

FACTORS AFFECTING STUDENTS' INTENTION TO DROPOUT FROM UNIVERSITY

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Abstract: *While the higher education sector is expanding, student dropout has always been an issue in many areas, to the point that it is at an alarming rate. Therefore, this study aims to determine the main factors that bring significant impact towards students' intention to dropout from university. 3 major factors have been selected in order to examine the degree of impact towards intention to dropout: sense of belonging, academic difficulty and ability, external influences. The sampling technique employed is convenience sampling. A questionnaire that consists of 24 questions related to the major factors was distributed and 377 responses were collected. The major findings of the analysis are: (1) Sense of belonging has a significant impact with the intention to dropout among university students. (2) Academic difficulty and ability have a significant impact with the intention to dropout among university students. (3) External influences do not have significant impact with the intention to dropout among university students. Hence, it is recommended that policymakers should craft policies that can aid students' need of belonging and academic difficulty and ability in order to reduce dropout rate.*

Keywords: *Sense Of Belonging, Academic Difficulty And Ability, External Influences.*

Introduction

Before universities can address the issue of university dropouts, they must first determine who qualifies as a dropout and who qualifies as a graduate. Due to the diversity of definitions of dropouts in the educational literature and the absence of a consistent definition and standardized data collection procedures, educators and policy makers have little accurate and reliable information regarding dropouts. According to research, dropping out of school early is the result of a lengthy process of losing interest in it (Nouwen & Clycq, 2019); Dropout is sometimes preceded by withdrawal signs (such as poor attendance) or signs of unsuccessful schooling (such as academic or behavioural challenges), which frequently start in primary school. Overt signs of disengagement are typically accompanied by alienation, a lack of a sense of belonging, and an overall dislike for education. (Marwaha, 2016). Statistics on dropouts can be used to evaluate how well schools are doing and to spot pupils who need more help. (Borkar & Rajeswari, 2013).

International study indicates that first-year student dropout rates can range from 25 to 45%, making university dropout a serious issue in many countries' higher education systems (Bäulke et al., 2021). Besides that it adds that student dropout can be viewed as a process since thoughts of withdrawal, such as feelings of giving up, search desires, and dropout intentions, may predict a student's final decision to stop attending school. Therefore, it would appear that student dropout is the result of a more drawn-out decision-making process. Students' tension between their prior goal—obtaining a university degree—and the goal disengagement may lead to the goal's abandonment (student dropout). (Scheunemann et al., 2021). For instance, Heublein et al. (2017) discovered that German students who drop out of school often enrol for four semesters. In this dropout issue Malaysian students could not be an exception as the dropout rate in an overall rate falls at 10% to 14% which got the attention for this issue (Beh, 2016).

However, studies have shown that the majority of the time, dropout decisions have a negative impact on society, institutions, and individuals. Dropouts frequently experienced higher unemployment rates, poorer wages, SES (subjective socioeconomic level) is lower, and mental health is even worse than that of graduates. (Faas et al., 2017). From a larger, more systemic viewpoint, student dropout can harm schools' reputations and cost them money due to difficulties in enticing new students, lost tuition revenue, and improbable gifts from former students. (Jung & Kim, 2017). Additionally, it is viewed as a waste of educational resources or evidence that the tertiary education system is ineffective. (Scheunemann et al., 2021).

Thus, figuring out why students think about dropping out has a big impact on each individual student's well-being and is crucial to lowering university dropout rates. As a result, significant research efforts have been conducted to pinpoint variables that contribute to the explanation of students' intents to drop out of school. (Xu, 2016). According to a prior study by Su-Russell & James (2021), the main reason students drop out of college or university is because they can't strike a good work-life balance. Another study by Azlan et al. (2020) found that students become stressed because of the excessive time they spend on class lectures, projects, tests, and studying. Therefore, in this study, our goal was to investigate and identify the factors that influence the intention of students to drop out in university. This study research problem focuses on identifying and examining factors influencing student dropout from Malaysian universities, including sense of belonging, academic, academic difficulty and ability and the external influences. s. The bulk of earlier research (Hassan et. al, 2023; Awang Long & Faizuddin ,2023; Aldowah et.al,2020; Uzir et.al,2021). The issue of university student dropout in Malaysia is a growing concern, influenced by personal, academic, and external factors. However, there is a

gap in literature on how these factors impact students' intention to drop out, especially in the Malaysian context. This study aims to fill this gap by exploring three critical determinants: sense of belonging, academic difficulty and ability, and external influences. Despite these factors being recognized in the broader educational literature, there is a lack of research examining their combined effects on Malaysian university students' dropout intentions. The aim of this research is to develop targeted interventions and support mechanisms to improve student retention, enhance academic success, and promote equitable access to higher education in Malaysia. Understanding the complex interplay of these factors will help policymakers, educators, and stakeholders develop effective interventions to address student dropout rates and could improve student retention.

Literature Review and Hypothesis development

Students' intention to dropout from university

For a considerable period of time, researchers have studied and documented student dropout rates as well as the underlying factors contributing to it. According to Xavier and Meneses (2020), dropout is a situation when a student fails to register for a specific number of consecutive semesters. However, past literature offers various definitions of dropout, which consequently affects the approach, investigation, and resolution of the issue, depending on how it is defined and measured. The primary concern regarding the definition of dropout, as noted by Nichols (2010) is determining who should be considered a dropout. While some authors adopt a narrow view by defining dropout as the act of leaving a specific course, others suggest a broader perspective, such as not completing an entire program (Lehan et.al, (2020). Furthermore, the timeframe for identifying dropouts presents another issue, as students may take a break from their studies for several semesters before returning and re-enrolling at a later point in their academic journey (Xavier & Meneses, 2020).

Migration background and parental education level are linked to students' well-being and dropout intentions, the study also highlighting the need for psychological research and educational practice on ethnic minority students' experiences (Long et.al, 2023). Wild & Grassinger, (2023) highlights the students' academic self-concept and subject interest are linked to dropout, with difficulties in motivation affecting learning activities, while perceived quality of instruction mediates this relationship, particularly for first-year students. In contrast, economic competencies, including knowledge, skills, attitude, and motivation, significantly predict students' academic integration in economics. However, Jüttler (2020), found most of the research do not predict social integration and other factors like cognitive abilities, prior schooling, and perceived family support also play a role in student retention. In addition, based on working adults, organizational commitment significantly impacts dropout rates, but only for employees. To increase student commitment, implement transparency, active student involvement, recognition, appreciation, and supportive coaching in training companies and higher education institutions are needed (Wild & Heuling,2020).

Bardach et. al, (2020), explores the impact of structural and individual factors on students' dropout intentions, focusing on context-related problems students may face at university and in their study program. Structural factors are assessed within the motivational framework of personal best goals, while individual factors are assessed within the framework of personal best goals, focusing on students' tendency to pursue growth-oriented goals in their degree program (Berger & Milem, (2000) and Zając& Komendant (2019). The study by Fourie, (2020) found risk factors affecting first-year students' intention to drop out. The results showed that

addressing only direct effects of dropout is insufficient, and indirect effects should also be identified and addressed to make progress in solving the issue. With a view by Bäumle et.al, (2022) suggest the student dropout is a decision-making process consisting of phases: non-fit perception, thoughts of quitting/changing, deliberation, information search, and final decision. It investigates if these phases can be distinguished and if each is associated with specific characteristics. Based on study by Behr et.al, (2020). student dropouts in tertiary education, highlighting three main reasons: national education system, institutions, and students themselves and suggests using modern data mining techniques for early warning systems and support for at-risk students. Students' decision to change or prolong their university experience is influenced by their social integration, academic and extracurricular obligations, and other factors like insufficient prior knowledge, inappropriate attitudes, and low psychological resilience (Muthuri, (2021).

Originally, research on student dropout mainly concentrated on many different areas of school settings (Faurie, 2018). The findings from these early studies revealed that there were numerous factors that contributed to dropout. However, the research focus has since shifted to recognize that student retention is influenced by something with greater complication level at social and cultural context (Quinn 2004; and Walker et.al, 2004). Besides, higher education institutes must create strategies to foster student belonging and motivation, considering factors like academic performance, attendance, and dedication. They should also support students at higher risk of dropping out, addressing socio-economic, psychological, and institutional issues. Early identification of these students can help reduce dropout rates. Sandoval et.al,(2020) acknowledged that the dropout problem is heavily influenced by associations among people, institutions, and communities at large (Parkes 2014). Through the extensive research done by other researchers in the past, Faurie (2018) narrowed the risk factors that will affect students' intention to dropout from university into 4 elements: academic dedication, academic difficulty and ability, sense of belonging and external influences. 3 of the elements have been adopted as the independent variables for our study, and will be further discuss and review in the following section.

Sense of belonging

The first factor affecting college students' decision to drop out is a lack of a sense of belonging. The study reveals that reasons to drop out of computer science do not differ by gender, and belonging uncertainty is not a specific predictor of female students' dropout intentions. However, doubts about academic domain are equally important for motivational career decision (Höhne & Zander,(2019). Based on Nguyen (2021), a student's sense of belonging is their relationship to their university, their peers, and the academic staff. According to Maluenda-Albornoz et.al, (2022). sense of belonging refers to the sense of belonging a student feels in their educational organization, indicating their value and respect within their program and encourages them to create and maintain meaningful interpersonal relationships, fostering a sense of belonging and community in their studies. Students with high dignity self-construal and independent university norms had the greatest sense of belonging, which positively predicted well-being, academic motivation, and reduced dropout intention, suggesting that a person-environment fit analysis can contribute to academic success (Suhlmann et. al,2018). Additionally, Pedler et.al, (2022) study on university students, they found a significant difference in sense of belonging between first-generation and dual-parent students, and a lower sense of belonging among those considering dropping out. Supported by Russell & Jarvis, (2019), highlighted that social integration in students fosters a sense of belonging which is predicting permanence in university studies. This connection strengthens engagement and

commitment, reducing dropout intention. A sense of belonging strengthens students' connection to their academic community. As suggested by previous studies (Davis et al., 2019) and Morelli et.al,2021), positive academic relationships foster a sense of belonging, protect students from loneliness, increase academic persistence, and enhance satisfaction. They also aid exam preparation by allowing self-comparison, reducing postponement.

Strayhorn, (2020), investigates on students' sense of belonging, academic and social engagement, life satisfaction, and university leaving thoughts, it revealing that these factors are crucial for retention and addressing disadvantages. Further study by Van & Huisman, (2020), indicates that people, places with respect and acceptance, and opportunities to interact with other students, such as clubs, societies, and events, are instrumental factors in fostering a sense of belonging among university students, which can be used to develop strategies. The rise in the student who studying in the university raises questions about their engagement and sense of belonging in community colleges. A study for sense of belonging by García et.al, (2019). found that socio-academic integration is crucial for their sense of belonging, while social integration is less significant. Another study found overall educational experience, connection to students outside class, and support for settling are key predictors of student sense of belonging, while skill development and curriculum support are lesser predictors (Janke et.al,2024). Sithalden et.al, (2022), found that students often feel a lack of belonging, leading to help-seeking hesitancy. It suggested that institutions should create conditions that empower students' help-seeking behavior and foster a sense of belonging, which can prevent institutional and systemic dropout, based on students' voices. Supported by Garza et.al, (2021),with the sense of belonging significantly influence learners' academic persistence, with re-enrolment decisions influenced by this sense of belonging and it could enhance the community colleges provide broad postsecondary education access.

Some authors define dropout as leaving a specific course, while others suggest a broader perspective of not completing an entire program. The timeframe for identifying dropouts is also a concern, as students may take a break for several semesters before returning and re-enrolling later in their academic journey Ramsdal & Wynn, (2021); Alves et.al, (2023); Ramsdal et.al (2022). Students' progress can be negatively impacted by the need to drop out due to feelings of not belonging in an educational environment (Suhlmann et al., 2018). Previous cross-sectional studies have shown positive associations between university belonging and psychological and academic adaptation thus a sense of belonging was found to correlate positively with well-being, university satisfaction, and decreased dropout intentions (Yildirim et. al, (2021). Overall research findings from previous studies shown that feeling a part of something has a big impact on whether or not someone plans to drop out of school. As a result, the following assertion is made:

H1: Sense of belonging has a significant impact with the intention to dropout among university students.

Academic difficulty and ability

The second factor influencing university students' inclination to drop out is their ability to learn and challenges. For some students, university study can be a difficult time. Students' coping techniques may also act as a non-traditional predictor of their desire to drop out of university due to the high intellectual, emotional, and social expectations. The study of Marôco,et.al, (2020), analysed the impact of student burnout and engagement on academic efficacy and dropout intention among university students. Results showed that engagement and burnout are

good predictors, but engagement suppresses these variables. Wild & Grassinger (2023), found that university dropout often precedes a phase of doubt about continuing studies, potentially intertwined with mental health problems. The study suggests that improving counselling services could help students avoid dropout and mental health issues (Messerer et.al,2023). Depressive mood, anxiety, and dropout intentions among medical students are prevalent during the COVID-19 pandemic. Psychosocial supports targeting nervousness, stress, and fear are needed for improved mental health (Yun et.al, 2021);(Liu et.al, (2023); Yun et.al (2023)and (Shi,2024). While there is no clear definition on academic difficulty and ability, in general, academic difficulty is a situation where students struggle to meet the academic demands and expectations of their educational program. Academic ability refers to the capacity of the student to successfully complete required coursework.

According to Sahin et al. (2016), dropout decisions were significantly influenced by instructors' lack of assistance and difficulty being reached. Henrique et.al, (2023) includes that motivation and is crucial for effective learning, and active methodologies help reinforce affective skills in students during the learning process. Kang (2023). discovered that factors contributing to student dropout included the difficulty of the assignment, a learning style conflict, a lack of engagement, a lack of motivation, a lack of technical help, and the learning environment. The study by Bardach et. al, (2020), examines the impact of contextual and motivational factors on university students' dropout intentions, revealing that personal best goals negatively influence dropout intentions, while context-related problems positively impact them as motivational factors. Academic struggles, social rejection, and transitional issues increase the likelihood of students dropping out. Low achievers often lack necessary skills, leading to increased absenteeism and dropout rates. Additionally, potential dropouts may experience behavioral issues due to a lack of interest in school. Academic failure significantly influences students' intentions to leave school (Morelli et.al, 2021) and (Samuel & Burger,2020).

Students' decision to alter or prolong their formative university experience is greatly influenced by the level of social integration they obtain at the educational institution. Other sorts of characteristics that have been found in the student is on the university friendships significantly reduce students' intention to drop out, with those with more friends and lower self-efficacy being less likely to drop out (Respondek et.al, 2017). Academic struggles, social rejection, and transitional issues increase the likelihood of students dropping out. Low achievers often lack necessary skills, leading to increased absenteeism and dropout rates. Additionally, behavioral issues and lack of interest in school may contribute to dropout intentions. The student body exhibits characteristics such as inability to meet university study demands, insufficient prior knowledge, inappropriate learning attitudes, and low psychological resilience. Postgraduates are at a higher risk of dropping out due to their perception of the healthcare environment, and they often experience mental health distress, with factors such as academic pressure, graduation delays, pandemic exposure, unstable income, low social support, and employment anxiety contributing to this issue (Peng et.al, (2022). Academic difficulties can stem from psychological barriers, mental health conditions, learning-related disabilities, and learning gaps. These factors contribute to a variety of reasons, making it challenging to identify a single solution for improving college retention rates. Students will experience greater integration if they can effectively manage both academic and extracurricular responsibilities of university life.

Students with mental health conditions, lack self-confidence, and struggle with specific academic abilities may face difficulties in courses or programs due to educational gaps or learning-related disabilities. Overall research findings from earlier studies showed a significant

correlation between academic difficulty and ability and the intention to drop out. As a result, the following hypotheses is made:

H2: Academic difficulty and ability have a significant impact with the intention to dropout among university students.

External influences

The third factor influencing university students' inclination to drop out is external factors. Other contextual considerations, such as social interactions and family support, as well as aspects of the academic environment have an influence on a student's decision to leave school. The study of Scheunemann et.al, (2022), explores the impact of external factors on college persistence, particularly among low-income students. It found that financial aid availability and adequacy are crucial for supporting persistence and mitigating dropout intentions. Additionally, the study found that external influences like family dynamics, peer relationships, and socio-economic status significantly influence students' mental health and wellbeing, which in turn may influence dropout intentions. The study concludes that the increasing cost of higher education is putting financial strain on financially disadvantaged students, who increasingly rely on federal and institutional grant aid programs to reduce dropping out rates.

According to Warren, (2020), increasing cost of higher education is putting financial strain on financially disadvantaged students, who increasingly rely on federal and institutional grant aid programs to reduce dropping out rates. One of the studies explores factors affecting dropout rates among vulnerable groups in expanding higher education system, using a mixed-methods approach. It identifies content quality, technological infrastructure, platform difficulties, and economic factors, aiming to improve retention and completion rates (Lin et.al,2020). Based on Schwintz, (2019) study, he found significant correlation between socioeconomic status and college attrition, as well as high school math scores. Students expecting scholarships and loans have a higher likelihood of college retention. The study emphasizes the need for continued inequality in access, attrition, and completion for economically disadvantaged students.

The study by Facchini et.al, (2021), discusses on how staff in a college transition program tailor support to meet the needs of low-income, first-generation, and racially minoritized students and found that tailoring reduces cognitive load and is a non-deficit, asset-based approach that effectively addresses students' multiple needs and identities. The study by Mujica et.al, (2019), emphasizes the need to consider cognitive, emotional, and behavioural factors beyond direct influences on dropout intentions. It suggests that universities should incorporate factors like motivation and self-regulation into study plans and student guidance, and offer services that promote student adaptation and satisfaction. External factors, including financial resources, employment status, familial obligations, social support, transfer options, and significant life events, are considered social environmental determinants, including family-related factors (Morelli, 2021).

The review explores socio-economic factors influencing tertiary education dropout rates, emphasizing the importance of a student's ability to integrate into the academic system and suggests interventions to bridge the initial informational gap for success. The review explores socio-economic factors influencing tertiary education dropout rates, emphasizing the importance of a student's ability to integrate into the academic system and suggests interventions to bridge the initial informational gap for success.

Mujica et.al, (2019) for their findings indicate that external factors have little influence on students' propensity to drop out of school. When it comes to academic motivation, students who are more driven by extrinsic incentive (external pressure) likely to have greater dropout rates, according to the majority of researchers, including The intention to stay is adversely correlated with a stronger need for self-regulation mechanisms and a higher level of extrinsic motivation (external pressure). According to Mughal et al. (2019), household poverty is one external factor that is strongly linked to dropping out of school. However, students driven by extrinsic motivation are more likely to drop out. The intention to stay is linked to a stronger need for self-regulation mechanisms and higher levels of extrinsic motivation. Household poverty is another external factor strongly linked to dropping out, as students often have no choice but to leave university due to financial. In another study, Aina et.al, (2022) able to conclude that student university persistence is influenced by individual, institutional, and economic factors, with dropout decisions influenced by a student's academic integration. Policymakers should focus on interventions addressing students' initial informational gaps and improving their integration into academic and social life.

According to research findings compiled by Mouton et.al, (2020). personal economic factors like income and employment status significantly impact student dropouts, busy work, lack of motivation, and study fatigue affecting readiness. Low income impacts academic success, with personal income being more important than parental income. Academic satisfaction, including relationships with lecturers, is crucial. In contrast, students who can effectively manage their time between academic responsibilities, familial obligations, employment, and social activities are more likely to persist and complete the course. Therefore, the cost, effort, and time allocation may influence a student's intention to continue or withdraw from a course (Yilmaz & Karatas, 2022).

Numerous research indicates that the pressure from the family is a significant factor when determining other dropout causes Therefore, this study explores the impact of external factors like family dynamics, peer relationships, and socio-economic status on college student suggesting that these factors can significantly influence students' wellbeing and potentially lead to dropout intentions. Thus, the following hypotheses is developed:

H3: External influences have a significant impact with the intention to dropout among university students.

Research Design and Model Specification

The study employed SPSS software to establish the association between the dependent and independent variables. Descriptive analysis was used to comprehend the information given by the target respondents in the questionnaire, and the reliability test of the independent and dependent variables was performed to ensure the validity of the variables. Furthermore, Pearson's Correlation Coefficient Analysis was used for inferential analysis to test the strength of the variables while Multiple Linear Regression was carried out to scrutinize the relationship between the single dependent variable and three independent variables. These analyses were conducted to examine the hypotheses formulated and the relationship between the variables. According to Ministry of Higher Education website, the total number of enrollment in universities in Malaysia is 1,057,752. Thus, the final total respondent for this research is 384 respondents. The following model were developed to test the hypothesis of this study.

$$Y' = a + b_1X_1 + b_2X_2 + b_3X_3$$

Equations, 1–16.

Y' = Intention of student's dropout from university

a = Constant, "Y intercept"

b = Coefficient of each independent variables

X1 = sense of belonging

X2 = academic difficulty and ability

X3 = external influences

Findings And Discussions

Descriptive Statistics and Correlations

The study's demographic analysis reveals that the of respondents are students from Malaysian universities. Google form was used and posted links in social media and universities students' portals for a period of 2 months. Of the 377 respondents, 181 (48%) identified as female, while 196 (52%) identified as male. The largest age group of respondents was between 21 and 22 years old, with 168 (44.6%) participants falling in this range. Chinese ethnic group constituted the largest ethnic group, with 255 respondents (67.6%). The majority of respondents 302, (80.1%) are undergraduate students, 72 respondents (19.1%) are foundation programme students and 3 respondents (0.8%) are Masters students.

Table 1: Descriptive Statistic

| Respondent Profile | | |
|---------------------|------------------|-------|
| Attribute | | Total |
| Age | 19 - 20 | 97 |
| | 21 - 22 | 168 |
| | 23 - 24 | 96 |
| | 25 - 26 | 16 |
| | Above 27 | 0 |
| Gender | Male | 181 |
| | Female | 196 |
| Current Study Level | Foundation | 72 |
| | Bachelor Degree | 302 |
| | Foundation | 3 |
| Years of study | >1 year | 87 |
| | Year 1 | 69 |
| | Year 2 | 75 |
| | Year 3 and above | 146 |

Correlation analysis was conducted to evaluate pairwise univariate relationships and identify potential multicollinearity using a Pearson correlation matrix (Gujarati, 2003) as shown in Table II. Table 2 presents a significant negative correlation between sense of belongings and intention to dropout among university students is negatively correlated, as the Pearson correlation (R) value shows negative coefficient. Hence, when the sense of belonging is high, intention to dropout among university students will be low.

The Pearson correlation (R) value shows a positive coefficient, indicating a positive link between academic difficulties and ability, and intention to drop out among university students. Therefore, university students' desire to dropout will be high when academic difficulty and ability are high.

The Pearson correlation (R) value is positive. Thus, it suggests that there is a favourable link between external influences and the intention to dropout of university students. Therefore, university students are more likely to drop out when external forces are strong.

Table 2: Correlation and Multicollinearity Analysis

| | Intention to dropout out | Sense of belonging | Academic difficulty and ability | External influences |
|---------------------------------|--------------------------|--------------------|---------------------------------|---------------------|
| Intention to dropout out | 1.000 | | | |
| Sense of belonging | -.479** | 1.000 | | |
| Academic difficulty and ability | 0.693** | -.463** | 1.000 | |
| External influences | -0.488** | -.532** | -0.541** | 1.000 |

Regression Analysis

The obtained R square value of 0.716 indicate that sense of belonging, Academic difficulty and ability, and external influences collectively explained 51.20% of the variation observed in intention to dropout among university students.

Table 3: Hypotheses Testing

| Variable | Parameter Estimate | | t Value | Pr> t |
|---------------------------------|--------------------|----------------|---------|---------|
| | Parameter Estimate | Standard Error | | |
| Intercept | 0.892 | 0.281 | 3.177 | 0.002 |
| Sense of belonging | -0.212 | 0.049 | -4.354 | 0.001 |
| Academic difficulty and ability | 0.647 | 0.049 | 13.265 | 0.001 |
| External influences | 0.031 | 0.050 | 0.619 | 0.563 |

Hypotheses 1: The sense of belonging has a significant impact with the intention to dropout among university students.

The findings show that there is a negative relationship between sense of belongings and intention to dropout among university students with a p- value of 0.001. This indicates a significant association and supported with the findings reported by Maluenda-Albornoz et al.'s (2022), Pedler et al. (2021), Pittman and Richmond (2007) and Sedgwick & Rougeau (2010) further mentioned that those students who are with high sense of belonging are less likely to drop out due to excellent academic performance, self-esteem and less problem with

outsourcing. Therefore, these results proven that by emphasizing sense of belonging among the university student can minimize the intention to dropout.

Hypotheses 2: Academic difficulty and ability have a significant impact with the intention to dropout among university students.

The results revealed a positive significant relationship between academic difficulty and ability with intention to dropout among university students. The p-value of 0.001 shows a significant relationship which supported the hypothesis that academic difficulty and ability are significantly influence the intention to dropout among the university students. This shows more students opt to dropout whenever they are facing extensive academic challenges despite their abilities. This is further supported by Respondek et al. (2017) who reported excellent academic performance reduce the chance of dropping out. Furthermore, Maringe & Sing (2014) suggest that dissatisfaction in choosing the course of ten resulted in academic difficulties or unable to meet the course requirements could also contribute to the intention to drop out. These results emphasize how crucial it is to deal with academic difficulties and make sure students are happy with their academic endeavours in order to lower dropout rates.

Hypotheses 3: External influences have a significant impact with the intention to dropout among university students.

The results revealed there is no significant relationship between external influences with intention to dropout among university students. The findings suggest that external factors have little influence on students' propensity to drop out of school. Academic motivation is more driven by extrinsic pressure, while household poverty and financial hardships can also contribute to dropout rates. Most experts, like Alejandro Daz Mujica et al. (2019), believe that students who are more motivated by extrinsic incentive (external pressure) in their academic lives are likely to have higher dropout rates. Higher levels of extrinsic motivation (external pressure) and a greater requirement for self-regulation mechanisms are negatively connected with the intention to stay. Household poverty is one external factor that is highly associated to dropping out of school, according to Mughal et al. (2019). Children often have little choice but to leave university because their families cannot afford to send them, or because students must contribute to household income. A student's decision to drop out of school may be influenced by the death of a parent or financial difficulties in the household. Similarly, No et al. (2012) discovered that orphans in rural Cambodia have an eight-fold higher risk of dropping out of school compared to children whose parents are still alive.

Summary and Conclusion

This study has revealed successfully about the affecting factors of university student's intention to dropout. The problem statement is to understand the reason behind the dropout intention of students from university. As for the factors of university student's intention to become dropouts (belonging of the sense, academic difficulty and ability and external influence). As taking this research in consideration, hopefully the issue of student's dropouts in tertiary level should be taken into consideration in a higher range as this issue should be addressed. The powerful authority in the education line should take this issue seriously and help students in need to achieve their dream and have a good career.

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