



## Research Article

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# Factors Associated with Student Dropout in Latin American Universities: Scoping Review

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## Abstract

*Dropping out of university studies is present all over the world and is considered a problem of social impact that affects the student's economy, the family and the State. In recent years, the health crisis due to COVID-19 and socio-political problems have increased university dropout in some countries. The present study systematically and comprehensively explored primary studies on the factors and variables involved in dropping out of university students. The research was reviewed in the Latin American context in the last ten years, in the following databases: Scielo, Web of Science, and ProQuest. The selection and inclusion of the 21 studies was carried out according to the scoping review methodology. The findings show a positive trend in the last three years in the production of articles; the factors and associated variables were grouped according to the recommendations of the ALFA-GUIA project for a better understanding. It is concluded that factors and variables such as: Academic: academic performance, Individual: lack of motivation, Economic: family economic support, and Institutional: academic and psychological support are the main factors when deciding to abandon a university career.*

**Keywords:** *Dropout; university education; retention rates; scoping review*

## 1. Introduction

Dropout continues to be a problem of great interest in different countries, where, one third of students abandon their studies; information provided by the member countries of the Organization for Economic Cooperation and Development (OECD, 2019;), also, considered as a historical and global phenomenon (Aina et al., 2022; González et al., 2018).

In Latin American universities, desertion is also a growing reality, raising concern, producing economic losses difficult to quantify (Améstica-Rivas et al., 2021), not only affects students, family, but also society in general (Dávila Morán et al., 2022; López et al., 2023; Cabezas & Escobar, 2022), additionally, to this is the presence of the health emergency of the COVID-19 pandemic, as another indicator for the increase in dropout (Arellano-Esparza & Ortiz-Espinoza, 2022; Liza & García-Salirrosas, 2022). On the other hand, leveling is considered in higher education policies (Molina, 2022). It is worth highlighting that some countries such as: Argentina, Chile, and Brazil, among others, have increased alternatives for students to enter their universities (Gallegos et al., 2018;

Pineda-Báez et al., 2014). That is why, in Colombia an efficient educational system in coverage and quality was established, they argue that dropout is sources of inefficiency (Castro-Montoya et al., 2021), According to Liza & García-Salirrosas (2022), to mention that in Peru there are 51 public universities and 92 private universities (SUNEDU, 2020), The increase of private universities seek to have a greater number of new entrants, offering tentative benefits (Rodríguez-Hernández et al., 2020), these activities usually have a high dropout rate (Pineda-Báez et al., 2014).

Dropout is understood as the process of abandonment, whether voluntary or involuntary in the university career, that has stopped enrolling in two or more consecutive academic semesters (Gallegos et al., 2018); in fact, it is a personal decision, associated with several factors related to the student's perceptions, as well as the result of other factors not contemplated and/or the presence of unforeseen circumstances (Poveda Velasco, 2019). According to the ALFA-GUIA Project, which is the body dedicated to studying the reasons for higher dropout, it discloses a variety of measures that can be used in different countries, we have five factors such as: individual, academic, economic, institutional, and cultural (Mellado et al., 2018; Dávila Morán et al., 2022; González et al., 2018). The individual factor refers to personal traits, perspective, and persistence; it brings together variables such as motivation, study habits, vocation, new university life. The academic factor is related to academic performance; it has as variables low performance, course disapproval, academic load, study habits, time management, institution of origin. The economic factor refers to monetary value, such as economic income, financing capacity, additional expenses, and service payments. The institutional factor refers to the support policies of educational institutions for students, variables ranging from regulations, university welfare programs (economic incentives, benefits, scholarships, discounts, psychosocial care, among others), quality of the environment, and teaching; finally, the cultural factor: related to the society where one lives, detachment, customs, beliefs and religion or other practices that affect the emotional stability of the student (ALFA-GUIA & Alfa GUIA Project, 2013; Montero-Méndez 2021).

Several previous review studies on student dropout have been found; for example, from an international point of view, they indicate that there are high levels of students who drop out of Spanish universities, within the first year (De la Cruz-Campos et al., 2023; Lorenzo-Quiles et al., 2023; as well as in other countries worldwide (Aina et al., 2022; Rodríguez-Hernández et al., 2020).

Recent studies in Latin America, such as Gutiérrez-Pachas et al. (2023), mention that the prediction of dropout is a complex problem, which is why they use strategies, statistics, and computational techniques such as demographic, socioeconomic and academic information. Also (Díaz et al., 2021) refers to other factors such as: structural, political, institutional, personal and learning; he explains that the dropout phenomenon is related to socioeconomic indicators. However, Mellado et al. (2018) in their study on Student Retention and Dropout, makes a review between the years 1990 and 2016; their findings, make reference, and uses the ALFA GUIA criteria; suggesting that the most outstanding factor is the "individual". Similarly, we have (Olaya & Carpintero, 2016), in his review, from a social contribution, perceives as missing the concepts of new visions: genetic structuralism, habitus, and fields, as a new form of theoretical constructs.

Although few reviews are available in Latin America on student dropout using the ALFA GUIA criteria, we have, for example, Mellado et al. 2018, in their review was until 2016, since then, there is a gap in recent years, where, in addition, new variables have emerged such as the health emergency by COVID-19 and the economic crisis present in some Latin American countries, as is the case of Venezuela, likewise, being able to identify the significant factors with their respective variables to achieve general harmonization. It is worth highlighting the contribution of Seminara & Aparicio (2018), where it indicates the multiplicity of factors present that are not always aligned with a methodology.

Therefore, this study seeks to provide an overview of the studies on factors and variables present in university student dropout, using the ALFA GUIA criteria, in order to group them, as well as to see the frequency of publications between 2014 and 2023 in Latin American countries, the general characteristics, methodology, and relevant contributions of the studies.

## 2. Methods

The scope review was developed with the purpose of having a panoramic concept of the primary studies; for this purpose, a bibliographic search was performed in scientific databases, then inclusion and exclusion criteria of the literature were used, followed by the selection, evaluation, quality, and analysis using the procedures and recommendations (Arksey & O'Malley, 2005; Grant & Booth, 2009).

### 2.1 Research Questions

For the present review, the following questions were asked:

Q1. What is the frequency of primary article publications on student dropout in Latin American universities?

Q2. What are the factors and variables that influence dropout?

### 2.2 Inclusion and exclusion criteria

Inclusion criteria: a) Studies related to attrition in universities in Latin America; b) Articles in education and social sciences; c) Articles published: 2014 and 2023; d) Articles in the university context; e) Articles: quantitative, qualitative, or mixed; f) Languages in: English, Portuguese, and Spanish; g) Articles found in Scielo, Wos, and ProQuest.

Exclusion criteria: a) Reviews, documentaries, books, books, conferences, letters to the editor; b) Closed articles; c) Regular and secondary basic education; d) Publications before 2014; e) Incomplete articles.

### 2.3 Search strategy

Selected search strategies consisting of the review of articles found in the following databases were used. Scielo, Wos, and Proquest, the searches were in June and July 2023, The keywords were: "desertion in Latin America", "student desertion", "university education" AND "dropout"; also, the search with Boolean operators such as AND, OR, such as: desertion in Latin America OR student desertion, AND student dropout, OR students, univercity, additionally the inclusion and exclusion criteria.

### 2.4 Study selection

All selected articles followed the inclusion and exclusion criteria, in the initial search a total of 1,354 articles were obtained, later using the filters, the number was reduced to 691, in addition to this, the key words, complete articles and years, duplicity were taken into account; finally, 21 primary articles were left for the study. All articles were downloaded in full text, to be validated, analyzed, and saved in a storage file to be used for the study.

### 2.5 Extraction and classification of relevant studies

In storing the selected files, they were saved in an Excel file for better organization: Scielo, Wos, and ProQuest databases, author, year, journal title, country, focus, design, instruments, relevant results, DOI/URL.

## 3. Results

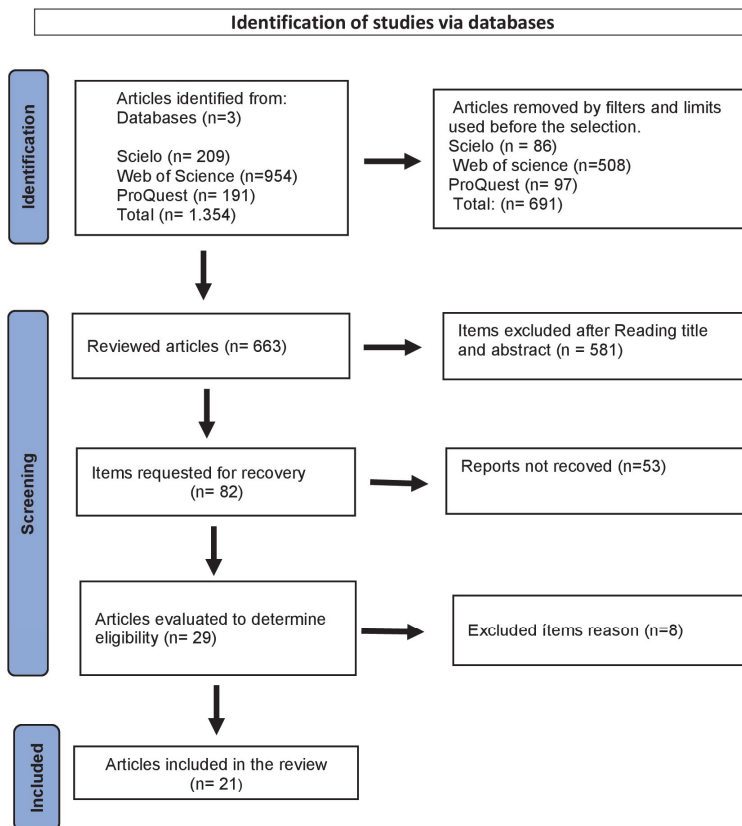
In the present scope review, information was searched in three databases: Scielo, Wos, and ProQuest, using the combinations of keywords: desertion in Latin America\* or student desertion\* and dropout\*

university education\* and dropout in Latin America\*, obtaining a total of 1,354 articles.

**Table 1.** Preliminary search results in databases

Search string	Total			
	Scielo	Wos	ProQuest	
<i>Desertion in Latin America* OR student desertion* AND dropout*</i> .	157	201	143	501
<i>Student dropout* OR students, university* AND dropout in Latin America*</i> .	52	753	48	853
<b>TOTAL</b>	209	954	191	1.354

According to Figure 1, the selection of the 1,354 initial studies found according to the search terms is shown, the studies were eliminated according to the filters: books, book chapters, congresses or other articles that do not correspond to our study, that are of restricted access and duplicates; also, research where the key words do not appear; leaving 663 studies. In the next stage, studies published before 2014, undated, articles written in languages other than English, Spanish, or Portuguese were excluded. In the next phase, of the 82 articles, the title and abstract were analyzed, and those that were outside our objective were also eliminated; as a result, a total of 29 were obtained; on this number the last filter was made, an in-depth reading, but eight articles could not be recovered in full text. Finally, 21 studies remained in the selection results for critical evaluation and analysis.



**Figure 1.** Scoping Review flow diagram

Figure 2 shows the frequency of publications in the different databases during the last 10 years. First, we have the following: Scielo (n:11), followed by WOS (n: 6) and then ProQuest (n: 4) with primary articles, considering the number of articles selected for the study. It has been detailed that there is a positive trend in recent years of increasing scientific production. This number reflects the researchers' concern for the subject.

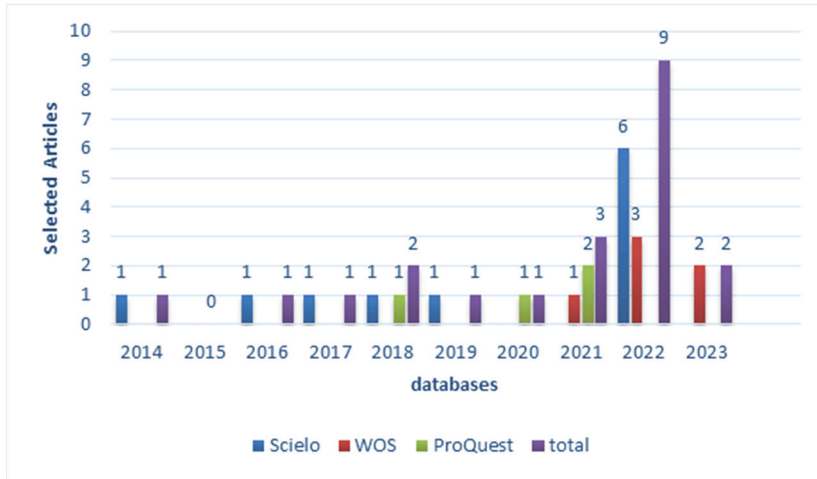


Figure 2. Evolution of publications in the Scielo, WoS and ProQuest.

According to Table 2, a list of the 21 selected articles is presented; we have ID, author/years, titles of their publications, and their countries of origin, which were used in the present research work, there is no duplication of authors, and it should be noted that the primary studies that have been found correspond mostly to the last 5 years. The number of publications per country is also shown: Chile (n=6), Peru (n=5), Colombia (n=3), Mexico (n=2), Argentina, Bolivia, Costa Rica, Uruguay and Venezuela (n=1), Chile being the country with the highest number of publications.

Table 2: General characteristics of the selected studies

ID	Author/year	Article title	Academic level	Country
1	(Améstica-Rivas et al., 2021)	Economic effects of attrition on university management: the case of a Chilean public university	university level	Chile
2	(Acevedo Calamet, Fernando 2022)	"Explanatory factors for dropping out of higher education in unfavorable socio-academic contexts."	university level	Uruguay
3	(Arellano-Esparza & Ortiz-Espinoza, 2022)	Higher secondary education in Mexico: school dropout and public policies during covid-19.	university level	México
4	(Barrientos-Illanes et al., 2021)	Influence of Perceived Autonomy Support, Self-Efficacy and Academic Satisfaction on Undergraduate Students' Intentions to Stay".	university level	Chile
5	(Castro-Montoya et al., 2021)	Competitive risk model for attrition and graduation in undergraduate students of a private university	university level	Colombia
6	(Cabezas & Escobar, 2022)	Predictive model of dropout intention of Chilean university students	university level	Chile
7	(Castillo et al., 2020)	Student Dropout Factors: An Exploratory Study from Peru	university level	Peru
8	(Dávila Morán et al., 2022)	University dropout rate of students at a Peruvian university	university level	Peru
9	(Gallegos et al., 2018)	Determining Factors in University Dropout. Case of the Faculty of Economics and Administrative Sciences of the Universidad Católica de la Santísima Concepción (Chile)	university level	Chile
10	(González et al., 2018)	Student Desertion at the University of Zulia, a Conjunctural Problem?	university level	Venezuela
11	(González Catalán et al., 2018)	Student Attrition in Higher Education: Exploring factors affecting first-year students.	university level	Chile
12	(Hernández Robles et al., 2016)	Urban student labor conditions and school dropout at the high school level in Mexico.	university level	México
13	(Lopez & Chiyong, 2021)	Academic performance and attrition of university students in a virtual and face-to-face course."	university level	Peru

ID	Author/year	Article title	Academic level	Country
14	Liza & García-Salirrosas, 2022	Student dropout from a private university institution and their intention to return during COVID-19.	university level	Peru
15	(Maluenda-Albornoz et al., 2022)	Early socio-academic variables and dynamics related to dropout intention: a predictive model conducted during the pandemic.	university level	Chile
16	(Montero-Méndez et al., 2021)	Factors influencing attrition and lag of the student population in the education career.	university level	Costa Rica
17	(Naranjo et al., 2022)	Sociodemographic factors that affect the retention of college entrants.	university level	Argentina
18	(Pineda-Báez et al., 2014)	"Student engagement and academic performance in the Colombian university context"	university level	Colombia
19	(Poveda Velasco, 2019)	Factors influencing college dropouts	university level	Bolivia
20	(Ruiz Palacios, 2018)	Factors that influence the desertion of students in the first cycle of distance education in the School of Administration of the Universidad Señor de Sipán. Academic periods 2011-1 to 2013-1: guidelines to reduce dropout.	university level	Peru
21	Salinas, Hernández, & Barboza (2017).	UIS student desertion, a view from the perspective of university social responsibility	university level	Colombia

According to Table 3, the methodological characteristics and relevant results are detailed: authors, approach and design, sample and collection techniques. Most of the authors have developed the quantitative approach, non-experimental design (n=18), qualitative (n=2), mixed approach (n=1), quasi-experimental (n=2). Regarding the size of the sample, significant variability is observed, being able to find small samples (n=17) as well as large samples (n= 29,406), this is due to the selection criteria: random or by convenience, it also depends on the type of research chosen by the authors and the participation of the students.

The technique and instrument, the majority used the survey and questionnaire (n=16), some authors also used the interview (n = 2),, academic records (n=2) and others (n=4) to complement the study.

The technique and instrument, the majority used the survey and questionnaire (n=16), some authors also used the interview (n = 2), academic records (n=2) and others (n=4) to complement the study.

Regarding the results, each research mentions the most salient points found; it should be noted that there may be more than one factor associated with student desertion. Individual factor highlights the variable motivation, adaptability to academic life, vocation, the authors' IDs are (n=12) 1,5,7,11,12,14,16,17,18,19,20 and 21. Academic factor, we have as main variable the low academic performance, the author IDs are (n=13): 1,2,5,6,7,8,9,12,13,15,17,18 and 19, also includes variables such as: the complexity of the subject, methodology, type of subject. The economic factor refers to financing capacity, income, and family economic support. The IDs of the authors that are (n=10): 1,3,5,8,12,14,16,17,19 and 21. In Institutional Factor, we have (n = 8) 3,4,6,10,11,13,14, and 16 mention variables such as: Vocational orientation, teacher-student interaction, academic support, and finally the Cultural factor we have (n=2) 1 and 10.

**Table 3.** Methodological characteristics and relevant results

ID	Author/year	Approach/design	Sample	Instrument	Results
1	(Améstica-Rivas et al., 2021)	Quantitative/non-experimental	2.900 students	Data collection. Questionnaire	The main reason for dropout is the loss of career associated with academic performance, because most of the dropouts had free scholarship funding, which represents a cost to the State.
2	(Acevedo Calamet, Fernando 2022)	Quantitative/non-experimental	819 students	Survey (census), Interview. Focus group	Poor academic performance opens the door to dropping out of school. Low motivation for the chosen career. Unfavorable socioacademic contexts lead to dropout.
3	(Arellano-Esparza & Ortiz-Espinoza, 2022)	Quantitative/non-experimental	5.472 housing	Telephone survey	Economic reasons have been the reasons for not continuing higher education (44.6%). Institutional strategies by the institution to discourage dropout were not linked to the effects of covid-19.
4	(Barrientos-Illanes et al., 2021)	Quantitative/non-experimental	273 students	Questionnaire	Academic satisfaction is the effect of perceived autonomy support, academic self-efficacy, academic satisfaction positively influences the intention to continue studying.
5	(Castro-Montoya et al., 2021)	Mixed/NE	639 students	Survey/interview and academic performance record	Socioeconomic variables were associated with the probability of dropout, academic variables had a significant effect.

ID	Author/year	Approach/design	Sample	Instrument	Results
6	(Cabezas & Escobar, 2022)	Quantitative/non-experimental	739 students	Data collection (entrants)	Use of predictive models: Logistic modeling establishing a cohort point-academic success/non-success. It can be said that attrition and low performance are related to the type of faculty.
7	(Castillo et al., 2020)	Quantitative/non-experimental	220 students	Questionnaire	Individual and academic factors have a positive and significant relationship with dropout, as does the level of education of the father and mother.
8	(Dávila Morán et al., 2022)	Quantitative/non-experimental	125 students	Questionnaire	They identified four factors: personal, educational, institutional, and financial. Respondents responded that educational factors, such as academic performance and financial factors (financial support from parents or work), are the main reasons for dropping out.
9	(Gallegos et al., 2018)	Quantitative/non-experimental	1,565 students s	Questionnaire	The university academic performance variable is the main attrition factor, regardless of the student's year of study.
10	(González et al., 2018)	Qualitative non-experimental	1,083 students	Questionnaire	The most important factors were institutional and conjunctural, due to the prevailing sociopolitical situation in Venezuela since 2017.
11	(González Catalán et al., 2018)	Quantitative/non-experimental	1,876 students	Questionnaire	They specify which individual and organizational factors influence the dropout process. These will depend on the universities, as management varies from one to another.
12	(Hernández Robles et al., 2016)	Quantitative/non-experimental	29,406 students	Questionnaire. Document analysis guide	The results confirm a strong association between student employment and low-performance school dropout, with working conditions having a negative effect.
13	(Lopez & Chiyong, 2021)	Quantitative / quasi-experimental _	39 students s (control), 28 students s, group experimental.	Questionnaire / Document analysis guide	It was found that there is no significant difference between virtual and face-to-face courses that affect academic performance and attrition, but that they depend on other aspects such as the work of the teacher and institutional support
14	Liza & García-Salirrosas, 2022	Qualitative /NE	649 students	Questionnaire	The determining factors for dropping out are economic, labor, academic organization, family, and health problems.
15	(Maluenda-Albornoz et al., 2022)	Quantitative/non-experimental	711 students	Questionnaire	The intention of dropping out, considering the relationship between social and academic during the first semester, the proposed hypothetical model explained 38.7% of the intention of dropping out.
16	(Montero-Méndez et al., 2021)	Quantitative/non-experimental	17 students	Questionnaire	Attrition is mainly related to family and socioeconomic reasons. They suggest improving quality management, attention, and follow-up of students.
17	(Naranjo et al., 2022)	Quantitative/non-experimental	1,779 students	Questionnaire	The results show variables that contribute to retention and prevent dropout. Having family support, living without parents, having attended high school and having completed high school within the established deadlines (academic).
18	(Pineda-Báez et al., 2014)	Quantitative/non-experimental	906 students	Group interview, Knowledge test	They point out that there are statistical correlations, although weak, between student engagement and GPA that lead us to reflect on key aspects for strengthening universities.
19	(Poveda Velasco, 2019)	Quantitative / quasi-experimental	2,216 students	Double questionnaire Knowledge test	Economic and family factors have the greatest influence on dropout. There are also other factors: Motivational, Health, Social, and Academic.
20	(Ruiz Palacios, 2018)	Quantitative/non-experimental	116 students	Questionnaire	Among individual variables, the one that most influenced dropout was the lack of study time (53%). Other factors were not relevant: socioeconomic, such as employment status, salaries, and other factors that were not relevant.
21	(Zárate Rueda & Mantilla Pinilla, 2014)	Quantitative/non-experimental	369 students	Questionnaire	socio-economic variables explain the dropout phenomenon to a greater extent

Table 4 shows the following, The 5 factors with their respective variables found in the articles are shown, grouped according to the recommendations of the ALFA-GUIA 2013 project, which is the body dedicated to studying the reasons for higher education dropout, we have "Individual", "Academic", "Economic", "Institutional" and "Cultural" (Mellado et al., 2018; ALFA-GUIA Project, & Alfa GUIA. 2013).

Within the "individual" factor, the authors have found different variables (n=12) 1,5,7,11,12,14,16,17,18,19,20 and 21. Motivation is the main variable, for desertion; also, we have: attitude towards learning, academic background, age, security in the choice, health family and emotional

problems.

Regarding the "Academic" factor, the authors have found different variables (n=13) 1,2,5,6,7,8,9,12,13,15,17,18 and 19. Academic performance is the main variable; they also mention others: lack of time to study, academic dissatisfaction, low school average, complexity of the course, previous knowledge, lack of feedback from the teacher, excess of academic work.

The presence of the "Institutional" factor is also considered, the articles that make reference (n= 8) 3,4,6,10,11,13,14 and 16. They mention that the main variable is the academic and psychological support by the universities; other variables are also found such as: lack of counseling, teacher-student interaction, scarce or confusing information; they do not fulfill what they promise. This is the third factor of desertion.

The economic factor, the IDs mentioned by the authors are (n=10): 1,3,5,8,12,14,16,17,19 and 21. The most frequent variable is the lack of family economic support, low financing capacity, low income. On the other hand, the "Cultural" factor is also taken into account, (n=2) 1 and 10, some variables present such as customs, beliefs and religion

**Table 4.** Factors and variables according to project ALFA-GUIA 2013

Factors	Variables	Authors IDs (table 3)
	Variables found	
Individual (n= 12)	Intrinsic motivation, attitudinal disposition towards learning, educational background, age, lack of confidence in choosing a career, loss of interest, family problems, health and emotional problems.	1,5,7,11,12,14,16,17,18,19,20 y 21.
Academic (n=13)	Academic performance, lack of time to study, academic dissatisfaction, low grade point average, complexity of the course, knowledge prior to entry, lack of feedback from the teacher, saturation of academic work.	1,2,5,6,7,8,9,12,13,15,17,18 y 19
Institucional (n= 8)	Vocational orientation, teacher-student interaction, academic and psychological support, scarce information, type of admission, lack of filters in the selection of students, offering of academic benefits.	3,4,6,10,11,13,14 y 16
Económico (n=10)	Type of financing, employment situation, lack of family financial support, job offers, loss of academic benefits.	1,3,5,8,12,14,16,17,19 y 21
Cultural (n=2)	Customs, beliefs and Religion	1 y 10

#### 4. Discussion

There have been several studies on dropout at the global, Latin American and local levels, which argue that they are multifactorial (Seminara & Aparicio, 2018; Poveda Velasco, 2019), produce economic losses that are difficult to quantify (Améstica-Rivas et al., 2021), some authors have used strategies, statistics and computational techniques (Gutiérrez-Pachas et al.2023), they have also suggested new visions and theoretical constructs and contributions from a social aspect; they develop methodologies to be able to identify, prevent student dropout.

The factors used in this article are those recommended by the ALFA-GUIA Project 2013 as: Individual, Academic, Economic, Institutional and Cultural, likewise these criteria have been used in a systematic review by Mellado et al. (2018), in this way the criteria can be harmonized for a better understanding.

We have the factor "Academic" as the main factor of desertion; the predominant variables are: academic performance, the complexity of some courses, previous knowledge; these findings have similarity with those found by Rodríguez-Hernández et al., 2020, where he points out that the variable is academic performance, similarly, Aina et al., 2022 referring the valuation to this factor, for the interpretation of this phenomenon. Some other factors such as "Individual" are also of concern, occupies the second place, they are the student's own conditions, the variables found correspond to the student's motivation, insecurity, family and emotional problems, health; these findings are also related to the researchers De la Cruz-Campos et al. (2023; Liza & García-Salirrosas, (2022), also consider the new environment, new challenges, adding the Covid-19 pandemic as another variable for



desertion, these authors also mention the "economic" factor in their studies. The factor "Institutional" we have Lorenzo-Quiles et al. (2023), who mentions that institutional policies, support for the student body in academics are determinants for the detention of students, there are also other variables, as noted by Mellado et al., 2018. However, the "economic" factor occupies fourth place in the present study, unlike the authors mentioned above, who mentioned it as one of the main factors in the decision to leave the classroom.

The results found should be considered in order to take preventive measures, improve educational policies, and develop social programs, among others, considering the factors associated with dropout in Latin American universities. In this sense, in view of this reality, countries such as Argentina, Brazil, and Mexico have been taking decisions to reduce this socioeducational problem (Cabezas, 2021), however, they are still not enough. The findings suggest that the work should be joint and multidisciplinary as the intervention of the government, the university society, and the family.

Some limitations have been found in this study, one of which is related to the number and types of databases used, as well as the search strategies, the presence of some restricted access articles, and the lack of harmonization of criteria. Therefore, the results and conclusions may not be definitive. Therefore, we invite future researchers to broaden the search for articles in different databases, to make use of international references such as the ALFA-GUIA project, to harmonize or group the findings, in order to identify and prevent factors associated with student dropout.

## 5. Conclusion

In the review conducted, it is evident that in recent years there has been a positive trend in conducting research on student dropout; however, few authors have used international references to group their results and findings; it should be noted that the health emergency caused by Covid-19 and the political crisis have affected the economy, increasing dropout in some countries. In view of this, the factors found were grouped into Individual, Academic, Economic, Institutional and Cultural, following the recommendations proposed by the ALFA-GUIA Project. Finally, this review study provides us with information on factors and their most frequent variables; however, dropout has multifactorial causes, as evidenced in the primary articles; some authors have used different methodologies, which does not allow us to identify the factors that lead to student dropout.

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