that according to the Cronbach's Alpha coefficient scale, our instrument has an acceptable reliability assessment.

RESULTS

Results by questions

Analysis of Question No. 1

Question No. 1 is as follows: do you consider that university students abandon their studies due to the crossing of schedules with their work activities?

Table 4. Frequency Analysis of Question No. 1		
Values	Frequency	Percentage
1=Strongly disagree	2	1,5
2=Disagree	23	17,2
3=Undecided	47	35,1
4=Agree	58	43,3
5=Strongly agree	4	3,0
Total	134	100

About dropping out due to crossing work schedules, it can be observed that 43,3 % of the students agreed. However, 17,2 % expressed disagreement. Likewise, 35,5 % stated that they were undecided, 3 % of the students indicated that they agreed and 1,5 % stated that they disagreed with dropping out of school.

Analysis of Question 2

Question No. 2 is as follows: do you consider that family expenses influence the completion of university studies?

Regarding whether family expenses influence the completion of university studies, it can be observed that 49,25 % of respondents agreed, while 1,49 % and 8,96 % disagreed and disagreed, respectively. Likewise, the table shows that 20,90 % agree and 19,40 % agree that family expenses encourage students to pause their university studies.

Table 5. Frequency Analysis of Question No. 2

Values	Frequency	Percentage
1=Strongly disagree	2	1,49
2=Disagree	12	8,96
3=Undecided	28	20,90
4=Agree	66	49,25
5=Strongly agree	26	19,40
Total	134	100

Analysis of question No. 3

Question No. 3 is as follows: do you consider that university students would have greater student opportunities if they obtain institutional financing?

Table 6. Frequency Analysis of Question N° 3

Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	6	4,48
3=Undecided	13	9,70
4=Agree	47	35,07
5=Strongly agree	67	50,00
Total	134	100

The following table shows that the respondents agree that students will have more excellent academic opportunities if they obtain student financing. Similarly, 35,07 % agree, while 9,70 % of the young people are undecided and 4,48 % disagree.

Analysis of question No. 4

Question No. 4 is as follows: do you consider that an early pregnancy influences the lives of university students?

Table 7. Frequency Analysis of Question No. 4

Values	Frequency	Percentage
1=Strongly disagree	0	0,00
2=Disagree	16	11,94
3=Undecided	20	14,93
4=Agree	66	49,25
5=Strongly agree	32	23,88
Total	134	100

Regarding whether an early pregnancy influences the life of university students, it can be observed that 49,25 % of respondents agreed, while 11,94 % and 14,93 % disagreed and were undecided, respectively. Likewise, the table shows that 23,88 % agree that early pregnancy can hold back university studies.

Analysis of question 5

Question No. 5 is as follows: do you consider that mental health influences the interruption of university studies?

Regarding mental health, 56,72 % of the students agreed that mental health affects academic training; however, 17,16 % expressed that they were undecided. Likewise, 22,39 % expressed being in total agreement, and 3 % mentioned being in disagreement.

Table 8. Frequency Analysis of Question No. 5

Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	4	2,99
3=Undecided	23	17,16
4=Agree	76	56,72
5=Strongly agree	30	22,39
Total	134	100

Analysis of question 6

Question No. 6 is as follows: do you consider that interpersonal conflicts have an influence on university student desertion?

Table 9. Frequency Analysis of Question 6

Values	Frequency	Percentage
1=Strongly disagree		0,00
2=Disagree	8	5,97
3=Undecided	25	18,66
4=Agree	69	51,49
5=Strongly agree	32	23,88
Total	134	100

51,49 % of respondents agreed on interpersonal conflicts, while 5,97 % and 18,66 % disagreed and were undecided, respectively. Likewise, the table shows that 23,88 % agree.

Analysis of question 7

Question No. 7 is as follows: do you consider that delinquency influences the social integration of university students?

Table 10. Frequency Analysis of Question No. 7

Values	Frequency	Percentage
1=Strongly disagree	2	1,49
2=Disagree	7	5,22
3=Undecided	33	24,63
4=Agree	75	55,97
5=Strongly agree	17	12,69
Total	134	100

Table 10 shows that 55,97 % of the respondents agree that delinquency influences students' academic social integration. Similarly, 12,69 % agree, 24,63 % of the young people are undecided, and 5,22 % disagree.

Analysis of question 8

Question No. 8 is as follows: do you consider that the distant location of the headquarters is a risk factor for pursuing studies?

The following table 11, shows that 41,04 % of the respondents agree that the university's location may be risky. Likewise, 10,45 % agree, while 28,36 % of the young people are undecided and 19,40 % disagree.

Table 11. Frequency Analysis of Question No. 8		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	26	19,40
3=Undecided	38	28,36
4=Agree	55	41,04
5=Strongly agree	14	10,45
Total	134	100

Analysis of question 9

Question No. 9 is the following: do you consider that the virtual equipment satisfies your needs as university students?

Table 12. Frequency Analysis of Question No. 9		
Values	Frequency	Percentage
1=Strongly disagree	0	0,00
2=Disagree	9	6,72
3=Undecided	47	35,07
4=Agree	66	49,25
5=Strongly agree	12	8,96
Total	134	100

About the virtuality equipment, 49,25 % of the students agreed that the university has virtuality tools; however, 35,07 % expressed that they were undecided. Likewise, 8,96 % said they agreed, and 6,72 % said they disagreed.

Analysis of question 10

Question 10 is as follows: do you consider that the methodology used by the university satisfies your needs as university students?

Table 13. Frequency Analysis of Question No. 10		
Values	Frequency	Percentage
1=Strongly disagree	0	0,00
2=Disagree	3	2,24
3=Undecided	47	35,07
4=Agree	71	52,99
5=Strongly agree	13	9,70
Total	134	100

About the educational methodology, 52,99 % of the students agreed that the university has an excellent learning-teaching methodology; however, 35,07 % expressed that they were undecided. Likewise, 9,70 % said they agreed, and 2,24 % said they disagreed.

Table 14. Frequency Analysis of Question No. 11		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	7	5,22
3=Undecided	39	29,10
4=Agree	69	51,49
5=Strongly agree	18	13,43
Total	134	100

Analysis of question 11

Question 11 is as follows: do you consider that the presence of an academic staff, the assistance service and the psychological help will allow greater motivation to finish the university career?

Regarding the presence of a counselor for psychological help or assistance service, it can be observed that 51,49 % of respondents agreed, while 5,22 % disagreed. Likewise, the table shows that 29,1 % are undecided, and 13,43 % agree that a student-pedagogical advisor relationship can motivate the student.

Analysis of question 12

Question 12 is as follows: do you consider that inadequate adaptation to university life influences student desertion?

Table 15. Frequency Analysis of Question No. 12		
Values	Frequency	Percentage
1=Strongly disagree	2	1,49
2=Disagree	7	5,22
3=Undecided	44	32,84
4=Agree	68	50,75
5=Strongly agree	13	9,70
Total	134	100

It can be observed that 50,75 % of the respondents stated that inadequate adaptation to university life influences student desertion, and 9,70 % expressed total agreement. Likewise, 32,84 % said they were undecided. However, 5,22 % indicated that they disagreed, and 1,49 % of the respondents disagreed.

Analysis of question 13

Question 13 is as follows: do you think that a vocational orientation program will reduce student dropout?

Table 16. Frequency Analysis of Question 13		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	8	5,97
3=Undecided	36	26,87
4=Agree	76	56,72
5=Strongly agree	13	9,70
Total	134	100

It can be observed that 66,42 % of the respondents stated that vocational guidance will allow the reduction of student desertion, 9,70 % expressed complete agreement. Likewise, 26,87 % said they were undecided. However, 5,97 % indicated that they disagreed and 1,49 % of the respondents totally disagreed.

Analysis of question 14

Question No. 14 is as follows: do you consider that the enrollment process is an influential factor in student dropout among university students?

Table 17. Frequency Analysis of Question 14		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	4	2,99
3=Undecided	53	39,55
4=Agree	66	49,25
5=Strongly agree	10	7,46
Total	134	100

It can be observed that 49,25 % of the respondents stated that the enrollment process is an influential factor in student desertion, and 7,46 % expressed total agreement. Likewise, 36,55 % stated that they were undecided. However, 3 % indicated that they disagreed, and 0,75 % of the respondents disagreed.

Analysis of question 15

Question No. 15 is as follows: do you consider that family peer pressure influences your career choice?

Table 18. Frequency Analysis of Question 15		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	9	6,72
3=Undecided	35	26,12
4=Agree	66	49,25
5=Strongly agree	23	17,16
Total	134	100

Regarding whether family peer pressure influences career choice, it can be observed that 49,25 % of respondents agreed, while 6,72 % and 0,75 % disagreed and disagreed, respectively. Likewise, the table shows that 26,12 % are undecided, and 17,16 % agree that young people, due to family pressure, often choose their vocation poorly.

Analysis of question 16

Question No. 16 is as follows: do you consider that school preparation problems influence university academic performance?

Table 19. Frequency Analysis of Question No. 16		
Values	Frequency	Percentage
1=Strongly disagree	0	0,00
2=Disagree	3	2,24
3=Undecided	22	16,42
4=Agree	81	60,45
5=Strongly agree	28	20,90
Total	134	100

Concerning whether school preparation influences university academic performance, it can be observed that 60,45 % of respondents agreed, while 2,24 % disagreed. Likewise, the table shows that 16,42 % are undecided and 20,90 % agree because if the student does not grasp the previous knowledge of his school, it will be difficult for him to present an adequate academic performance in the future.

Analysis of question No. 17

Question No. 17 is the following: do you consider that behavioral disorders affect university life by allowing a voluntary dropout?

Table 20. Frequency Analysis of Question No. 17		
Values	Frequency	Percentage
1=Strongly disagree	1	0,75
2=Disagree	15	11,19
3=Undecided	32	23,88
4=Agree	69	51,49
5=Strongly agree	17	12,69
Total	134	100

Table 20 shows that 51,49 % of the respondents agreed that behavioral disorders affect university life, while 11,19 % disagreed. Likewise, the table shows that 23,88 % are undecided, and 12,69 % agree that a student-pedagogical advisor relationship can motivate the student.

Analysis of question 18

Question No. 18 is the following: do you consider that an undisciplined sharing would lead the institution to expel the student?

Table 21. Frequency Analysis of Question No. 18		
Values	Frequency	Percentage
1=Strongly disagree	3	2,24
2=Disagree	5	3,73
3=Undecided	34	25,37
4=Agree	74	55,22
5=Strongly agree	18	13,43
Total	134	100

Table 21 shows that 55,22 % of the respondents agreed that if the student resides with calls for attention or violation of a regulatory norm, he/she should be expelled from the university, while 3,73 % disagreed. Likewise, the table shows that 25,37 % are undecided and 13,43 % totally agree that a student-pedagogical advisor relationship can motivate the student.

Analysis of question 19

Question No. 19 is as follows: do you say whether the student's poor academic performance is due to a lack of interest in continuing his or her studies?

Table 22. Frequency Analysis of Question No. 19		
Values	Frequency	Percentage
1=Strongly disagree	1	0,73
2=Disagree	8	5,84
3=Undecided	31	22,63
4=Agree	78	56,93
5=Strongly agree	19	13,87
Total	134	100

Table 22 shows that 56,93 % of the respondents agreed that low academic performance is related to lack of interest, while 5,84 % disagreed. Likewise, the table shows that 22,63 % are undecided and 13,87 % totally agree.

Analysis of question 20

Question No. 20 is as follows: do you consider that entering the working world reduces commitment to the university and increases the probability of dropping out of school, due to the physical or mental burden?

Table 23. Frequency Analysis of Question No. 20		
Values	Frequency	Percentage
1=Strongly disagree	2	1,49
2=Disagree	32	23,88
3=Undecided	43	32,09
4=Agree	40	29,85
5=Strongly agree	17	12,69
Total	134	100

Table 23 shows that 32,09 % of the respondents are undecided that the working world reduces their commitment to the university and increases the probability of dropping out of school due to the physical or mental burden. Likewise, the table shows that 29,85 % agree, while 23,88 % of young people disagree.

Descriptive results

Data from 134 students of the Business Administration course at UTP were extracted by means of an applied survey, obtaining the following results.

Table 24. Results of the Influencing Factors Variable table					
Variable 1: Influencing Factors					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Regular	118	88,1	88,1	88,1
	Good	16	11,9	11,9	100,0
	Total	134	100,0	100,0	

According to the results of the table of variable No. 1, there is a regular influence of 88,1 % of the influential factors with the socioeconomic, sociological, and institutional dimensions on young university students.

Table 25. Frequency of Influencing Factors Dimensions						
Scales	D1 Socioeconomic		D2 Sociological		D3 Institutional	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bad	2	1,5	0		0	
Fair	32	23,9	20	14,9	41	30,6
Good	100	74,6	114	85,1	93	69,4
Total	134	100	134	100	134	100

In table 25, the socioeconomic dimension is found in a good level according to 74,6 % of the surveyed university students, continuing with 23,9 % that is established in the regular level, and the lousy level is represented by 1,5 %; the sociological factor is found in a good level with 85,1 %, following a regular percentage of 14,9 %; in the same sequence the institutional factor, as it has a good level of 69,4 % and the result of a regular level of 30,6 %.

Table 26. Result of the table of the Student Desertion Variable				
Variable 2: Student Attrition				
	Frequency	Percentage	Valid percentage	Cumulative percentage
Bad	4	3,0	3,0	3,0
Fair	127	94,8	94,8	97,8
Good	3	2,2	2,2	100,0
Total	134	100,0	100,0	

According to the results of table 26 of variable 2, there is a regular influence of 94,8 % in student desertion with early, temporary, and definitive dimensions due to the period in which the student retains his university education.

Table 27. Levels of the Student Dropout Dimensions						
Scales	D1 Early		D2 Temporary		D3 Definitive	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bad	1	0,7	0		3	2,2
Fair	53	39,6	36	26,9	49	36,6
Good	82	59,7	98	73,1	82	61,2
Total	134	100	134	100	134	100

The dimensions of student desertion show similar trends since the first dimension, as shown in table 27, has a good level of 82 %, followed by the regular and low levels with 39,6 % and 0,7 %, respectively; the temporary dimension has a good level of 73,1 %; the final grade dimension has a good level of 61,2 %, followed by the regular level with 36,6 % and finally the poor level with a result of 2,2 %.

Correlational results

To give authenticity to the hypothesis of this research work, we will apply the following Spearman's formula since it will help to determine in an adequate and orderly manner the results of the surveys, validating whether or not it has such a relationship to the study variables.

The Rho-Spearman formula:

$$r_s = 1 - \frac{6 \sum_{i=1}^n D_i^2}{n(n^2 - 1)}$$

Rs = Spearman's rank correlation coefficient.

D = Difference between the ranks (X - Y)

El Coeficiente de r (positivo o negativo)	Significado
-0.76 a -0.90	Demasiada alta correlación negativa
-0.51 a -0.75	Alta correlación negativa
-0.26 a -0.50	Moderada correlación negativa
-0.11 a -0.25	Baja correlación negativa
-0.01 a -0.10	Demasiada baja correlación negativa
0	Correlación nula
0.01 a 0.10	Demasiado baja correlación positiva
0.11 a 0.25	Baja correlación positiva
0.26 a 0.50	Moderada correlación positiva
0.51 a 0.75	Alta correlación positiva
0.76 a 0.90	Demasiada alta correlación positiva
0.90 a 1.00	Excelente correlación positiva

Figure 1. Rho-Spearman interpretation
Note: Hernández, Fernández and Baptista (2014)

To give firmness, the following significance value will be taken:

If P results are less than 0,05, the H0 (null) will be affirmed, and the H1 (alternate) will be denied, and if it were the opposite and P results greater than 0,05, the H1 (alternate) will be confirmed, and the H0 (null) will be denied.

Influencing factors are significant determinants of student dropout in a private university in Lima Norte period 2019 and 2020.

General Hypothesis

H0 = The influential factors are not significantly determinant in student dropout in a private university of Lima Norte period 2019 and 2020.

H1 = Influencing factors are significant determinants of student dropout in a private university in Lima Norte for the period 2019 and 2020.

Table 28. Correlation table of Variable 1 and Variable 2

Correlations		V1 Influencing Factors		V2 Student desertion
Rho de Spearman	V1 Influencing Factors	Correlation coefficient	1,000	,313'
		Sig. (bilateral)		0,013
		N	134	134
	V2 Student desertion	Correlation coefficient	,313'	1,000
		Sig. (bilateral)	0,013	
		N	134	134

As shown in table 28, the value obtained in the coefficient is 0,313, thus reaching a result of moderate positive correlation with respect to the research variables.

Contrastation

As it is observed in table 28, the Bilateral significance of 0,013 has been reached, thus evidencing that it is $< 0,05$. That is why the H0 is denied and the H1 is confirmed, proving the influential factors are significant determinants in the student desertion of a private university of Lima Norte period 2019 and 2020.

Specific Hypothesis 1

H0 = Socioeconomic factors are not significant determinants of student dropout in a private university in Lima Norte period 2019 and 2020.

H1 = Socioeconomic factors are a significant determinant of student dropout in a private university in northern Lima between 2019 and 2020.

Table 29. Correlation table for Dimension 1 and Variable 2

Correlations		D1 V1 Socioeconomic		V2 Student desertion
Rho de Spearman	Socioeconomic	Correlation coefficient	1,000	,264'
		Sig. (bilateral)		0,015
		N	134	134
	Student Attrition	Correlation coefficient	,264'	1,000
		Sig. (bilateral)	0,015	
		N	134	134

As shown in table 29, the value obtained in the coefficient is 0,264, thus reaching a moderate positive correlation with respect to the variables and research dimension.

Contrastation

As shown in table 29, the Bilateral significance of 0,015 has been reached, thus showing that it is $< 0,05$. That is why the H0 is denied, and the H1 is confirmed, proving That socioeconomic factors are significant determinants in the student desertion of a private university of Lima Norte period 2019 and 2020.

Specific Hypothesis 2

H0 = Sociological factors are not a significant determinant of student dropout in a private university in northern Lima for the period 2019 and 2020.

H1 = Sociological factors are significant determinants of student dropout in a private university in Lima Norte for the period 2019 and 2020.

Table 30. Correlation table for Dimension 2 and Variable 2

Correlations			D2 V1 Sociological	V2 Student Attrition
Rho de Spearman	Sociological	Correlation coefficient	1,000	,254**
		Sig. (bilateral)		0,004
		N	134	134
	Student Attrition	Correlation coefficient	,254**	1,000
		Sig. (bilateral)	0,004	
		N	134	134

As shown in table 30, the value obtained in the coefficient is 0,254, thus reaching a result of low positive correlation with respect to the variables and research dimension.

Contrastation

As shown in table 30, the Bilateral Significance 0,004 has been reached, thus showing that it is $< 0,05$. That is why the H0 is denied and the H1 is confirmed, proving The sociological factors are significant determinants in the student desertion of a private university of Lima Norte period 2019 and 2020.

Specific Hypothesis 3

H0 = Institutional factors are significant determinants of student dropout in a private university in Lima Norte for the period 2019 and 2020.

H1 = Institutional factors are not a significant determinant of student dropout in a private university in northern Lima for the period 2019 and 2020.

Tabla 31. Correlation table for Dimension 3 and Variable 2

Correlations			D3 V1 Institutional	V2 Student desertion
Rho de Spearman	Institutional	Correlation coefficient	1,000	,078
		Sig. (bilateral)		0,271
		N	134	134
	Student Attrition	Correlation coefficient	,078	1,000
		Sig. (bilateral)	0,271	
		N	134	134

As shown in table 31, the value obtained in the coefficient is 0,078, thus reaching a result of too low positive correlation with respect to the variables and research dimension.

Contrastation

As shown in table 31, the Bilateral significance of 0,271 has been reached, thus showing that it is $> 0,05$. Therefore, H1 is confirmed, and H0 is denied, proving that the Institutional factors are not significantly determinant in the student desertion of a private university in North Lima for the period 2019 and 2020.

DISCUSSION

About our research, it can be clarified that if there is evidence of a corroboration of the hypotheses with the justification of the background presented above, it proves the agreement between the variables mentioned in our stated objectives.⁽¹⁹⁾

The general hypothesis yields a result that shows that the significance index is $< 0,05$, which alludes to the existence of a relationship between the variables presented in the research and thus affirms that the Influencing Factors (V1) are determinant with the Student Attrition (V2) of a private university in North Lima period 2019 and 2020. In the same way, the Rho-Spearman correlation gives us a result of 0,313. According to the values of this coefficient, there is a moderate positive correlation, which is why we manage to reject the null hypothesis and affirm the alternative hypothesis, which confirms the direct relationship between variable 1 and variable 2, that is, that the influential factors are significantly determinant with student desertion.⁽²⁰⁾ Likewise, this result can be compared with Palomino's research, which aimed to identify the relationship between the types of dropouts and sociodemographic factors. Moreover, through his study, it was concluded that there is a strong influence between some of the sociodemographic factors, such as economic and academic problems, presenting a great relationship with university dropout since many young people drop out in the 4th semester because they

do not have the economic support of their parents and are forced to pay their educational expenses.⁽²¹⁾

According to the result of specific hypothesis 1, it can be determined that socioeconomic factors are significant determinants of student desertion; according to table 9, a coefficient of 0,264 is evidenced, thus reaching a moderate positive correlation. This result contrasts with another study, concluded that the primary cause of students dropping out of higher education is economic problems, and it would be beneficial to develop a financing program.^(22,23)

Our second specific hypothesis is that sociological factors are significant determinants of student desertion; this is due to family influences, social integration, health, and the current situation that the country may be presenting as it was at some point during the arrival of COVID-19, which paralyzed the education sector for a few weeks to restructure a new academic plan and incorporate new digital gaps. Also related to this factor would be the case of an early pregnancy allowing university desertion in the period of the first four cycles. A study mentions that an early pregnancy makes it difficult to finish a university career because it reflects low academic performance and the lack of economic support from parents.^(24,25,26)

Finally, the last specific hypothesis can be determined that the institutional factors are not significantly determinant of student desertion, as seen in table 11 with a coefficient result of 0,271, thus reaching a too-low level of positive correlation.^(27,28) This could be because, in the private sector, there is a greater demand for the monthly payment to continue with their studies. Similarly, it can be compared with another study, state that due to economic problems and personal aspects, they demand more to abandon their studies at 80 % and 63 %, respectively.

CONCLUSIONS

Before concluding the research work, the following conclusions will be drawn through the objectives addressed and the results of the hypothesis.

In the first place, it has been proved that if the general objective is fulfilled, in the same way, the general hypothesis shows a result through the Spearman coefficient of 0,313 and its level of significance is lower 0,05, denying in the H0 and confirming the H1, also validating that the hypothesis of the research in both variables has a moderate positive correlation.

Secondly, it has been proved that the specific objective one is fulfilled by clarifying in the present study; in the same way, the specific hypothesis 1 shows a result through the Spearman of 0,264 and its level of significance is less than 0,05, thus denying the H0 and accepting the H1, with this proving that the analyzed hypotheses of the socioeconomic factors (dimension 1) of variable one and student desertion (variable 2) present a moderate positive correlation.

Thirdly, it has been confirmed that it fulfills the specific objective two confirmed in the present investigation; in the same way, the specific hypothesis 2 shows a result through the coefficient of 0,254, and its level of significance is lower than 0,05, thus denying the H0 and accepting the H1, likewise approving that the sociological factors (dimension 2) of variable one and student desertion (variable 2) present a moderate positive correlation.

Finally, it has been verified that it does not comply with the specific objective 3; in the same way, the general hypothesis shows a result through the Rho-Spearman of 0,271 and its level of significance is higher than 0,05, accepting the H0 and thus denying the H1, also validating that the hypothesis of the research of the institutional factors (dimension 3) of variable one and student desertion (variable 2) presents a low positive correlation.

RECOMMENDATIONS

To conclude the research, the following actions are suggested to reduce dropout:

Regarding the socioeconomic dimension, focusing on financial aid between the first cycles is recommended so that students can achieve a more excellent perception and, above all, positively impact academic development. Universities should implement support strategies for vulnerable students (low level of schooling, low economic resources, low educational performance, among others) during the admission period to remain in their educational institutions. Likewise, it would be beneficial to evaluate student support strategies so that universities present financing programs so students do not stop their educational activities due to economic problems.

Regarding the Sociological dimension, it is recommended to establish preventive measures for the academic and social process of students and identify young people who present psychological problems that promote stress and anxiety. Likewise, follow up on students who drop out to create a database and compile the most common causes that lead to academic dropout. Provide motivational and social inclusion talks teaching the main techniques of habits to excel professionally and leave aside the wrong company that intervenes in the student-university relationship.

Regarding the Institutional dimension, promote information about the university's academic programs and teaching methodology. Incorporate the training of pedagogical staff to implement assertive student-teacher

communication modalities to generate permanence indicators (social interaction, psychological counseling, scholarship programs, and workshops for academic performance, among others) in higher education institutions.

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FINANCING

No external financing.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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