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Scientific articles

**Factores asociados a la deserción estudiantil en el ámbito
universitario. Una revisión sistemática 2018-2023**

***Factors associated with student dropout in the university environment. A
systematic review 2018-2023***

***Fatores associados à evasão estudiantil no ambiente universitário. Uma revisão
sistemática 2018-2023***

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Resumen

La deserción universitaria constituye una problemática significativa en varios países, especialmente en aquellos pertenecientes al contexto latinoamericano. Por lo tanto, el objetivo de esta revisión fue determinar los factores que la causan, ya que esto permitirá a futuras investigaciones desarrollar propuestas para reducirla y, con ello, asegurar el desarrollo social y económico de dichos países. En concreto, se realizó una búsqueda de información en bases de datos confiables, donde se hallaron 23 estudios publicados entre 2018 y 2023, de los cuales el 52 % correspondió a WoS, el 22 % a Scopus y el 26 % a Redalyc. Los resultados demuestran que los factores asociados a la deserción se dividen en aspectos sociológicos, psicológicos y económicos. Asimismo, cabe señalar que se identificó como una limitación el acceso a algunos artículos, los cuales podrían haber enriquecido este estudio.

Palabras clave: deserción universitaria, abandono de estudios universitarios, retención estudiantil.

Abstract

University dropouts constitute a notable problem in various countries around the world, especially those belonging to the Latin American context. Therefore, the objective of this review was to determine the factors that cause it, which will allow future research to develop proposals that allow it to be reduced, and thereby guarantee the social and economic development of said countries. Information was searched in reliable databases, using a total of 23 studies, 52% belonging to WoS, 22% to Scopus and 26% to Redalyc. It should be noted that these articles met the inclusion and exclusion criteria, taking into account a publication period between 2018-2023. The research was based on the theoretical models of dropout existing in the university environment. This is how it was concluded that the factors associated with dropout are divided into sociological, psychological and economic. Finally, access to some articles to enrich this study was a limitation.

Key words: university desertion, dropout from university studies, student retention.

Resumo

O abandono universitário constitui um problema significativo em vários países, especialmente naqueles pertencentes ao contexto latino-americano. Portanto, o objetivo desta revisão foi determinar os fatores que a causam, pois isso permitirá que pesquisas futuras desenvolvam propostas para reduzi-la e, assim, garantir o desenvolvimento social e econômico desses países. Especificamente, foi realizada uma busca de informações em bases de dados confiáveis, onde foram encontrados 23 estudos publicados entre 2018 e 2023, dos quais 52% correspondiam a WoS, 22% a Scopus e 26% a Redalyc. Os resultados mostram que os fatores associados à evasão se dividem em aspectos sociológicos, psicológicos e econômicos. Da mesma forma, cabe ressaltar que o acesso a alguns artigos foi identificado como limitação, o que poderia ter enriquecido este estudo.

Palavras-chave: evasão universitária, evasão universitária, retenção estudantil.

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Introduction

Currently, the phenomenon of university dropout constitutes a problem that involves society as a whole, since it has a significant impact on the decrease in intellectual contribution and the potential increase in poverty (Parra *et al.* , 2023). This situation is influenced by factors such as educational contexts, the socioeconomic conditions in which students live (Chalpartar *et al.* , 2022; Himmel, 2002) and has recently been exacerbated by the covid-19 pandemic, although it has been occurring for some time. decades in different parts of the world, hence it has captured the attention of governments, academic authorities and society in general (Gómez *et al.* , 2021).

For example, in most of the countries that make up the European Higher Education Area (EHEA), dropout rates vary between 20% and 55% of their population (Amaya *et al.* , 2020), while in member countries of the Organization for Economic Cooperation and Development (OECD, 2016) reaches an average of 31%, with notable cases such as New Zealand, the United States and Hungary.

On the other hand, it is observed that the lowest dropout rate, with an average of 20% of its university student population, is recorded in Australia, Denmark, France and Japan (Gallegos *et al.* , 2018), while in Latin America there are cases alarming such as those recorded in Guatemala, Bolivia and Uruguay, with rates of 82%, 73% and 72%, respectively (Viera *et al.* , 2020).

Therefore, it is imperative to analyze this phenomenon in order to determine the causes that lead students to make that decision (Preciado *et al.* , 2022), given that there is an appreciable correlation between vocational training, economic progress and reduction of unemployment levels in the countries (Pérez, 2019). In fact, the analysis of the factors that influence dropout will allow the development of strategies that ensure university retention, which would help students achieve their goal of becoming professionals (Di Paola *et al.* , 2022).

During the last decades, the most relevant theoretical models on non-completion or completion of higher education have emerged in various disciplines and can be classified mainly into theories oriented towards the sociological, psychological and economic (Sarcelletti and Muller, 2011). The first of them highlights the importance of the student integrating both socially and academically into the chosen higher education institution, while the psychological model focuses mainly on analyzing how students become demotivated due to mental conflicts generated by various circumstances of their university life, as well as understanding their perception of the decision to abandon their studies and how they might react to this possibility. Finally, the economic model emphasizes the evaluation that students make about the cost/benefit they will obtain by

studying the selected career, especially in relation to the financial support available to them, which, in many cases, is a determining factor in dropout (Behr *et al.* , 2020).

Sociological motivation model

Sociological models are the most studied when it comes to dropping out of higher education (Behr *et al.* , 2020). For example, one of the most influential is the one developed by Tinto (1975, 1993), which is characterized by refining and modifying the model previously proposed by Spady (1970, 1971), based on Durkheim's theory of suicide (1951). , which suggests that this fatal decision may be motivated by the difficulty of integrating into society.

Similarly, Spady, based on both sociological and psychological factors, points out that the lack of social integration can be a reason for desertion, since it interacts with satisfaction and institutional commitment, while Tinto criticizes psychological concepts focused on attributes. of students and who postulate that abandonment is mainly a failure of the student. From their perspective, the decision to drop out or continue largely depends on the extent to which the person integrates both academically and socially.

Regarding this idea, it is worth noting that academic integration influences social integration, and vice versa, since while the first focuses on grades and how the student identifies with the values of the institution, the second seeks to understand how the student interacts. with their classmates both during classes and in extracurricular activities. In this context, it should be noted that, according to Tinto, abandonment can be understood from the theory of initiation rites, proposed by van Gennep (1960), which describes how individuals move from one group to another. In other words, in the field of university life, this situation can originate from the difficulty of letting go of past associations or from the student's resistance to adopting the new norms of the university environment in which he or she interacts (Tinto, 1988).

Furthermore, it is important to highlight that students enter university with certain attributes, such as their previous training or family perception of higher education, which are very relevant and can significantly influence the student's commitment to the chosen institution, as well as in their perseverance to achieve their goals. That is, poor academic and social integration can be the trigger for abandonment, since it weakens said initial commitment. This phenomenon, according to Tinto, can also be motivated by events external to the university (Tinto, 1975, 1993), hence the exclusion of factors that represent the non-institutional environment has been the subject of constant criticism (Ulriksen *et al.* , 2010).

Psychological motivation model

Unlike what was mentioned above, psychologically motivated dropout theories emphasize the role of people's individual characteristics when they face the dilemma of whether or not to abandon their studies (Behr *et al.* , 2020). For example, Bean and Eaton's (2000, 2001) model is composed of four theories that are combined to evaluate both social and academic integration: attribution, attitude-behavior, self-efficacy, and behavioral-coping.

In other words, from a psychological perspective, dropout follows the following process: first, the psychological characteristics with which the student enters are highlighted, which influence their behavior when interacting in the university environment. This interaction gives rise to various psychological approaches, such as self-analysis in academic and social aspects, which leads to two possibilities: if the interaction is positive and integration is achieved, the student persists in his goal of obtaining his professional degree at that institution. ; On the other hand, if integration is not achieved, there is a loss of motivation and confidence, which can lead to desertion (Bean and Eaton, 2001).

For his part, Ethington (1990) developed a psychological model using the expectancy value theory through which he maintains that if a student cannot achieve the desired grades and loses interest in his professional goal, this leads him to make the decision of abandoning his studies.

Economic motivation model

The economic models are based on human capital theory as well as rational choice theories (Behr *et al.* , 2020). From this position, the intention to withdraw is related to the expected economic return of the degree, the cost of studies, as well as the loss of benefits, scholarships, and expectations of academic success (Becker and Hecken, 2009). In other words, if the expected economic return exceeds the monetary and mental investment, the student will strengthen his or her motivation to graduate (Hadjar and Becker, 2004). Furthermore, the expected success is linked to grade performance (Stinebrickner and Stinebrickner, 2008), while the cost of studies can be a determining factor for dropping out if the student does not have an adequate financial situation, hence the importance of scholarship programs (Behr *et al.* , 2020).

Finally, it should be noted that throughout university life, students' perceptions of their chosen career and their future may change. Therefore, if their training expenses increase and their performance decreases, they could choose to leave university and look for other opportunities for their future (Hadjar and Becker, 2004).

Method

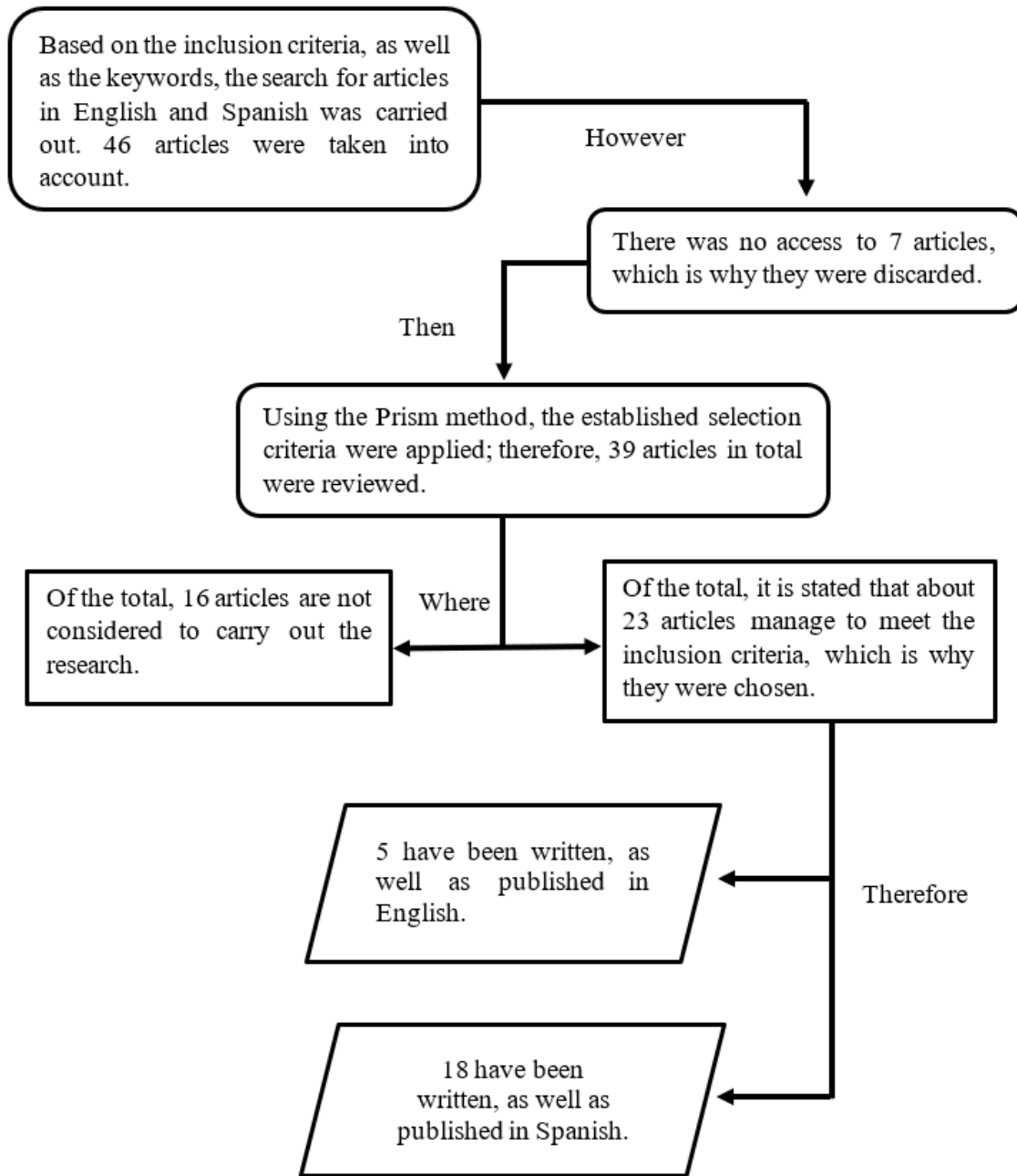
In this research, articles have been considered in accordance with the PRISMA methodology, and following the criteria established by Page *et al.* (2021) to choose original articles from reliable and recognized sources, known for their reliability and scientific rigor. These sources usually follow the structure known as IMRD (*introduction , methodology, results and discussion*). Specifically, 46 articles were selected (written in English or Spanish and between the years 2018 and 2023) found in reliable sources such as Web of Science, Scopus and Redalyc, whose keywords were “university dropout” and “dropout from university studies.”

After this first election, 7 were discarded because access to them could not be obtained. Furthermore, those articles that did not comply with the previously described IMRD structure were excluded, since discussion of results was required to carry out pertinent comparisons. Specifically, it was determined that 16 of the 39 articles did not contribute to the study.

However, it is worth mentioning that 23 of the 39 articles were considered for the analysis, since they met the established parameters and offered a valuable contribution to the objective of the research, as they were related to the selected variables and met the established search period. .

The analysis was carried out in a meticulous manner, using specific criteria and a data collection matrix, which contributed to obtaining relevant information from the articles supported by scientific research centers in the countries where they were published. Furthermore, the authors of these were specialists in the topic studied and took into account the IMRD structure in their writings, including the keywords. Therefore, the information corresponding to the objectives, methodology, results and conclusions was analyzed and compiled.

Figure 1. Inclusion and exclusion flowchart



Source: self made

Results

Table 1. Article registration matrix

No.	Database	Author(s)	Year	Research article title
1	Scopus	Carvajal <i>et al.</i>	2018	Sociodemographic and academic variables explaining the dropout of students in the Faculty of Natural Sciences of the University of Playa Ancha (Chile)
2	Scopus	Rodríguez <i>et al.</i>	2018	University dropout: new methodological analysis
3	Redalyc	Benitez <i>et al.</i>	2019	Analysis of student dropout factors in the undergraduate nursing program of a private university in the municipality of Palmira, Colombia. 2019
4	Redalyc	Perez.	2019	Comparison of data mining techniques to identify signs of student dropout, based on academic performance
5	Scopus	Vanegas and Sancho	2019	Cohort analysis: dropout, lag and terminal efficiency, in the degree program in Medicine and Surgery at the University of Medical Sciences.
6	Scopus	Bedregal <i>et al.</i>	2020	Analysis of the academic performance of Systems Engineering students, possibilities of dropping out and proposals for their retention.
7	Redalyc	Gonzalez and Molina	2020	Socioeconomic and emotional conditions of young university mothers.
8	Redalyc	Hernandez <i>et al.</i>	2020	Descriptive study of sociodemographic and motivational variables associated with dropping out: the perspective of first-time university students.

9	Web of Science	Lazaro <i>et al.</i>	2020	Factors that affect student dropout in Computer Engineering profile careers.
10	Web of Science	Pupials	2020	Decreasing student dropout: an ethnographic study on tutoring at the Technical University of Lisbon, Portugal.
eleven	Web of Science	Vera <i>et al.</i>	2020	Mental health and dropout in a university population with low academic performance.
12	Redalyc	Viera <i>et al.</i>	2020	Student dropout factors: an exploratory study from Peru.
13	Web of Science	Barbosa <i>et al.</i>	2021	Inequality and dropout in higher education in Colombia. a multilevel analysis of regional differences, institutions, and field of study.
14	Scopus	Gomez <i>et al.</i>	2021	Identifying students at risk to academic dropout in higher education.
fifteen	Web of Science	Burgos <i>et al.</i>	2022	Causes of student abandonment, where, how and how many: the case of the University of Atacama.
16	Web of Science	Chalpartar <i>et al.</i>	2022	Dropout in the university student population during the pandemic, a qualitative look.
17	Web of Science	De la Lama <i>et al.</i>	2022	The paradox of excessive academic pressure applied in some Higher Education schools. An explanation from the probability theory of student dropout from universities, which claim to be of excellence.
18	Web of Science	DiPaola <i>et al.</i>	2022	Sociodemographic factors that affect the retention of university entrants: an exploratory study in the Bachelor's Degree in Psychology at the National University

				of Córdoba (UNC)
19	Web of Science	Fonseca <i>et al.</i>	2022	Typologies of students who remain and leave the University: comprehensive approach from the curriculum and life project
twenty	Web of Science	Moreira <i>et al.</i>	2022	Forecasting students dropout: A UTAD University Study
twenty-one	Redalyc	Salazar <i>et al.</i>	2022	Determinants of loss of university scholarships in a social program in Peru aimed at students from poor and vulnerable families.
22	Web of Science	Valencia <i>et al.</i>	2023	University dropout model for developing countries: A Colombian context approach
23	Web of Science	Ortiz <i>et al.</i>	2023	Analysis of the retention of women in higher education STEM programs

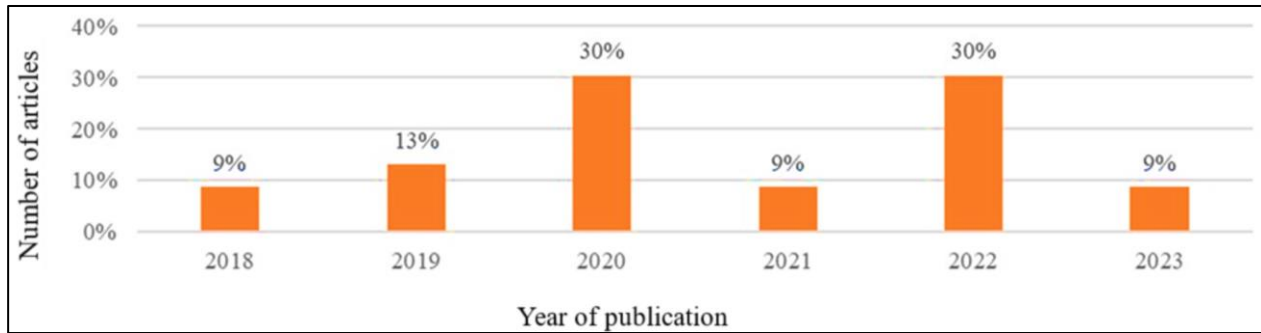
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Table 1. Number of studies per language

Type of documents	Amount	%
Articles in English	5	22
Articles in Spanish	18	78
Total	23	100

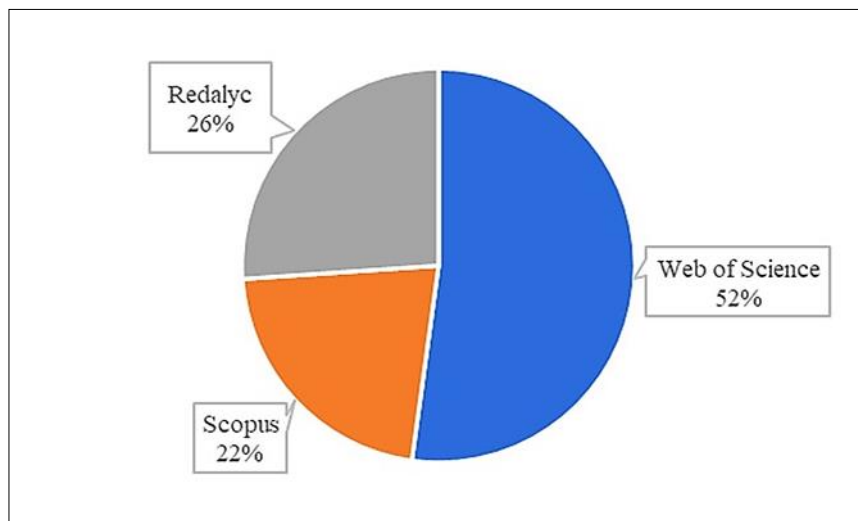
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Figure 2. Number of studies per year



Source: self made

Figure 3. Number of studies per database



Source: self made

Table 3. Induction of categories

Categories	Contributions
Sociological model	<p>The sociological dimension of the family influences the decision to drop out, specifying that a high educational level of the parents reduces the risk of dropping out of university studies (Carvajal <i>et al .</i>, 2018).</p> <p>Sociodemographic factors, such as the importance of home education, having continuously attended regular education, finishing it without delay, can influence dropout (Di Paola <i>et al .</i>, 2022).</p> <p>For the female gender, abandonment is often caused due to both socioeconomic and emotional factors due to the old custom that parenting is a female task, which confers many responsibilities on young mothers and makes it impossible for them to continue with their studies (González and Molina, 2020).</p> <p>Female dropout may be due to the competitive environment, the predominance of the male student population (especially in engineering, science and technology majors), and the lack of empathetic teachers (Ortiz <i>et al .</i>, 2023).</p> <p>Compared to the male gender, it is worth mentioning that university women have a greater tolerance for frustration, which is why they are less likely to drop out (Rodríguez <i>et al .</i>, 2018).</p> <p>There are triggering factors for dropout, such as lack of social adaptation to the new environment represented by the chosen study house, as well as problems of family origin (Valencia <i>et al .</i>, 2023).</p> <p>The highest dropout rate is seen during the first academic year, and is usually caused by the lack of both social and academic integration (Lázaro <i>et al .</i>, 2020).</p>
	<p>Dropout is largely caused by academic performance; low grades discourage students from continuing their university studies, since repeating subjects and the impossibility of continuing to advance in their degree lead to the postponement of their studies, and eventually , to desertion (Burgos <i>et al .</i>, 2022).</p> <p>One of the main reasons why students choose to drop out is poor academic performance, since low grades and dropping out are closely</p>

<p>Psychological model</p>	<p>related (Pérez, 2019).</p> <p>Dropout caused by low academic success occurs mainly during the first year of studies, where lower grades and greater failure of subjects are evident, achieving fewer approved credits compared to the number of credits that should have been obtained (Bedregal <i>et al .</i>, 2020). .</p> <p>When it comes to a university that has an excellent academic level, the applicant must choose between two paths if he shows poor performance: continue with his studies, being faithful to the ideals of the institution, which motivated him to choose it, but running the risk of being considered mediocre, or simply giving up on university life, being aware that it is the most realistic decision if their efforts do not bear fruit (De la Lama <i>et al .</i>, 2022).</p> <p>The students with the highest risk of academic failure, and, consequently, of dropping out, are those who show a low cognitive level in addition to lacking the skills for effective learning (Gómez <i>et al .</i>, 2021).</p> <p>Dropout is motivated by factors such as not having been able to enter the desired profession, as well as discouragement at finding oneself studying another career, and, in addition, it may be due to the desire to carry out their training in another institution of study (Hernández <i>et al .</i>, 2020).</p> <p>Adequate tutoring reduces the probability of dropping out, since it prevents the loss of courses and enhances the student's skills. However, although it is true that to achieve this, the commitment of the tutor must be counted on, commitment and responsibility are also essential. of the student (Pupiales, 2020).</p> <p>Dropout is often caused by the constant repetition of courses, especially those related to basic sciences, and it is important to note that this is due to the lack of both logical and analytical skills (Vanegas and Sancho, 2019).</p> <p>Dropout is associated with multiple factors, including physical and mental health status; Therefore, it is necessary for higher education institutions to be concerned with the creation of support programs that</p>
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	<p>contribute to the early identification of these mental problems, taking into account that these negatively affect academic performance (Vera <i>et al.</i> , 2020).</p> <p>Dropout can be caused by low academic performance as a result of the little preparation that students received in their schools of origin (Viera <i>et al.</i> , 2020).</p> <p>Dropout can be caused due to the demotivation that the student suffers when he considers that the curriculum provided by the university for the chosen career does not align with the life project he has prepared, it being important to highlight that, to counteract this, the houses Higher education programs must offer curricula that delight students, in such a way that permanence can be guaranteed, especially for those students who have doubts about the goals they wish to achieve with their training (Fonseca <i>et al.</i> , 2022).</p> <p>Dropout can occur due to the lack of maturity of the students, related to their age, while to guarantee the completion of their studies it is necessary for the university to offer successful and demanding curricular units (Moreira <i>et al.</i> , 2022).</p>
<p>Economic model</p>	<p>Abandonment can be caused by economic scarcity due to unemployment, so it is important to mention that paid job opportunities can help avoid this phenomenon (Benítez <i>et al.</i> , 2019).</p> <p>Dropout can be caused by the loss of the scholarship, which is related to the location of the student's residence, the language they speak, the age at which they obtained this benefit, vulnerability, the degree they are pursuing, as well as the type of management, whether it is a public or private study house (Salazar, 2022).</p> <p>Students from public schools with vulnerable socioeconomic backgrounds, that is, who do not have sufficient support from the government, are more likely to opt out than those who come from more economically advantaged academic backgrounds (Barbosa <i>et al.</i> al ., 2021).</p> <p>One of the factors that has the greatest influence on dropping out is the lack of financial support from the family, and it is important to highlight</p>

	that, to counteract this, it is crucial that higher education institutions offer economic tools that contribute to strengthening the permanence of students. students (Chalpartar <i>et al .</i> , 2022).
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Source: self made

Discussion

According to Valencia *et al .* (2023), university dropout is a high priority problem on the political agenda of many countries, especially those belonging to the Latin American context, since it can significantly influence their growth and development. This problem is motivated by economic and social factors, as well as by individual problems of adaptation to the new social environment that the university environment entails, identification with institutional values and the relationships established by the student with his peers.

Similarly, Lázaro *et al .* (2020) point out that this phenomenon tends to be caused by the lack of both social and academic integration, and occurs most frequently during the first academic year. This coincides with what was stated by Spady (1970), who in his model establishes that if the student does not manage to integrate socially, he experiences dissatisfaction and his initial commitment to the institution decreases, which ultimately leads to abandonment. Furthermore, what was stated by Tinto (1988) in his model is confirmed, since abandonment can be motivated by the difficulty of letting go of past associations or by the student's resistance to adopting the new norms of the university environment in which he interacts.

On the other hand, Carvajal *et al .* (2018) explains that the phenomenon of dropout is influenced by socioeconomic factors, but highlights that family members can also have an impact on university life, which is why they affirm that the educational level of parents can reduce the risk of dropout. This coincides with what was pointed out by other authors such as Di Paola *et al .* (2022), who maintain that the higher the educational level of the parents and the greater the importance given to education within the family, the probability of dropping out of school decreases. However, other sociodemographic variables also encourage this reality, such as having continuously completed basic education and finishing it without delays.

On the other hand, focusing on the female gender, as indicated by González and Molina (2020), university dropout is largely influenced by socioeconomic and emotional elements. That is to say, the old custom that parenting is a feminine task causes many young mothers, who fight for a better future for themselves and their children, to give up on the goal of becoming professionals

due to economic lack and the enormous emotional responsibility that have in the family nucleus toward their children.

Even so, it is worth noting that, according to Rodríguez *et al.* (2018), and compared to the male gender, university women have a greater tolerance for frustration, which makes them less likely to drop out. Furthermore, Ortiz *et al.* (2023) consider that female dropout can also be attributed to the competitive environment, the predominance of the male student population (especially in engineering, science and technology majors) and the lack of empathetic teachers. Therefore, it suggests the implementation of educational innovation actions such as mentoring, timely monitoring of enrolled students, awareness workshops and motivational talks with successful professional women.

Logically, dropout can be motivated by psychological factors, such as academic performance (Burgos *et al.*, 2022), since low grades, repetition of subjects and the impossibility of advancing in the career lead to the postponement of studies and, eventually, to the definitive abandonment of the university. This coincides with what was stated by Pérez (2019), who indicates that one of the main reasons that lead students to opt for dropping out is poor academic performance, since low grades and dropping out are closely related.

From the above, it can be inferred that dropout caused by low academic success occurs mainly during the first year of studies, where lower grades and greater disapproval of subjects are evident, resulting in a lower number of approved credits in comparison with the number of credits that had to be obtained (Bedregal *et al.*, 2020).

For Vanegas and Sancho (2019), dropout can also be caused by the constant repetition of courses, especially those associated with basic sciences, which is accentuated by the lack of both logical and analytical skills in students due to the insufficient preparation that they have received in their schools of origin. This makes it difficult for them to face the demands of the university environment (Viera *et al.*, 2020). For this reason, higher education institutions should be concerned about creating support programs that contribute to the early identification of these mental problems (Vera *et al.*, 2020).

In addition to the above, and according to Fonseca *et al.* (2022), it should be anticipated that dropout can also be caused by the demotivation that the student suffers when he considers that the curriculum offered by the university for the chosen career does not align with his life project. Consequently, institutions must offer study plans that captivate students, since this favors permanence, especially for those who have doubts about the goals they want to achieve with their

training. In line with this idea, Moreira *et al.* (2022) explain that dropout can occur due to the lack of maturity of the students, hence successful and demanding curricular units must be provided.

The above is intensified when it is an institution of academic excellence. As stated by De Lama *et al.* (2022), in this case the low-performing student is faced with a crossroads: continue with his studies—being faithful to the ideals of the institution that motivated him to choose it, but running the risk of being considered mediocre—or simply give up. university life—being aware that this is the most realistic decision if your efforts do not bear fruit—.

This is consistent with the psychological model of Ethington (1990), who uses expectancy value theory to ensure that performance is closely related to expectations of success in studies. In this sense, if success is scarce, performance declines and desertion becomes an option. Likewise, as pointed out by Gómez *et al.* (2021), students with the highest risk of academic failure and, consequently, dropout, are those who show a low cognitive level and lack skills for effective learning.

An alternative solution for the above, according to Pupiales (2020), consists of providing adequate tutoring, since this prevents the loss of courses and enhances the student's skills. However, while it is true that to achieve this you must have the commitment of the tutor, the responsibility of the student is also essential. Furthermore, it should be noted that demotivation cannot only be a result of academic performance, since—according to Hernández *et al.* (2020)—can also be caused by factors such as not having been able to enter the desired profession, finding yourself studying another career, or wanting to complete your training at another educational institution.

Regarding dropout motivated by economic factors, Benites *et al.* (2019) explain that paid job opportunities can help avoid this phenomenon. In this same perspective, Chalpartar *et al.* (2022) believe that one of the factors that exerts the greatest influence on dropping out is the lack of financial support from the family, hence higher education institutions must provide economic tools that contribute to strengthening the permanence of students. for example, through scholarships (Salazar, 2022). This coincides with the theoretical model of Hadjar and Becker (2004), who state that the existence of a scholarship program is of utmost importance, since if teaching costs are high and academic performance is low, external job opportunities become more attractive, leading the student to decide to stop studying.

Finally, it is worth highlighting that students from public higher education institutions who come from vulnerable socioeconomic backgrounds—that is, those who do not have sufficient support from the government—are more likely to opt for dropping out compared to those who are more vulnerable. economically advantaged (Barbosa *et al.* 2021).

Conclusions

The phenomenon of desertion constitutes a problem of great interest worldwide, especially in the Latin American context, given that it can have severe implications in the social and economic sphere of developing countries, which is why it is essential to understand the factors that motivate it. . In this sense, and after the systematic review of the literature presented in this work, it can be stated that these factors are mainly grouped into three motivation models: sociological, psychological and economic.

The sociological dimension is related to the influence of the family and the existence of children, previous experience in social coexistence, the absence of delay in basic training, socioeconomic conditions and social adaptation to the university environment. For its part, the psychological dimension is linked to demotivation derived from low academic performance, fear of failure, high academic loads, the impossibility of entering the desired profession, disappointment in studying a different career and, in addition, it can be result of the desire to train in another educational institution. Finally, the economic dimension is related to the low level of family income, unemployment, lack of one's own home and the absence or loss of study scholarships.

Future lines of research

The systematic review allowed us to analyze sociological, psychological and economic aspects that motivate dropping out of universities. However, it would be interesting to investigate in later years the dropout caused by institutional aspects related to the requirements to obtain academic degrees, such as the difficulty in developing the thesis and, especially, in preparing the scientific article, since these requirements are requested by an increasing number of universities, especially in the postgraduate field.

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