

Implementing effective sociocultural integration strategies to decrease university student dropout rates

Estratégias de integração sociocultural para reduzir a evasão de estudantes universitários

Estrategias de integración sociocultural para reducir la deserción estudiantil universitaria

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ABSTRACT

This article analyzes the determinants of student dropout in an intercultural university in Peru during the period 2018-2023. Using a quantitative approach and a non-experimental design, binary logistic regression was applied to test the hypotheses. The results show that sociocultural factors have a significant impact on dropout, increasing the probability of dropout when sociocultural difficulties increase. Likewise, personality factors are also relevant, indicating that students with greater personality difficulties could receive additional support or have effective coping mechanisms, slightly reducing the probability of dropping out. In contrast, socioeconomic and academic factors did not show a significant relationship with student dropout. The Hosmer-Lemeshow test and Nagelkerke's R-squared suggest a good fit of the model, explaining a considerable part of the variability in attrition. It is recommended that universities develop support strategies focused on socio-cultural integration and personal development of students, in addition to continuing to investigate other educational contexts to evaluate the influence of socioeconomic and academic factors.

Keywords: student desertion, intercultural university, sociocultural factors, personality factors, social integration, psychological support.

RESUMO

Este artigo analisa os determinantes da evasão de alunos em uma universidade intercultural no Peru durante o período de 2018 a 2023. Usando uma abordagem quantitativa e um projeto não experimental, foi aplicada a regressão logística binária para testar as hipóteses. Os resultados mostram que os fatores socioculturais têm um impacto significativo na evasão, aumentando a probabilidade de evasão quando as dificuldades socioculturais aumentam. Os fatores de personalidade também são relevantes, indicando que os alunos com maiores dificuldades de personalidade podem estar recebendo apoio adicional ou ter mecanismos de enfrentamento eficazes, reduzindo ligeiramente a probabilidade de evasão. Por outro lado, os fatores socioeconômicos e acadêmicos não mostraram uma relação significativa com a evasão dos alunos. O teste de Hosmer-Lemeshow e o teste R-quadrado de Nagelkerke sugerem um bom ajuste do modelo, explicando uma parte considerável da variabilidade da evasão. Recomenda-se que as universidades desenvolvam estratégias de apoio com foco na integração sociocultural e no desenvolvimento pessoal dos alunos, e continuem a investigar outros contextos educacionais para avaliar a influência de fatores socioeconômicos e acadêmicos.

Palavras-chave: Desistência de alunos, universidade intercultural, fatores socioculturais, fatores de personalidade, integração social, apoio psicológico.

RESUMEN

Este artículo analiza los factores determinantes de la deserción estudiantil en una universidad intercultural del Perú durante el periodo 2018-2023. Utilizando un enfoque cuantitativo y un diseño no experimental, se aplicó regresión logística binaria para contrastar las hipótesis planteadas. Los resultados muestran que los factores socioculturales tienen un impacto significativo en la deserción, aumentando la probabilidad de abandono cuando las dificultades socioculturales se incrementan. Asimismo, los factores de personalidad también son relevantes, indicando que los estudiantes con mayores dificultades de personalidad podrían estar recibiendo apoyo adicional o tener mecanismos de afrontamiento efectivos, reduciendo ligeramente la probabilidad de deserción. En contraste, los factores socioeconómicos y académicos no mostraron una relación significativa con la deserción estudiantil. La prueba de Hosmer-Lemeshow y la R-cuadrado de Nagelkerke sugieren un buen ajuste del modelo, explicando una parte considerable de la variabilidad en la deserción. Se recomienda que las universidades desarrollen estrategias de apoyo centradas en la integración sociocultural y el desarrollo personal de los estudiantes, además de continuar investigando otros contextos educativos para evaluar la influencia de factores socioeconómicos y académicos.

Palabras clave: Deserción estudiantil, universidad intercultural, factores socioculturales, factores de personalidad, integración social, apoyo psicológico.

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Universities should prioritize strategies for sociocultural integration and personal development, alongside ongoing research into the role of academic and socioeconomic factors in student attrition.

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Discuss the significant role of sociocultural and personality factors in student dropout at an intercultural university in Peru, offering insights for tailored support strategies.

INTRODUCTION

Student dropout is a complex problem that affects educational institutions worldwide, including intercultural universities. Of the 96 universities licensed by SUNEDU, 5 were created in the last 10 years to serve this population and improve university quality (Zepeda, 2021; Pimentel et al., 2023). However, since their creation, school dropout has increased due to factors such as poverty, discrimination and lack of opportunities for indigenous youth. Ojo Público (2021) investigated between 2018 and 2023 and found a school dropout rate of 60%, the highest in the history of Peru. This problem affects students, families and society, limiting educational and employment opportunities for indigenous youth, perpetuating poverty and social exclusion.

The study identifies lack of economic resources, poor quality of education, poor academic and emotional support, discrimination, racism, lack of job opportunities and lack of cultural relevance of academic programs as key factors in dropout. This problem is not exclusive to Peruvian intercultural universities, but affects other universities in Latin America. IESALC (2020) proposed a regional project to address university dropout and reinsertion, analyzing rates, influences and possible solutions.

Internationally, the university dropout rate in OECD countries is 31%, in the EHEA it ranges between 20% and 55%, and in Latin America it varies between 8% and 48% (Education at the Glance, 2016). Universities are a fundamental right declared in the Political Constitution of Peru, key to sustainable development and social inclusion. It is the responsibility of the education system, from the Ministry of Education to local governments, to ensure that all indigenous youth have access to quality and culturally relevant education, developing their potential to contribute to the development of their communities and the country.

The challenge of student dropout is widely recognized by university authorities, which prompts an in-depth analysis of its causes and strategies to address it (Lozano and Maldonado, 2019). Fernández et al. (2018) highlight the importance of knowing the specific causes of dropout, given its important academic and social implications. Medina and Gaytán (2020) emphasize the complexity of this phenomenon, which encompasses various aspects of individual lives and aspirations. Albarrán (2019) and Miño (2021) highlight the refusal to learn and the negative impact of dropout on society. Castaño et al. (2019) argue that school dropout is a reality, especially during the first trimester, semester or quarter, periods that are reflected in a reduction in enrollment of between 25% and 35%. In addition, another 15-20% drop out of college before graduating, which implies that close to half of the young people who start college do not finish their studies. Cortés- Cáceres et al. (2019) identify academic difficulties, including differences between high school and university education, as a significant factor in student dropout.

University dropout is a worrying phenomenon in Peru, reflecting important challenges in the educational system. Several studies have identified multiple factors that contribute to this problem, including economic, academic, social and personal aspects (Pachari et al., 2020; Torres, 2019). Students face economic hardship, lack of family support, and academic adjustment problems, which negatively influence their permanence in college (Heredia & Mori, 2012; Toala Ponce et al., 2024). In addition, gender differences also play a crucial role, with variations in dropout rates between men and women (Aparicio & Vaquero, 2017).

This study analyzes the socioeconomic, personality, socio-cultural and academic factors that determine student dropout and its impact in an intercultural university in Peru. Theoretically, it addresses the problem of dropout in an Amazonian intercultural university, and practically explores the reasons for dropout despite food and shelter services, showing a low participation of students from Amazonian communities. The general objective is to analyze the factors that determine student desertion in an intercultural university in Peru from 2018 to 2023; specific objectives include identifying whether socioeconomic, personality, sociocultural, and academic factors determine desertion. It is proposed that these factors significantly influence student attrition at an intercultural university in Peru from 2018 to 2023.

Literature Review

Otero (2021) in Mexico highlights financial dependence and lack of access to technology as key factors of attrition in the economic-administrative area. In Ecuador, Cajas and Chicaiza (2021) point to lack of academic preparation and institutional support as triggering factors, while Benítez et al. (2021) highlight economic, academic and personal aspects in a Technological Institute. Poveda et al. (2020) in Bolivia find that economic (22.80%) and family (32.00%) factors are determinant. García and Mejía (2020) emphasize the importance of the permanence and bonding of the student with the institution. Mera et al. (2020) propose tutoring and economic support as solutions.

Cortés et al. (2019) in Chile highlight academic gaps between high school and university education, while Flores et al. (2019) find that institutional dissatisfaction can be a reason for dropout. Albarrán (2019) in Venezuela identifies reasons such as lack of job prospects and economic problems. Gonzales and Evaristo (2021) conclude that aspects such as the teacher's

teaching influence attrition more than the teaching modality. Caselli and Urrelo (2021) point out that only 65% of university students in Peru obtain a bachelor's degree, with academic dropout being one of the main problems. Rondón (2020) identifies internal and external factors, such as unmet expectations and family problems, as causes of dropout. Huamanchay and Sullca (2020) attribute dropout to psychological, academic and economic difficulties, as well as institutional problems.

Romualdo (2020) highlights the influence of socioeconomic factors in the decision to drop out. Castro and Suárez (2019) find that institutional problems, such as lack of adequate infrastructure, are the main cause of dropout, proposing a computer application to identify potential dropouts. Huamán and Martínez (2018) establish a correlation between individual, economic and academic factors with student dropout, demonstrating their importance in university dropout.

It is inferred that there is no single determinant for dropout, since it depends on the contexts, universities and conditions of the students. Therefore, the analysis is multifactorial; however, in this study, sociocultural factors will be determinant given that the population originates from apparently inclusive contexts.

The United Nations Development Program [UNDP] (2006) identified several factors that contribute to school dropout, such as poverty and lack of financial resources to cover educational expenses, as well as the need for students to work to contribute to family support.

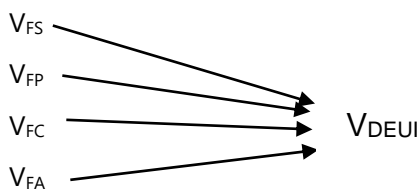
Educational factors are also mentioned, such as the quality of education, lack of access to adequate opportunities and lack of individualized support. At the family level, lack of parental support and encouragement, family conflicts and family breakdown are influential. At the individual level, lack of motivation, difficulties in social adaptation and low self-esteem are determinants. In addition, institutional factors such as school quality and climate, access to educational resources and lack of support and guidance from educational institutions are crucial.

In Peru, student dropout in intercultural universities has been little studied. A World Bank study, cited by the Graduate School of the Universidad Continental (2019), found that at the end of 2018, about 30% of university students in Peru dropped out, and the dropout rate in other Latin American countries is 42%. Trendsity, cited by Martínez (2018), showed that 77% of young people aged 15 to 29 drop out due to economic problems, 38% due to lack of time to study, 35% due to family dependence and children, 24% due to difficulties in attending classes and 14% due to problems in some subjects.

In addition, the rate of return to university is lower among women. Rojas, cited by Gestión (2017), indicated that 27% of applicants to private universities drop out in the first or second semester, increasing to 48% when considering all those who have not finished their degree. Ramirez (2009) found that 44% of students at the Universidad Nacional Mayor de San Marcos consider economic reality as the main reason for not studying. Plasencia (2008) highlighted the important economic losses due to desertion, estimated at 200 million dollars in two years, attributed to the impossibility of paying monthly fees and the lack of interest in learning.

METHODOLOGY

Applied research (Concytec, 2018) focuses on practical purposes to generate knowledge and solve problems. This study analyzed the factors of student desertion in an intercultural university in Peru, during the semesters 2018-I to 2023-I. It used a quantitative approach, applying statistics to contrast hypotheses, and adopted a non-experimental design, without manipulation of variables (Hernández et al., 2014). The descriptive causal explanatory scope made it possible to identify causes and effects of the phenomenon, establishing relationships between variables (Huamanchumo and Rodríguez, 2015). Thus, we sought to have a clear vision of the factors that influence school dropout.



Where: V_{FS} : Socioeconomic Factor; V_{FP} : Personality Factor; V_{FC} : Sociocultural Factor; V_{FA} : Academic Factor; V_{DEUI} : Intercultural University Student Desertion.

The student population consisted of all students of a national intercultural university in Peru, enrolled in the academic semesters 2018-I to 2023-I, which were 746 students.

According to Hernández et al. (2014) define the population as the set of all the instances that satisfy a certain specification. This study was made up of students of a national intercultural university in Peru, who dropped out, that is, who made a reservation of enrollment or withdrew definitively, in the academic semesters 2018-I to 2023-I, amounting the study population to 217 dropout.

Table 1. Parameters and criteria

Parameter	Inclusion criteria	Exclusion criteria
Marital status	married, single, cohabiting, divorced, widowed.	
Sex	female and male	
Age	between 16 and 30 years old	under 16 and over 30 years of age
Economic condition	low, medium, high	
Year of entry	2018-I	other years of entry
Permanence in the university:	at least 2 consecutive semesters of study	have studied less than 2 consecutive semesters
Student status	dropouts from the promotions 2018-I to 2023-I	dropouts from other promotions.

Note: Authors' development

Using the following formula, we found the representative sample, where "n" is 105 dropouts, it is necessary to mention that the response of 128 respondents was obtained, with which the research was developed.

Equation 1. Sample estimation

$$n = \frac{N * Z_{\alpha}^2 * p * q}{d^2 * (N - 1) + Z_{\alpha}^2 * p * q}$$

Note: N = 217 / Z = 1.96 / p = 0.05 / q = 0.95 / d = 0.03 / n = 105

Simple random probability sampling was used. The unit of analysis was the students of a national intercultural university of Peru who made enrollment reservations during the 2018-I to 2023-I semesters. A questionnaire with 31 items divided into socioeconomic, personality, sociocultural and academic factors was used as a data collection technique. The questionnaire used a Likert-type scale with responses ranging from "Never" to "Always" and from "Poor" to "Excellent" (Bertram, 2008).

The procedure began by requesting information on enrolled students and dropouts, applying the questionnaire to a sample of 20 students. The University Dropout Scale (EDA) was validated with a Cronbach's Alpha of 0.8021, indicating high reliability. The questionnaire was re-administered using Google Forms, and a comprehensive descriptive analysis of the variables was performed using SPSS version 25.

In ethical terms, an anonymous survey based on the principle of autonomy was used, respecting the participants' decision not to answer uncomfortable questions. Data were collected anonymously and confidentially, and were deleted after a specified time to ensure objectivity and avoid bias. All sources consulted were cited according to APA standards, respecting research ethics and copyright. The results will be communicated to the university upon completion of the study, guaranteeing the integrity and exclusive use of the data for research purposes.

RESULTS AND DISCUSSION

Binary logistic regression was used to test the research hypotheses, since the dependent variable in this research is dichotomous (1 = Dropout, 0 = Reserve). This statistical technique differs from others in that it does not require the assumption of normality of the variables. In addition, it allows the independent variables to be both continuous and qualitative. However, binary logistic regression requires compliance with assumptions other than normal (Aldás & Uriel, 2017).

The model proposed to test the hypotheses was:

$$P(\text{Dropout}) = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4)}}$$

Where: X_1 : Socioeconomic factors. X_2 : Personality factors X_3 : Socio-cultural factors X_4 : Academic factors.

Using SPSS 25 statistical software, their coefficients were estimated:

$$P(\text{Dropout}) = \frac{1}{1 + e^{-(0.901 - 0.007 X_1 - 0.142 X_2 + 0.528 X_3 - 0.034 X_4)}}$$

Overall significance test

H₀: None of the proposed factors influence student dropout in an Intercultural University of Peru.

H_a: At least one of the proposed factors influences student dropout in an Intercultural University of Peru.

Table 2. Overall significance test

Df	LogLik	Df	Chisq	Pr(>Chisq)
1	-81.004			
5	-68.281	4	25.445	4.094e-05 ***

Note: Authors' assessment

It is evident that the p-value of the overall significance test was statistically significant at the 0.001 level. Therefore, the null hypothesis (H₀) is rejected and it is concluded that at least one of the proposed factors influences student desertion in an Intercultural University of Peru.

Model evaluation

To evaluate the proposed model to explain student dropout, the Hosmer-Lemeshow test was used. Likewise, it was calculated, Cox and Snell's R-squared, Nagelkerke's R-squared, the confusion matrix and the percentage of accuracy (Aldás & Uriel, 2017) .

Hosmer-Lemeshow test

The Hosmer and Lemeshow test is a statistical test used to evaluate the fit of a logistic regression model. This test determines whether the predictions of a logistic regression model are consistent with the observed data. Specifically, the test evaluates whether the predicted probabilities fit well with the observed proportions of the dependent variable (Aldás & Uriel, 2017) .

H₀: The model has a good fit (the proposed model can explain what is observed).

H_a: The model does not have a good fit (the proposed model cannot explain what is observed).

Table 3. Hosmer and Test

Chi-square	GI	Sig.
6.353	8	0.608

Note: Authors' assessment

It is shown that the p-value of the Hosmer and Lemeshow test was not significant at the 0.05 level, indicating that the proposed model has a good fit.

Table 4. Evaluation of the model

Cox and Snell R-square	R square of Nagelkerke
0.173	0.242

Note: Authors' assessment

The Nagelkerke R-squared was 0.242, as reported in Table 7, indicating that the dependent variable (student dropout) was explained by 24.2% by the socioeconomic, personality, sociocultural and academic factors.

Table 5. Confusion matrix

Observed	Forecast		Total
	Reservation	Dropout	
Reservation	16 (12.5%)	26 (20.3%)	42
Retreat	6 (4.7%)	80 (62.5%)	86
Total	22	106	128

Note: The cut-off value was .5

True negatives: the model predicted that 16 (12.5%) students would not drop out of an intercultural university in Peru out of a total of 42 who actually did not drop out.

True positives: the model predicted that 80 (62.5%) students would drop out of an intercultural university in Peru out of a total of 86 who actually dropped out.

In terms of accuracy, the model was found to have an accuracy of 75%.

Hypothesis Testing

General hypothesis

H₀: Socioeconomic, personality, sociocultural and academic factors do not determine student dropout in an intercultural university in Peru, during the academic semesters 2018-I to 2023-I.

H_a: Socioeconomic, personality, sociocultural and academic factors determine student dropout in an intercultural university in Peru, during the academic semesters 2018-I to 2023-I.

Table 6. Results of the proposed model using binary logistic regression

Factors	B	Standard error	Wald	l	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Upper	Lower
Socioeconomic	-0.007	0.032	0.050	1	0.823	0.993	0.933	1.057
Personality	-0.142	0.052	7.502	1	0.006	0.868	0.784	0.960
Sociocultural	0.528	0.137	14.835	1	0.000	1.696	1.296	2.218
Academics	-0.034	0.034	1.017	1	0.313	0.967	0.905	1.033
Constant	0.901	1.501	0.360	1	0.548	2.462		

Note: Authors' assessment

For the general hypothesis, Table 6 shows the following results:

Socioeconomic ($\beta_1 = -0.007, p > 0.05$): the negative coefficient $\beta_1 = -0.007$ suggests that there is a weak relationship between socioeconomic factors and intercultural student dropout, with a slight tendency for the probability of student dropout to decrease as socioeconomic difficulties increase. The p-value greater than 0.05 indicates that this relationship is not statistically significant, which means that it cannot be stated with confidence that socioeconomic factors influence intercultural college student dropout.

Personality ($\beta_2 = -0.142, p < 0.01$): the negative coefficient $\beta_2 = -0.142$ indicates that, as personality scores increase, the probability of attrition decreases. Since higher personality scores mean greater difficulty, this may seem counterintuitive, but what the model is saying is that, for this specific context, there is a slight decrease in the probability of attrition with increasing personality difficulties. The p-value of less than 0.01 indicates that this relationship is statistically significant at the 1% level, which means that there is high confidence that personality factors do indeed influence cross-cultural college student dropout.

Sociocultural ($\beta_3 = 0.528, p < 0.01$): the positive coefficient ($\beta_3 = 0.528$) indicates that, as difficulties increase in the sociocultural factor, the probability of dropout also increases. This suggests that greater sociocultural difficulties are associated with a higher probability of student dropout. The p-value of less than 0.01 indicates that this relationship is statistically significant at the 1% level, which means that there is high confidence that sociocultural factors do indeed influence intercultural college student dropout.

Academic ($\beta_4 = -0.034, p > 0.05$): The negative coefficient $\beta_4 = -0.034$ suggests that there is a weak relationship between academic factors and intercultural student dropout, with a slight tendency for the probability of dropout to decrease as academic conditions improve. The p-value greater than 0.05 indicates that this relationship is not statistically significant, so it cannot be stated with confidence that academic factors influence cross-cultural college student dropout.

These results suggest that, to address student dropout, it would be more effective to focus on sociocultural difficulties, since they have a significant and considerable impact on the probability of cross-cultural student dropout. Personality is also a significant factor, although with a smaller impact and in the opposite direction than expected. Socioeconomic and academic factors did not show a significant relationship with dropout in this study.

Specific Hypothesis 1

H₀: There is no significant influence of socioeconomic factors on student dropout in an intercultural university in Peru, during the academic semesters 2018-I to 2023-I.

H_a: There is a significant influence of socioeconomic factors on student dropout in an intercultural university in Peru, an analysis from 2018 to 2023

Decision Criteria

The table shows $\beta_1 = -0.007, p > 0.05$, which means that **H₀** is not rejected. Therefore, at the significance level of 0.05, there is not enough statistical evidence to affirm that there is a significant influence of socioeconomic factors on student dropout at the Intercultural University of Peru, an analysis from 2018 to 2023.

These results suggest that other factors, such as personality and sociocultural characteristics, could have a greater weight in students' decision to dropout from college. This emphasizes the need to further investigate other possible determinants and to develop more focused intervention strategies on these aspects, rather than focusing exclusively on students' socioeconomic status.

Specific Hypothesis 2

H₀: There is no significant influence of personality factors on student dropout in an intercultural university in Peru, an analysis from 2018 to 2023.

H_a: There is a significant influence of personality factors on student dropout in an intercultural university in Peru, an analysis from 2018 to 2023.

Decision Criteria

The table shows $\beta_2 = -0.142, p < 0.01$, which means that there is sufficient statistical evidence to reject **H₀**. Therefore, at the significance level of 0.01, it can be asserted that there is a significant influence of personality factors on student desertion at the Intercultural University of Peru, during the academic semesters 2018-I to 2023-I. In addition, the odds ratio for this hypothesis resulted 0.868, which means that student desertion is reduced by 13.2% when the difficulties in the personality factor are increased by one unit, keeping the other variables constant. This result seems contradictory, but in this specific context, there is a slight decrease in student desertion when personality difficulties increase.

This finding could indicate that students with greater personality difficulties receive additional support or have more effective coping mechanisms that allow them to remain in their studies. This interpretation makes evident the need for further analysis of how personality characteristics influence dropout and what types of interventions may be most effective. Implementing personal development and psychological support programs may be key to helping these students overcome their difficulties and reduce dropout.

Specific Hypothesis 3

H₀: There is no significant influence of sociocultural factors on student dropout in an intercultural university in Peru, an analysis from 2018 to 2023.

H_a: There is a significant influence of sociocultural factors on student dropout in an intercultural university in Peru, an analysis from 2018 to 2023.

Decision Criteria

The Table shows $\beta_3 = 0.528, p < 0.01$, which means that there is sufficient statistical evidence to reject **H₀**. Therefore, at the significance level of 0.01, it can be asserted that there is a significant influence of sociocultural factors on student dropout at the Intercultural University of Peru, during the academic semesters 2018-I to 2023-I. In addition, the odds ratio for this hypothesis resulted 1.696, which means that student desertion is 1.696 times more likely when the difficulties in the sociocultural factor are increased by one unit, keeping the other variables constant.

This finding underscores the importance of sociocultural factors in student dropout. Students who face greater sociocultural difficulties, such as lack of social integration, cultural barriers or family problems, are significantly more likely to drop out. This indicates the need for universities to develop specific strategies to support students in these areas. Mentoring programs, cultural counseling services, and activities that promote social inclusion and integration may be essential to reduce dropout and support the realization of students' academic goals at an intercultural university in Peru.

Specific Hypothesis 4

H₀: There is no significant influence of academic factors on student dropout in the intercultural university of Peru, an analysis from 2018 to 2023.

H_a: There is a significant influence of academic factors on student dropout in the intercultural university of Peru, an analysis from 2018 to 2023.

Decision Criteria

The Table shows $\beta_4 = -0.034, p > 0.05$, which means that there is not enough statistical evidence to reject H_0 . Therefore, at the significance level of 0.05, it can be affirmed that there is no significant influence of academic factors on student attrition at the Intercultural University of Peru, an analysis from 2018 to 2023.

This result suggests that, in the context of this intercultural university in Peru, academic factors do not play a crucial role in students' determination to drop out of their studies. It is possible that other factors, such as sociocultural and personality factors, have a much greater impact. This suggests that retention strategies should not focus exclusively on improving academic performance, but also on addressing other aspects that may be influencing cross-cultural college student dropout. However, recommends that academic factors continue to be monitored, as their influence may change over time or in different educational contexts.

Discussion

The analysis of the factors that determine student dropout in an intercultural university in Peru between 2018 and 2023 revealed that at least one of the proposed factors significantly influences dropout, with a p-value of 0.001. These results are consistent with previous studies, such as Torres (2019), who identifies economic, labor, and academic factors as influencing attrition in Latin American universities, and Pachari et al. (2020), who highlight educational quality and family support in Peru. Albarrán (2019) and Rondón (2020) also noted the importance of internal and external factors, including economic problems and unmet expectations, in student dropout.

The specific analysis of socioeconomic factors did not show a statistically significant relationship with dropout in this intercultural university, contrasting with the studies of Otero (2021) in Mexico and Poveda et al. (2020) in Bolivia, Marte Espinal and Fabian (2021) in Dominican Republic, which highlight the economic influence on dropout. However, personality and sociocultural factors showed a significant influence. Personality factors, such as self-confidence and self-regulation, coincide with the findings of Sternberg et al. (2001), and sociocultural factors, such as family support and social integration, are in line with the theories of Tinto (1975) and Cabrera, Nora and Castañeda (1993).

On the other hand, academic factors did not show a statistically significant relationship with dropout in this context, which differs from studies in other regions that indicate that educational quality and curricular satisfaction are crucial. This finding suggests that, in intercultural universities, attrition is more influenced by personal and sociocultural factors than by the academic environment.

FINAL REMARKS

The study that analyzes the key factors of student dropout in an intercultural university in Peru, between 2018 and 2023, provides in-depth knowledge of the variables that influence this phenomenon. The results reveal that sociocultural factors have a significant impact on student dropout. Specifically, the probability of dropout is significantly higher when sociocultural difficulties increase. This finding underscores the need to develop support strategies that promote the social and cultural integration of students, such as tutoring and cultural counseling programs, to mitigate the negative effects of these difficulties.

Likewise, personality factors were found to be significant in school dropout. Although this result may seem counterintuitive, it suggests that students with greater personality difficulties may be receiving additional support or possess more effective coping mechanisms, slightly reducing their likelihood of dropout. This finding underscores the importance of implementing personal development and psychological support programs in college. On the other hand, socioeconomic and academic factors did not show a statistically significant relationship with student dropout. This indicates that, although these factors may be influential in other contexts, in the case of this intercultural university they are not key determinants of dropout. Therefore, retention strategies should focus more on sociocultural and personality factors.

Evaluation of the model using the Hosmer-Lemeshow test indicated a good model fit, and Nagelkerke's R-squared suggested that the model explained a significant part of the variability in dropout. In addition, the confusion matrix showed that the model was remarkably accurate in predicting student dropout in this population, which is evidence of its effectiveness. The results of this study indicate that, in order to reduce student dropout in an intercultural university in Peru, it is essential to focus on the sociocultural difficulties and personality development of students. Universities should consider implementing specific programs that address these factors, promoting social inclusion and offering psychological and personal support.

In addition, further research is recommended in different educational contexts to assess whether socioeconomic and academic factors may have a greater impact at other universities or in other time periods. It would also be beneficial to further explore the coping mechanisms that allow students with personality difficulties to remain in their studies.

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Task	% of contribution of each author				
	A1	A2	A3	A4	A5
A. theoretical and conceptual foundations and problematization:	20%	20%	20%	20%	20%
B. data research and statistical analysis:	20%	20%	20%	20%	20%
C. elaboration of figures and tables:	20%	20%	20%	20%	20%
D. drafting, reviewing and writing of the text:	20%	20%	20%	20%	20%
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