

Investigating Factors Influencing Student Withdrawal from Universities: A Questionnaire-Based Study at Arab Open University

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ABSTRACT:

Student retention has become a major challenge in higher education institutions, particularly within online and blended learning environments. This study aims to investigate the factors influencing student withdrawal from courses offered at the Arab Open University, Al-Ahsa and Dammam branches, in the Kingdom of Saudi Arabia. Previous literature and relevant theories related to student retention were reviewed to identify the factors affecting students' decisions to discontinue their studies.

The study examined academic, administrative, financial, and personal factors influencing student withdrawal and explored the relationships among these variables. A quantitative research approach was employed using a structured questionnaire distributed among 194 participants. The collected data were analyzed using IBM Statistical Package for Social Sciences (SPSS), and the Chi-square test was applied to compare differences between groups.

The findings revealed that financial constraints, acceptance into other universities, concerns regarding blended learning, and perceptions related to certificate accreditation were among the most significant factors contributing to student withdrawal. The results also highlighted the importance of effective academic support, institutional communication, and student engagement in improving retention within online and blended learning environments.

The findings of this study may assist university administrators, policymakers, and academic leaders in developing effective strategies and support systems to reduce student withdrawal and enhance student retention, particularly during emergency situations such as future pandemics.

Keywords: Student Retention; Student Withdrawal; Online Learning; Blended Learning; Student Dropout; Higher Education.

1. Introduction

In the past two decades, student attrition has been one of the most challenging issues in higher education. Low student retention rates may have consequences for higher institutions in a variety of ways, including academic, administrative, personal and financial strategies. As a result, it is necessary to address such a significant issue with strategies and plans based on scientific research findings. Furthermore, understanding the background of the student retention phenomena and the most common variables that induce students to leave their study programs is critical for educators and policymakers seeking answers to such a problem. Over the last four decades, the literature on student retention in higher education has accumulated a wealth of theoretical models and empirical investigations that have been considered by scholars and educators.

Because they enable educators to effectively offer education to students, e-learning tools have been essential throughout this epidemic (Subedi et al., 2020). However, there are disadvantages to e-learning, such as education policy, infrastructure, connectivity, and e-learning teaching method, as well as other factors that contribute to student withdrawal, such as financial constraints, a lack of family support, mental breakdown, and poor academic performance (Murgatroid, 2020). These drawbacks may cause students to abandon their classes.

A subject that is considered very relevant in many educational institutions is the monitoring and support of first year students. Annual student enrolment for a bachelor program at some of the faculty can be lower than desired, and when combined with a high drop-out rate of freshmen, the need for effective methods to forecast student drop out and recognize the factors that influence it considered as critical issue. A broad variety of possible predictors, including personality traits, intelligence and aptitude tests, academic achievement, previous college achievements, and demographic data were used in several studies, and some of these traits seemed to have more effect than others, but there is no clear agreement between

different studies (Adlof et al, 2023). The potential of distance education to expand access to education and it has been continuously encountered as an alternative to face-to - face learning, which developed in the mid-1800s (Parker, 2003). Nevertheless, regardless of either social, economic or retention variables, completion of the degree have been limited. Constraints involve age, motivation and other factors that affect the likelihood of most students completing their studies in the long run.

Based on higher education dropout and completion in Europe study (HEDOCE), one of the targets of the Europe 2020 plan is to see at least 40 percent of 30-34-year-olds complete their higher education. One of the main strategies for achieving this objective is to minimize dropouts and increase completion rates in higher education, which is seen as critical for developing the high-level skills that Europe's knowledge-intensive economic sectors need, as well as for the ability of Europe to innovate and promote competitiveness and social justice. The COVID-19 outbreak at universities was the primary focus of the actions implemented, although distance learning might have a substantial influence on students' performance and lead to their withdrawal of online courses (Zainol & Salleh, 2022).

Based on recent report which conducted by quality and development department at Arab open university KSA (2023) which reveals high rate of student dropout during the last three years which reached 28.8% during 2019/2020 academic year and peaked to 32.3% during 2020/2021 and it dropped to 17.4% during 2021/2022. The report showed that high percentage of dropout student happen during the first year and among non-Saudi student with GPA less than 2.

Therefore, this study will investigate the problem of high rate of student dropout among the Arab open university students which applied blended learning system. The main objective of this study is to identify the factors which influence student dropout the university courses and recommend a solution to tackles these challenges or reduce the rate of retention among the students. The study will have applied quantitative method to survey and identify

the factors which affect the increase of high-rate dropout among different branches at Arab open university. The benefits of blended learning are undeniable, particularly during the COVID-19 pandemic; some of these benefits including schedule flexibility, enhanced student learning outcomes, the encouragement of independence and conviviality, cost savings, improved student-instructor contact, and an increase in learning materials and experiences. Blended learning, on the other hand, has its own set of challenges, including the need for sophisticated technology, digital divides, computer self-efficacy, the need for supporting resources, the need for students to take responsibility for their own learning, and the need for teaching and technology skills and experience (Alsaif. 2021).

The contributions of this research works are presented below:

1. Identification of Factors Influencing Student Dropout: The study contributes to the existing literature by examining the reasons for student dropout in Arab Open University at Ahsa and Dammam Branches in the Kingdom of Saudi Arabia.
2. Correlation Analysis of Dropout Factors: The research offers significant insights into the correlations among various factors contributing to student dropout.
3. Implications for Mitigating Dropout Rates: The findings of this research study have practical implications for Arab Open University and other higher education institutions.

The study will be divided into different sections; starting with literature review to identify the factors with influence the student retention. Then a research methodology which contains research design and research analysis. After that, the research findings will be presented and discussed. Finally, the conclusion will be summaries the study.

2. Literature Review

Student Retention Models: A Theoretical Perspective

Spady's pioneer sociological publications "Dropouts from Higher Education: An Interdisciplinary Review and Synthesis" and "Dropouts from Higher Education: Toward an Empirical Model" were released in two successive years (1970, 1971). Spady developed and improved his model of the undergraduate dropout process in these two papers, which has subsequently become the foundation for recent innovations in the field of student retention. This model was the first to link the process of student attrition to Durkheim's concept of social integration in his Suicide Theory. This concept has since been widely utilized in research and models of student retention, including Tinto's most quoted and tested model (Berger et al., 2012; Aljohani, 2016; Tinto, 1975, 1993).

After evaluating the literature on "college dropout," Spady (1970) claimed that *"this literature lacks theoretical and empirical consistency... beyond a few comfortable and familiar assumptions regarding the relationship between attrition and family background, talent, or academic success."* clarity of thought, methodological rigor, design complexity, breadth, and analytical sophistication... a solid theoretical foundation (p. 64).

He categorized prior investigations in this subject as census, autopsy, case, prediction (or predictive), philosophical and theoretical, and descriptive studies, as detailed by Marsh (1966). Spady (1970) responded by saying that the lack of an analytical-explanatory category is "unfortunate and obvious" (p. 65). Spady began to explain the dropout process by researching the quality of the interaction between students and the environment of their academic institutions in order to fill a vacuum in the student retention literature. Individual student traits such as dispositions, interests, attitudes, and talents are exposed to the influences, expectations, and demands of many components of their institutions, including courses, faculty members, administrators, and peers, resulting in this interaction.

Spady's fundamental assumption was that the outcome of this interaction determined the extent

of integration of students into their institutions' academic and social systems, and thus their persistence. According to Spady, two key elements in each of two systems impact a student's decision to stay or withdraw from his or her academic institution: grades and intellectual progress in the academic system, and normative congruence and friendship support in the social system. Spady (1971) put these assumptions to the test in a longitudinal study of 683 new students who started at the University of Chicago in 1965. The basic theoretical model peers were modified as a result of the statistical analysis of the study factors.

Tinto released the initial version of his well-known Institutional Departure Model, also known as the Student Integration Model, based on Spady's (1970, 1971) theoretical ideas on the undergraduate dropout process (Tinto, 1975).

One of the most commonly accepted retention theories in the field is the theory introduced by Tinto in 1975 and then updated twice in 1982 and 1993, respectively. As an accredited model of student departure and persistence, many theorists adopt it. The theory of Tinto emphasizes two aspects that inspire students: their dedication to their academic goals and their dedication to the institution where they achieve these goals.

Many factors are proposed to have a direct influence on these variables; some are special to the student, such as previous qualifications, individual characteristics, etc., and others are relevant to the institution, such as teaching, funding for learning, services, etc. Students are assured of a sense of both academic and social inclusion when these two classes of variables are combined; students are more likely to drop out when either or both are affected.

There are two ways of student exit, according to Tinto (1993): academic failure and voluntary withdrawal. The former (failing to meet the required educational standard) accounts for only 15% to 25 % of the total number of dropouts, while the latter (propensity to give up education) accounts for the remaining 75% to 85%. Apparently, the model of Tinto holds that learners join with a wide variety of differentiating variables, university education: family and community contexts (e.g. social status,

parental education), individual attributes (e.g. sex, race), skills (social, intellectual), financial resources, dispositions (e.g. motivations, political preferences) and various types of pre-college educational experiences and achievement. Through the dedication of the students to the school and their ultimate goal: graduation or completion of the academic degree, such influences are then moderated. In addition, upon departure from college, each element will have its own direct effect. The main focus of such studies was on the individual students' personal attributes and shortcomings (Berger et al., 2012; Habley et al. 2012).

Bean and Metzner (1985) developed a model of the attrition process for nontraditional undergraduate students based on a thorough evaluation of the literature. The following are the characteristics of these students: A nontraditional student is one who is over the age of 24, does not live on campus (i.e., commutes), is a part-time student, or a combination of these three factors; is unaffected by the institution's social environment; and is primarily interested in the institution's academic offerings (especially courses, certifications, and degrees) (p. 489)

In the following chronological sequence: Environmental variables are factors outside of the collegiate environment that may influence students during their college attendance. Background and defining variables describe students' characteristics upon entry to the college; academic variables represent students' involvement with the college academic process; and environmental variables are factors external to the collegiate environment that may influence students during their college attendance. Psychological outcomes such as academic achievement and views about the college experience are formed using these three sets of factors. Students' intentions to stay or leave college are influenced by these results, as is their subsequent action of staying or leaving the institution. In the conceptual model of Bean and Metzner (1985), the interaction effects between academic and environmental variables, as well as between academic and psychological outcomes, were not analysed in the current study because interaction

terms are not suitable in path analysis due to multicollinearity.

Although many variables might have been included in the academic variables category of the model (Bean & Metzner, 1985; Metzner & Bean, 1987), only the advising variables were included to provide a clearer understanding of their impact on student attrition. The advising variables are projected to influence dropout primarily through GPA, psychological consequences, and intent to leave. The association between advising quality and student attrition was investigated within the framework of this model.

Student Retention in Online Learning: Insights from Recent Studies

Factors of learner characteristics were investigated to predict student characteristics Withdrawal from, or completion of, distance education programs for universities by Manal .et, al (2019). Using face-to - face in-depth interviews followed by a pilot sample of 127 students, the study model was tested, then re-examined among a sample of 587 students at Arab Open University. This study indicated that the purpose of remaining in distance learning (DL) programs at the Arab Open University (AOU) depends critically on the standard of instructors and the range of technology used to sustain and deliver these (DL) programs. Students with an independent style of learning are more likely than those students who lack this style to excel in distance learning programs.

Another study conducted by Mohammad and El Masri, (2012) to examine factors that affecting the student dropouts in Arab Open University AOU-Bahrain branch between 2007 to 2012 using online questionnaire distributed among a sample of 1897 students. The student's Grade Point Average (GPA), high school diploma score and form, ethnicity, lack of knowledge of students in English language & mathematics were investigated. The findings showed that dropouts of younger students are greater than mature students and dropouts of non-national students are smaller than national student dropouts. The findings also showed that there are major gender gaps, dropouts of female students are lower than male peers in line with the

analysis of a major number of samples. More significantly, the results of the study showed that marital status plays an important role in deciding the dropouts of the student by confirming that dropouts of married students are lower than those of non-married counterparts. Finally, the employability (work student or not) of dropping out between working students is greater than that of non-working peers, and finally we propose some steps to avoid dropouts of students.

Chen (2012) proposes and tests a multilevel event history model by analysing longitudinal and hierarchical data, which identifies in a longitudinal process the major institutional attributes related to student dropout risk. This research focused on what institutional features lead to circumstances that reduce the likelihood of student dropouts. The study shows that in predicting dropout, academic readiness and college experience are important: educational expectations, first-year GPA, and academic and social integration are all negatively linked to first-institution dropout. This study shows that the low financial statute negatively affects the students drops out. Institutional level findings seem to indicate that institutional financial resources that emphasize the social development of students outside the formal educational program may encourage the persistence of college students at their first institution.

The authors of the first study, Boston, Ice, and Gibson (2011) investigated the connection between retention at a sizable online university and student demographics and interactions. Degree-seeking undergraduate students who finished at least one course at the American Public University System (APUS) in 2007 were among the participants in the preliminary survey (n = 20,569). The significance of transfer credit and the reliability of activity in forecasting ongoing enrolment were two of the study's noteworthy conclusions.

Stratton et, al. (2007) estimated a two-stage sequential decision model for those students who initially enrolled full-time and for those students who initially enrolled part-time at undergraduate level. They assessed the effect of personal, household, academic, institutional, and economic

variables on long-term dropout behaviour separately. For full-time students, the effects of parental education, timing of enrolment, first year GPA, marital and parental status, and local unemployment are much greater than for part-time students. On the other hand, Race and ethnicity while not significant for full-time students, for those initially enrolled on a part-time basis, tend to be associated with attrition. In comparison with at-risk part-time students, the findings of the study indicated that different requirements reappropriate to classify at-risk full-time students.

In order to obtain the probability of each student leaving his degree, Araque et al. (2009) created customized models for various university degrees and analyses the profile for undergraduates leaving the degree. Three university degrees were considered in Software Engineering with 10,844 students, nineteen university degrees in humanities with 39,241 students, and five university degrees in economic sciences with 25,745 students. These models and the structure data show that in the explanation of the drop out in all the faculties, those variables appear repeatedly. These variables include the starting age, the studies of the father and mother, academic success, achievement, average grade and access mark and, in some cases, number of rounds required to pass. There is a poor academic performance and poor success rate for students with ineffective educational strategies and without persistence to achieve their goals in life, and this means a high risk of dropping the degree. The findings indicate that similar models should be considered by each university centre to establish a clear action plan to help lower the drop-out rate, minimizing costs and effort.

To define the obstacles that students face that contribute to high dropout rates, a qualitative study was conducted by Moodley and Singh (2015). Students who had previously dropped out of South African universities were interviewed to explore their views of how they should have avoided dropping out of college. In this research, snowball sampling was used as a method of purposeful sampling. The finding indicated that the key factors that led to the drop out of students were incorrect career choices, inadequate academic support and

insufficient funding. One of the suggestions made in this research is that university departments need to align their support programs with modules that have a high rate of failure to enable learners' cope.

In an effort to address the demand for higher degree completion, 29 U.S. states had implemented PBF models in public universities as of the year 2020. Enhanced retention rates, and more stringent regulation institutional accountability and efficiency measures (Fredman, 2020). While Adlof et al, (2023) Described the Human Performance Technology (HPT) model's use in a higher education setting to address institutional issues. The performance analysis phase of the model, which includes the organizational analysis, environmental analysis, gap analysis, and cause analysis stages, is the subject of this article. It also discusses the implications of this phase for the design of interventions, their evaluation, and change management in this organizational setting.

Zainol and Salleh (2022) studied out what causes students to withdraw during the COVID-19 pandemic. This study discovered that bad academic performance, e-learning challenges, family/personal issues, financial restrictions, and mental/health issues are the main causes of student withdrawal. This study also discovered a substantial relationship between the year of study and the variables affecting student withdrawal in Malaysia universities.

VIEIRA et al (2023) investigated the factors that lead to student dropouts from the courses given by the Federal University of Santa Maria's Open University of Brazil system. The study employed logistic function, factorial analysis, and survival function as its methodologies. The findings showed that male students are more likely to drop out of school if they are wealthier, reside more away from the pole, and make more frequent trips there. On the other hand, smaller technological challenges and higher satisfaction with the quality of academic components lessen the likelihood of dropout. The evidence suggests otherwise. The chance of dropout is increased by the adequacy of the non-academic features, which include the hubs' equipment, infrastructure, and operation. The variation in dropout rates caused by the non-academic

characteristics of the pole, however, is significantly less than that caused by the distance and frequency of travel to the pole. Thus, they proposed that the likelihood of dropout is more affected by an increase in in-person activities than by the pole's physical attributes.

Finally, a more recent trend in evaluating university dropout is to use a more balanced approach that considers both the supply/objective and demand/subjective sides. A more balanced model has been used in several earlier investigations. Tinto highlights the relationships between individual students' characteristics and institutional systems within universities, based on the Student Integration Model. He claims that dropout is influenced by both student and university factors, as follows: First, a student's talents and prerequisites for university study are influenced by his or her family history, personal characteristics, and prior schooling. They give you the tools you need to adjust to your new life as a student. Academic and social systems are the second set of university variables (kim & kim, 2018).

3. Methodology

Research Design

The research methodology used in this paper is the quantitative approach that employs questionnaire. The reasons of using this research methodology are availability of data, the quickly and accurately data gathering. The questionnaire represents a set of questions that were prepared previously with the aim of collecting the data from the participants. The structure of this questionnaire is open-ended questions. The kinds of questions are about the students such as student major, intensive English courses completed, completed credit hours, enrolled in another university, the reasons for withdrawing, and academic status.

Participants

The participants of this research study are the students who dropped out from Arab Open University at Ahsa and Dammam Branches in Kingdom of Saudi Arabia from the academic year of 2016 to the academic year of 2020. The questionnaire was sent to 394 dropped out students

using Short Message Services (SMSs) and Electronic-Mail (e-mail). 198 (almost 50.25%) out of the dropped-out students responded to this questionnaire. These dropped out students were registered before in Faculty of Language Studies, Faculty of Business Studies and Faculty of Computer Studies. The total numbers of dropped out students from Faculty of Language Studies, Faculty of Business Studies and Faculty of Computer Studies are 23, 131 and 44, respectively. The total numbers of female and male dropped out students from these faculties are 143 and 55, respectively.

Questionnaire Validation

The validation of the questionnaire is presented by applying the methods of face and content validation. The face validation method is used to validate the entire questionnaire as well as the separate items. The face validation is performed by ensuring that the questionnaire and the separate items measure what they supposed to measure. The face validation can be used by anyone wants to apply questionnaire validation. In this paper, the questionnaire of students dropping out is validated using the face validation, where the researchers validate this questionnaire entirely as well as its items, and ensuring that the questionnaire and its items measure what they intend to measure. In addition, content validation of the questionnaire is used in this paper, where content validation is used to monitor all the items of the questionnaire to specify that the questionnaire deals with all subject or not. The researchers construct a set of everything needs to be measured by the questionnaire. Every item of the questionnaire is checked with this set and ensuring that each item of the questionnaire has a corresponding wanted measurement. Moreover, ensuring that all need to be measured are in fact measured.

Reason Categories

The questions of the questionnaire cover three reason categories for students drop-out, these reason categories are academic, administrative, and personal. The numbers of students who dropped out due to academic, administrative, and personal

reasons are 48 (24.2%), 92 (46.5%) and 58 (29.3%), respectively.

Table 1 presents a summary of the academic reasons identified by students who decided to drop out of the university. These reasons reflect various challenges and obstacles encountered in their

academic journey, as expressed by the students. Each reason is accompanied by a brief explanation to provide further insight into the factors that influenced their decision to discontinue their studies.

Table 1: The academic reasons given by the dropped out students

No.	Reason	Explanation
1	Attendance mandatory is the main reason	The requirement of mandatory attendance creates challenges for students, leading to withdrawal.
2	Academic conditions	Stringent academic policies or requirements hinder students' ability to continue.
3	Academic reasons and the lack of sufficient Face to Face (F2F) lectures	Limited in-person interaction negatively impacts learning and student engagement.
4	Accreditation of certificate	Concerns about the recognition and value of the university's certificate affect student retention.
5	Attendance conditions	Strict rules around attendance compliance contribute to student dissatisfaction.
6	Blurred vision blended learning and accreditation of certificate	Ambiguity about the blended learning model and certificate recognition creates uncertainty among students.
7	Curriculum difficulties	The complexity of the curriculum presents challenges that discourage students.
8	Fear of studying in English	Anxiety about learning in a non-native language, particularly English, discourages students.
9	Few specialties	Limited program options reduce student interest and retention.
10	Misunderstanding of the exam schedule	Confusion about exam timings causes stress and impacts academic performance.
11	Poor academic advising	Inadequate guidance from advisors leaves students feeling unsupported in their academic journey.

Table 2 outlines the administrative reasons cited by students who chose to drop out of the university. These reasons highlight various administrative challenges and inefficiencies that negatively

impacted their educational experience. Each reason is accompanied by an explanation to provide a clearer understanding of how these factors influenced their decision to leave.

Table 2: The administrative reasons provided by the dropped-out students

No.	Reason	Explanation
1	Building and Quality of Service provided	Poor infrastructure and inadequate services diminish the overall student experience.
2	Difficulties in dealing with technical systems	Problems with accessing and using the university's technical platforms create barriers for students.

3	I did not accept in the first semester I need to register again with your support	Delays or complications in the admission process led to frustration and potential withdrawal.
4	Administrative reasons	General inefficiencies or challenges in administrative processes discourage students from continuing.
5	Financial conditions	Financial hardships make it challenging for students to afford tuition or other university-related expenses.
6	High tuition fees – low study plan credits	Discontent arises when high tuition costs are not matched by sufficient academic offerings or credit hours.
7	Lack of student activities at the university	The absence of extracurricular programs reduces student engagement and satisfaction.

Table 3 summarizes the personal reasons provided by students who dropped out of the university. These reasons reflect individual circumstances and challenges that influenced their ability to continue their education. Each reason is accompanied by an explanation to offer a better understanding of the personal factors contributing to their decision.

Table 3: The personal reasons presented by the dropped-out students

No.	Reason	Explanation
1	Hating the study	Lack of interest or dissatisfaction with the academic program leads to withdrawal.
2	Accepted in other university	Students leave after securing admission to a different, preferred institution.
3	Moving to other town, where no AOU Branch there	Relocation to a place without an Arab Open University branch forces students to withdraw.
4	Family circumstances	Personal or family-related obligations prevent students from continuing their education.
5	Never enrolled in the university	Students apply but do not complete the enrolment process for personal reasons.
6	University location and transportation difficulty	Distance or lack of reliable transportation makes attending the university inconvenient.
7	Work	Job demands or conflicts with work schedules hinder students' ability to balance education and employment.

Statistical Analysis

Statistical analyses have been carried out on the collected data using IBM Statistical Package for Social Sciences (SPSS) software package version 20.0. The categorical data was represented as numbers and percentages. Chi-squared test was used to compare between different groups. Alternatively, Fisher Exact or Monte Carlo correlation test was used when more than 20% of the cells have expected count less than 5. In terms of continuous data, it was tested for normality by using Kolmogorov-Smirnov and Shapiro-Wilk test. The quantitative data was expressed as range

(minimum and maximum), mean, standard deviation and median for not normality distributed quantitative variables Mann Whitney test was used to compare two categories while Kruskal Wallis test was used to compare between more than two studied groups. Significance of the obtained results was judged at the 5% level.

Master Group Statistical and Hypotheses Tests

In this paper, several tests are applied on the gathered data, and these are explained as follows:

- The Chi-squared test and hypotheses test are applied between the reason categories

and different six parameters (Gender, Major, Intensive English courses have been completed, Credit hours, enrolled in another university, academic status), and the p-value is calculated.

- The null and alternative hypotheses between reason categories and gender parameter are provided as follows:
 - Null hypothesis: the gender has no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the gender has effect on the reason categories of students dropping out.
- The null and alternative hypotheses between reason categories and major parameter are provided as follows:
 - Null hypothesis: the major has no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the major has effect on the reason categories of students dropping out.
- The null and alternative hypotheses between reason categories and intensive English courses have been completed parameter are provided as follows:
 - Null hypothesis: the intensive English courses have been completed have no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the intensive English courses have been completed have effect on the reason categories of students dropping out.
- The null and alternative hypotheses between reason categories and credit hours parameter are provided as follows:
 - Null hypothesis: the credit hours have no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the credit hours have effect on the reason

categories of students dropping out.

- The null and alternative hypotheses between reason categories and enrolled in another university parameter are provided as follows:
 - Null hypothesis: the enrolled in another university has no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the enrolled in another university has effect on the reason categories of students dropping out.
- The null and alternative hypotheses between reason categories and academic status parameter are provided as follows:
 - Null hypothesis: the academic status has no effect on the reason categories of students dropping out.
 - Alternative hypothesis: the academic status has effect on the reason categories of students dropping out.

Subgroup Statistical and Hypotheses Tests

- The Chi-squared test and hypotheses test are applied between the reason (Lack of clarity regarding blended learning and certificate accreditation) with the highest response of the academic category and the previously mentioned six parameters, and the p-value is calculated.
- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and gender parameter are provided as follows:
 - Null hypothesis: the gender has no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the gender has effect on the Lack of clarity regarding blended learning and certificate accreditation.

- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and major parameter are provided as follows:
 - Null hypothesis: the major has no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the major has effect on the Lack of clarity regarding blended learning and certificate accreditation.
- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and intensive English courses have been completed parameter are provided as follows:
 - Null hypothesis: the intensive English courses have been completed have no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the intensive English courses have been completed have effect on the Lack of clarity regarding blended learning and certificate accreditation.
- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and credit hours parameter are provided as follows:
 - Null hypothesis: the credit hours have no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the credit hours have effect on the Lack of clarity regarding blended learning and certificate accreditation.
- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and enrolled in another university parameter are provided as follows:
 - Null hypothesis: the enrolled in another university has no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the enrolled in another university has effect on the Lack of clarity regarding blended learning and certificate accreditation.
- The null and alternative hypotheses between Lack of clarity regarding blended learning and certificate accreditation and academic status parameter are provided as follows:
 - Null hypothesis: the academic status has no effect on the Lack of clarity regarding blended learning and certificate accreditation.
 - Alternative hypothesis: the academic status has effect on the Lack of clarity regarding blended learning and certificate accreditation.
- The Chi-squared test and hypotheses test are applied between the reason (Financial conditions) with the highest response of the administrative category and the previously mentioned six parameters, and the p-value is calculated.
- The null and alternative hypotheses between financial conditions and gender parameter are provided as follows:
 - Null hypothesis: the gender has no effect on the financial conditions.
 - Alternative hypothesis: the gender has effect on the financial conditions.
- The null and alternative hypotheses between financial conditions and major parameter are provided as follows:
 - Null hypothesis: the major has no effect on the financial conditions.

- Alternative hypothesis: the major has effect on the financial conditions.
- The null and alternative hypotheses between financial conditions and intensive English courses have been completed parameter are provided as follows:
 - Null hypothesis: the intensive English courses have been completed have no effect on the financial conditions.
 - Alternative hypothesis: the intensive English courses have been completed have effect on the financial conditions.
- The null and alternative hypotheses between financial conditions and credit hours parameter are provided as follows:
 - Null hypothesis: the credit hours have no effect on the financial conditions.
 - Alternative hypothesis: the credit hours have effect on the financial conditions.
- The null and alternative hypotheses between financial conditions and enrolled in another university parameter are provided as follows:
 - Null hypothesis: the enrolled in another university has no effect on the financial conditions.
 - Alternative hypothesis: the enrolled in another university has effect on the financial conditions.
- The null and alternative hypotheses between financial conditions and academic status parameter are provided as follows:
 - Null hypothesis: the academic status has no effect on the financial conditions.
 - Alternative hypothesis: the academic status has effect on the financial conditions.
- The Chi-squared test and hypotheses test are applied between the reason (Accepted in another university) with the highest response of the personal category and the previously mentioned six parameters, and the p-value is calculated.
- The null and alternative hypotheses between Accepted in another university and gender parameter are provided as follows:
 - Null hypothesis: the gender has no effect on the Accepted in another university.
 - Alternative hypothesis: the gender has effect on the Accepted in another university.
- The null and alternative hypotheses between Accepted in another university and major parameter are provided as follows:
 - Null hypothesis: the major has no effect on the Accepted in another university.
 - Alternative hypothesis: the major has effect on the Accepted in another university.
- The null and alternative hypotheses between Accepted in another university and intensive English courses have been completed parameter are provided as follows:
 - Null hypothesis: the intensive English courses have been completed have no effect on the Accepted in another university.
 - Alternative hypothesis: the intensive English courses have been completed have effect on the Accepted in another university.
- The null and alternative hypotheses between Accepted in another university and credit hours parameter are provided as follows:
 - Null hypothesis: the credit hours have no effect on the Accepted in another university.
 - Alternative hypothesis: the credit hours have effect on the Accepted in another university.
- The null and alternative hypotheses between Accepted in another university

and enrolled in another university parameter are provided as follows:

- Null hypothesis: the enrolled in another university has no effect on the Accepted in another university.
- Alternative hypothesis: the enrolled in another university has effect on the Accepted in another university.
- The null and alternative hypotheses between Accepted in another university and academic status parameter are provided as follows:
 - Null hypothesis: the academic status has no effect on the Accepted in another university.
 - Alternative hypothesis: the academic status has effect on the Accepted in another university.

4. Results

Description

The data shown in Table 4 illustrates the distribution of cases based on the reasons that were examined. The analysis includes a total of 198 cases. Figure 1 illustrates the proportions or percentages of cases assigned to each reason category.

Table 4: Distribution of the studied cases according to Reason Category (n =198)

Reason Category	No. (%)
Academic	48 (24.2%)
Administrative	92 (46.5%)
Personal	58 (29.3%)

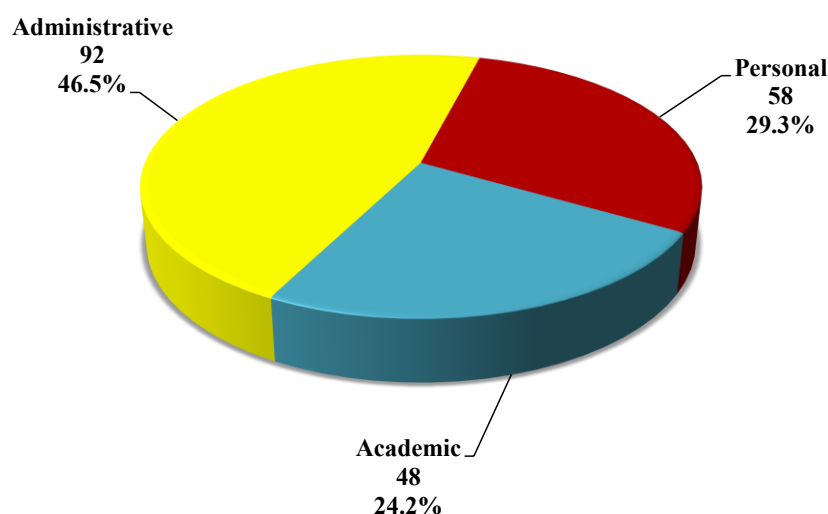


Figure 1: Distribution of the studied cases according to reason category (n =198)

Reasons for Withdrawal

Table 5 presents the distribution of cases according to reasons for withdrawal, which were classified into

three categories: academic, administrative, and personal. In addition, Figures 2, 3, and 4 show the proportions of cases assigned to each academic, administrative, and personal category, respectively.

Table 5: Distribution of the studied cases according to Reasons for withdrawing (n =198)

	No. (%)
Academic (n =48)	
Attendance Mandatory is the main reason	1 (2.1%)
Academic conditions	1 (2.1%)
Academic reasons and the lack of sufficient F2F lectures	4 (8.3%)
Accreditation of certificate	1 (2.1%)

Attendance conditions	2 (4.2%)
Blurred vision blended learning and accreditation of certificate	19 (39.6%)
Curriculum Difficulties	1 (2.1%)
Difficult Curriculum	2 (4.2%)
Fear of studying in English	4 (8.3%)
Few specialties	4 (8.3%)
Misunderstanding of the exam schedule	1 (2.1%)
Poor academic Advising	8 (16.7%)
Administrative (n =92)	
Building and Quality of service provided	9 (9.8%)
Difficulties in dealing with technical systems	13 (14.1%)
I did not accept in first semester I need to register again with your support	1 (1.1%)
Administrative reasons	5 (5.4%)
Financial conditions	62 (67.4%)
High Tuition Fess –low Std Plan Credits	1 (1.1%)
Lack of student activities at the university	1 (1.1%)
Personal (n =58)	
I was blackmailed by a Jordanian doctor (Pay it passes) and because of that I hated your studies	2 (3.4%)
Accepted in other university	28 (48.3%)
Moving to another Town No AOU Branche	2 (3.4%)
family circumstances	1 (1.7%)
Never enrolled in university	1 (1.7%)
University location and transportation difficulty	7 (12.1%)
Family circumstance	16 (27.6%)
Work	1 (1.7%)

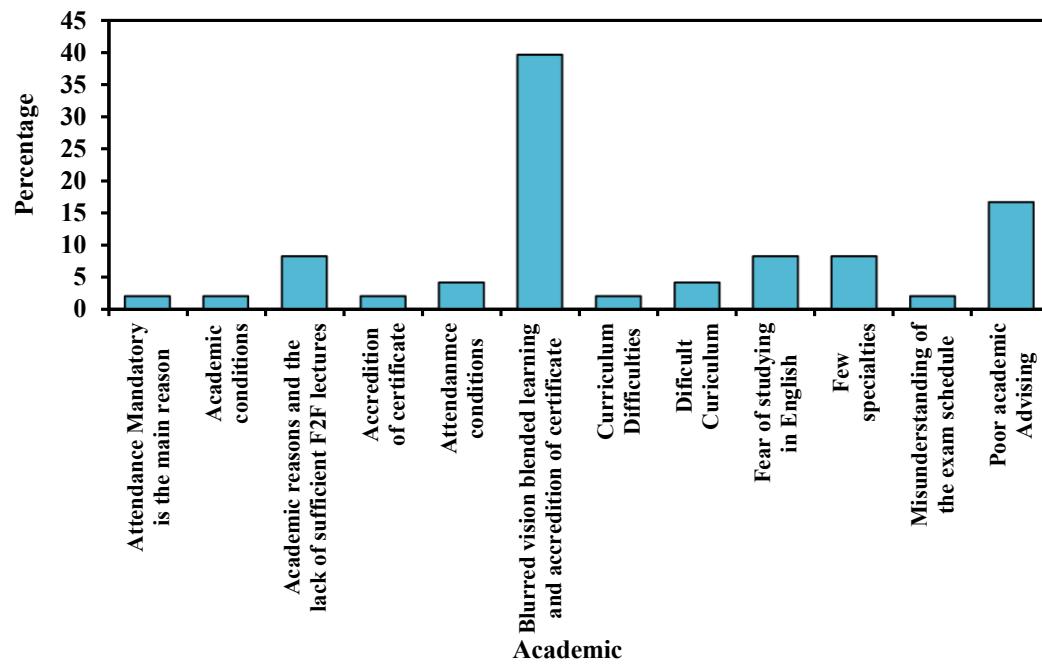


Figure 2: Distribution of the studied cases according to academic (n =198)

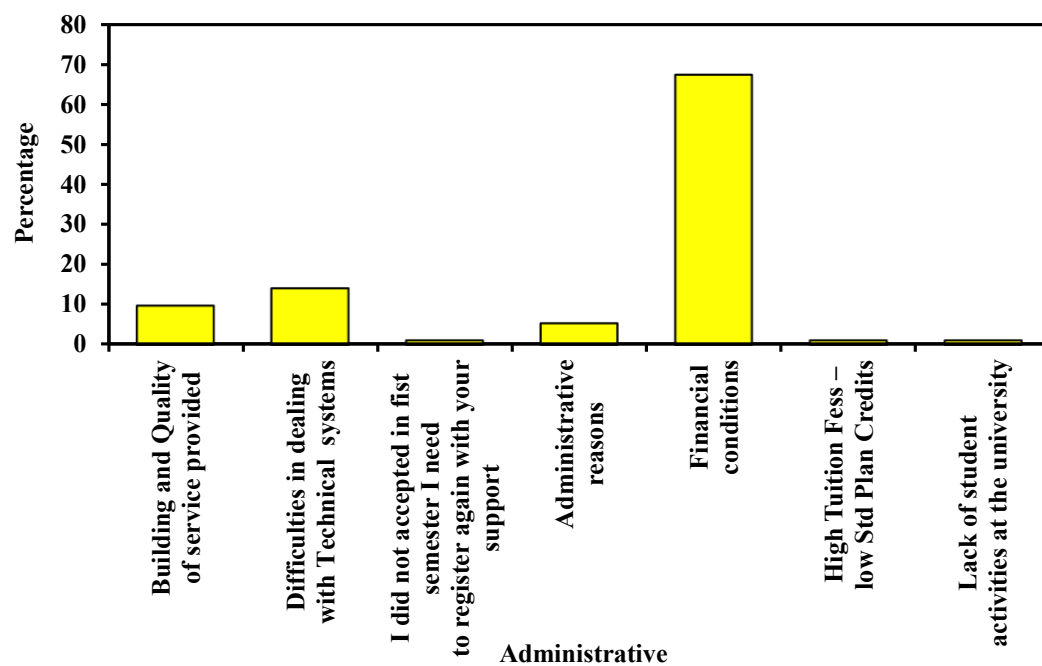


Figure 3: Distribution of the studied cases according to administrative (n =198)

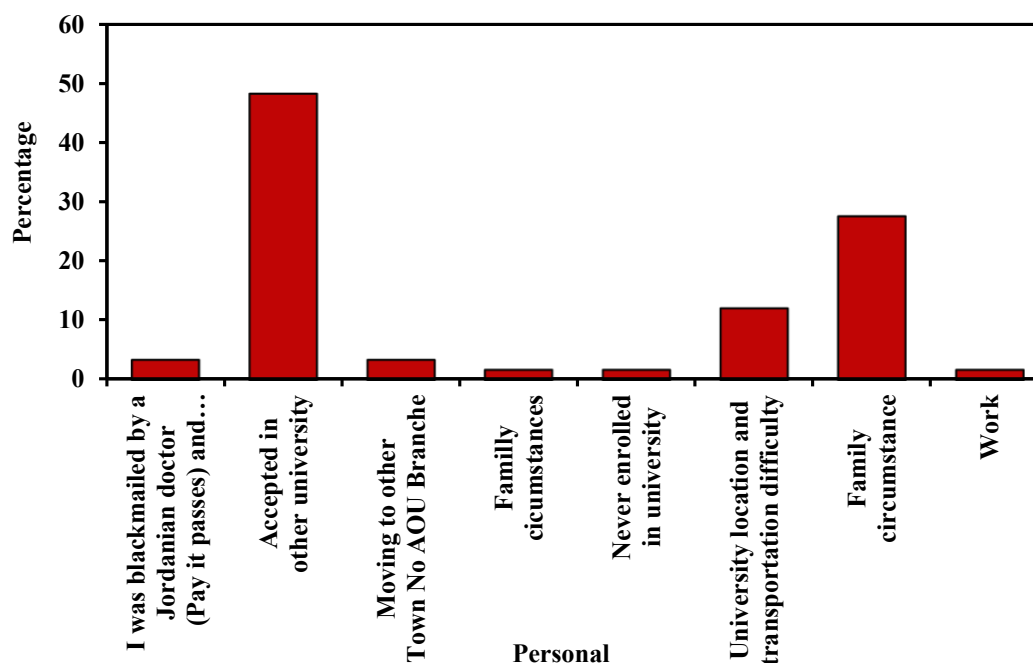


Figure 4: Distribution of the studied cases according to personal (n =198)

Statistical Results (Reason Categories)

This section provides statistical results pertaining to reason categories, categorized by various attributes such as gender, major, Intensive English courses

Completed, Credit Hours, Enrolled in Another University, and Academic Status. It also includes the statistical test used and the corresponding significance value, as shown in Table 6.

Table 6: Comparison between the studied groups according to different parameters (n =198)

	Total (n = 198) No. (%)	Academic (n = 48) No. (%)	Reason Category Administrative (n = 92) No. (%)	Personal (n = 58) No. (%)	Test of Sig	P
Gender						
Male	55 (27.8%)	24 (50.0%)	22 (23.9%)	9 (15.5%)	$\chi^2=$ 16.846*	<0.001*
Female	143 (72.2%)	24 (50.0%)	70 (76.1%)	49 (84.5%)		
Major						
Business Studies	131 (66.2%)	29 (60.4%)	58 (63.0%)	44 (75.9%)	$\chi^2=$ 7.150	0.128
Computer Studies	44 (22.2%)	11 (22.9%)	26 (28.3%)	7 (12.1%)		
Language Studies	23 (11.6%)	8 (16.7%)	8 (8.7%)	7 (12.1%)		
Intensive English courses						
Has been completed						
No	96 (48.5%)	19 (39.6%)	50 (54.3%)	27 (46.6%)	$\chi^2=$ 2.876	0.237
Yes	102 (51.5%)	29 (60.4%)	42 (45.7%)	31 (53.4%)		
Credit Hours						
No	149 (75.3%)	34 (70.8%)	71 (77.2%)	44 (75.9%)	$\chi^2=$ 0.697	0.706
Yes	49 (24.7%)	14 (29.2%)	21 (22.8%)	14 (24.1%)		
Median (Min. – Max.)	24.0 (3.0 – 125.0)	18.0 (10.0 – 65.0)	37.0 (10.0 – 118)	20.0 (3.0 – 125.0)	H=	0.023*
Mean $\pm$ SD.	40.06 $\pm$ 34.92	26.14 $\pm$ 17.16	54.43 $\pm$ 38.21	32.43 $\pm$ 36.82		

					7.524*
Enrolled in another university					
No	131 (66.2%)	27 (56.3%)	74 (80.4%)	30 (51.7%)	
Yes	67 (33.8%)	21 (43.8%)	18 (19.6%)	28 (48.3%)	$\chi^2 = 15.878^*$ $<0.001^*$
Academic Status	(n = 192)	(n = 47)	(n = 88)	(n = 57)	
Accepted in other university	1 (0.5%)	0 (0.0%)	0 (0.0%)	1 (1.8%)	
Dismissed from University	3 (1.6%)	0 (0.0%)	3 (3.4%)	0 (0.0%)	
Family circumstance	1 (0.5%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	
Never registered or enrolled in university	1 (0.5%)	0 (0.0%)	0 (0.0%)	1 (1.8%)	$\chi^2 = 13.320$ $^{MC}p = 0.390$
Postponed	1 (0.5%)	1 (2.1%)	0 (0.0%)	0 (0.0%)	
Postponed and did not contact the university	26 (13.5%)	9 (19.1%)	11 (12.5%)	6 (10.5%)	
Was not accepted to the university	1 (0.5%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	
Withdrawn From University	158	37 (78.7%)	72 (81.8%)	49 (86.0%)	

 χ^2 : Chi square test

MC: Monte Carlo

p: p value for comparison between the studied categories

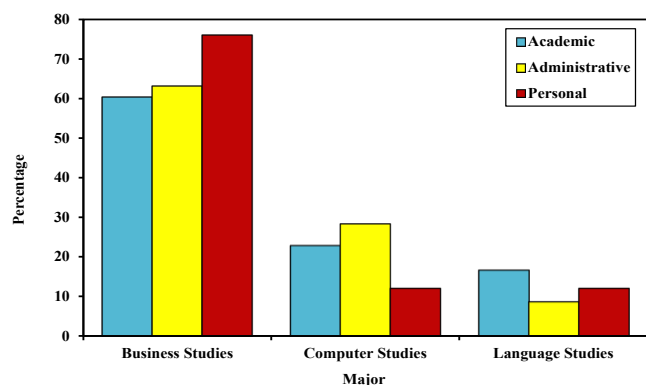
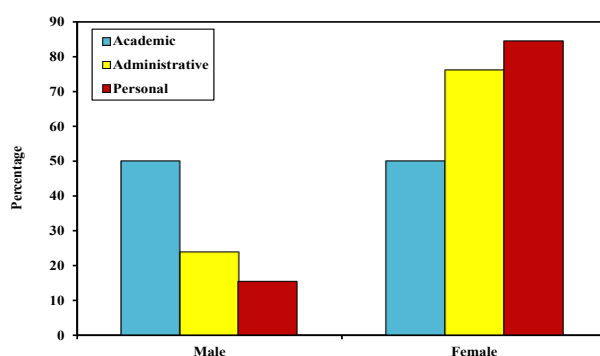
*: Statistically significant at $p \leq 0.05$

Based on the results shown in Table 6, we can conclude the following:

The results showed that there is a strong statistical significance and relationship between the reason categories versus gender, credit hours, and enrolment in the other university parameters, and therefore the alternative hypotheses for these three parameters were fulfilled and the null hypotheses were rejected.

On the other hand, the results showed that the null hypotheses were fulfilled, and alternative hypotheses were rejected between reason categories versus major, intensive English courses and academic status parameters.

Figure 5 illustrates the comparison of the studied groups based on various variables, including gender, major, completion of intensive English courses, credit hours, enrolment at another university, and academic status for all cases.



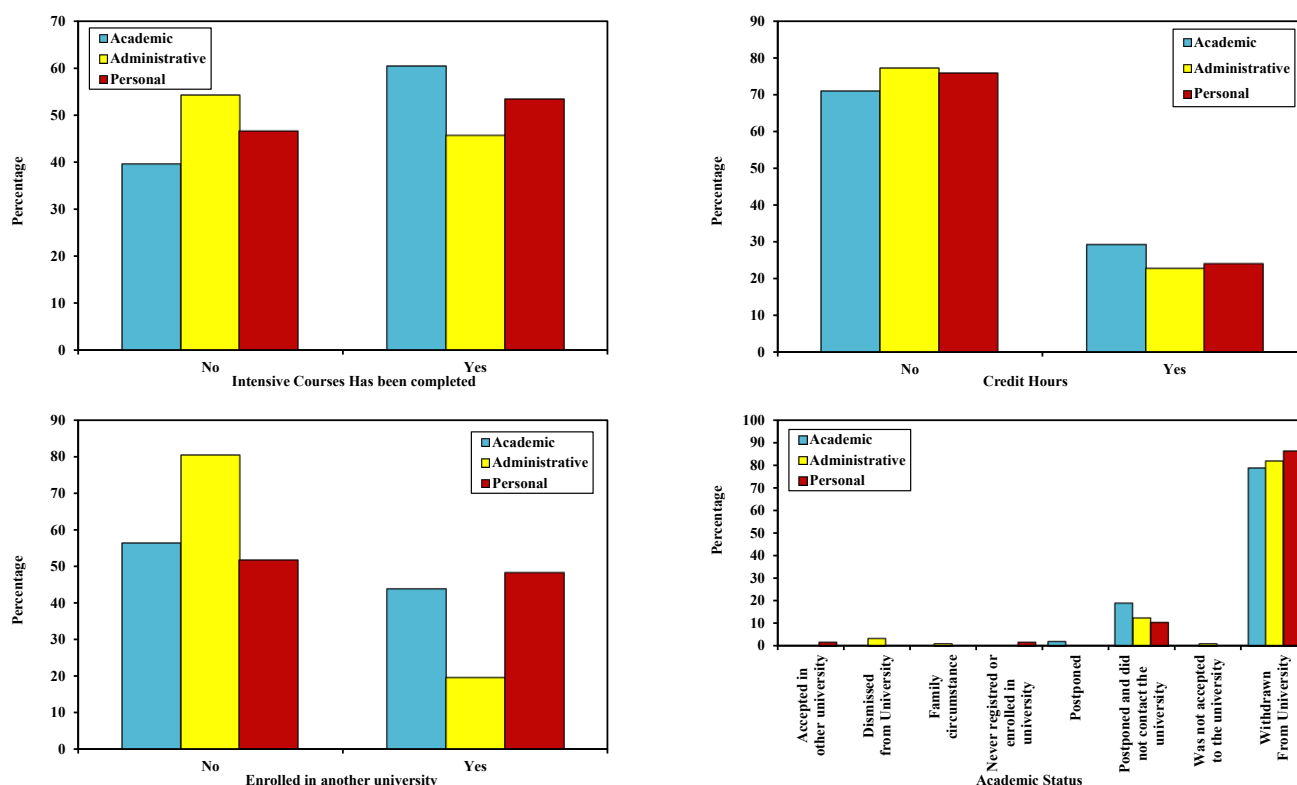


Figure 5: Comparison between the studied groups according to various attributes (n=198)

Subgroup Statistical Results (Academic Reasons)

This section provides statistical findings regarding the top reason chosen by the participants in the academic group, namely "Lack of clarity regarding

blended learning and certificate accreditation" and other factors such as gender, major, completion of intensive English courses, credit hours, enrolment in another university, and academic status. The statistical test applied, and its related significance value are presented in Table 7.

Table 7: Relation between Lack of clarity regarding blended learning and certificate accreditation and different parameters in Academic (n=48)

	Blurred vision blended learning and accreditation of certificate		Test of Sig	P
	No (n = 29)	Yes (n = 19)		
	No. (%)	No. (%)		
Gender				
Male	16 (55.2%)	8 (42.1%)	$\chi^2=0.784$	0.376
Female	13 (44.8%)	11 (57.9%)		
Major				
Business Studies	20 (69.0%)	9 (47.4%)	$\chi^2=3.478$	$MCp=0.170$
Computer Studies	4 (13.8%)	7 (36.8%)		
Language Studies	5 (17.2%)	3 (15.8%)		
Intensive English courses Has been completed				

No	14 (48.3%)	5 (26.3%)	$\chi^2=$	0.128
Yes	15 (51.7%)	14 (73.7%)	2.315	
Credit Hours				
No	20 (69%)	14 (73.7%)	$\chi^2=$	0.725
Yes	9 (31%)	5 (26.3%)	0.124	
Median (Min. – Max.)	18.0 (14 – 65)	15.0 (10 – 32)	U=	0.190
Mean $\pm$ SD.	30.56 $\pm$ 19.26	18.20 $\pm$ 9.60	12.00	
Enrolled in another university				
No	20 (69%)	7 (36.8%)	$\chi^2=$	0.028*
Yes	9 (31%)	12 (63.2%)	4.813*	
Academic Status	(n = 28)	(n = 19)		
Accepted in other university	0 (0%)	0 (0%)		
Dismissed from University	0 (0%)	0 (0%)		
Family circumstance	0 (0%)	0 (0%)		
Never registered or enrolled in university	0 (0%)	0 (0%)	$\chi^2=$	$_{MC}p=$
Postponed	1 (3.6%)	0 (0%)	0.767	
Postponed and did not contact the university	5 (17.9%)	4 (21.1%)		
Was not accepted to the university	0 (0%)	0 (0%)		
Withdrawn From University	22 (78.6%)	15 (78.9%)		
χ^2: Chi square test MC: Monte Carlo U: Mann Whitney test				

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Based on the results shown in Table 7, we can conclude the following:

The results showed that there is a strong statistical significance and relationship between the Blurred vision blended learning versus enrolment in the other university parameter, and therefore the alternative hypothesis for this parameter was fulfilled and the null hypothesis was rejected.

On the other hand, the results showed that the null hypotheses were fulfilled, and alternative hypotheses were rejected between Blurred vision

blended learning versus gender, major, intensive English courses, credit hours and academic status parameters.

Figure 6 illustrates the comparison of the top reason chosen by the participants in the academic group, namely "Lack of clarity regarding blended learning and certificate accreditation" based on various variables, including gender, major, completion of intensive English courses, credit hours, enrolment at another university, and academic status for all cases.

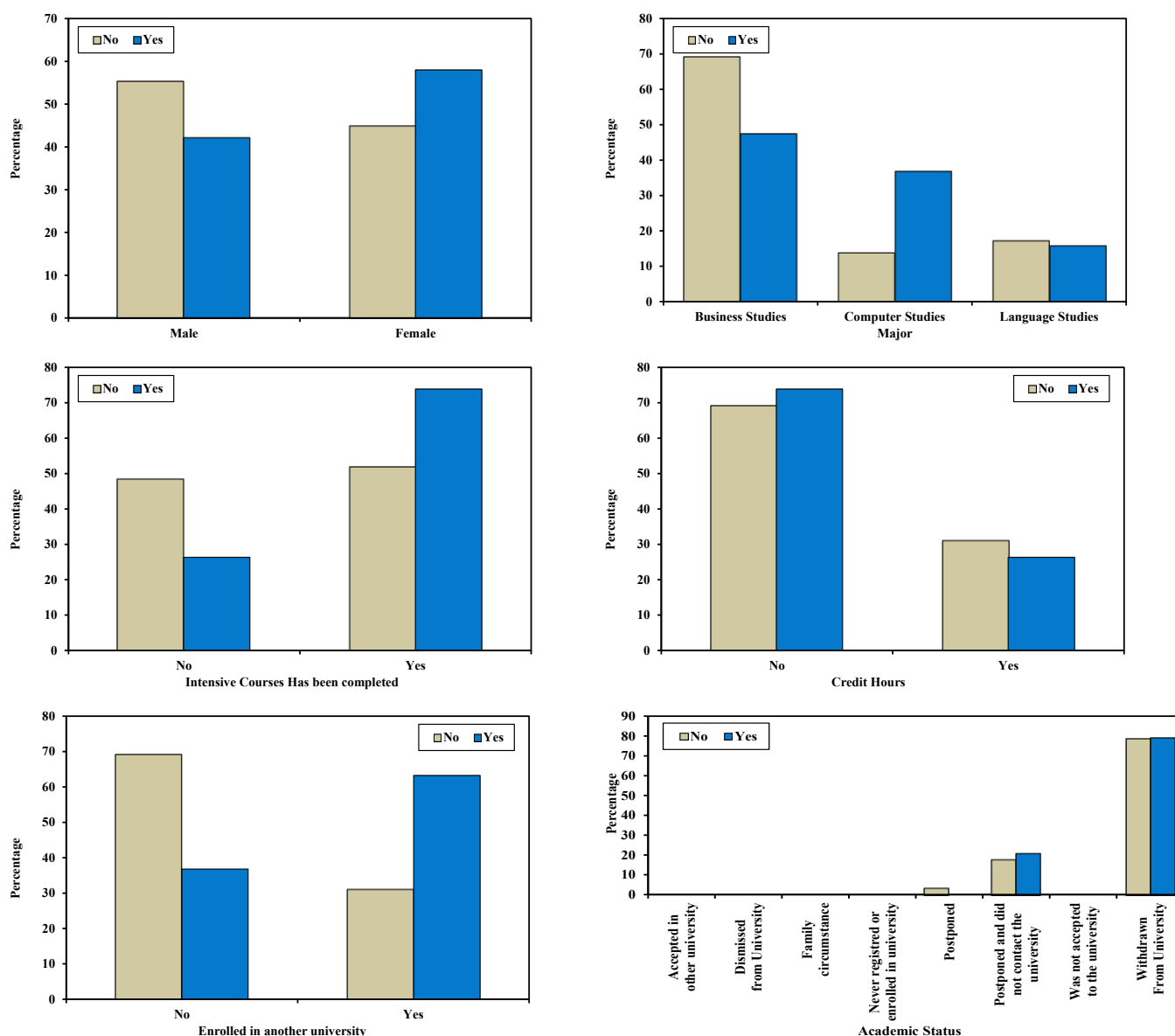


Figure 6: Relation between blurred vision blended learning and other various attributes in the academic group

Subgroup Statistical Results (Administrative Reasons)

This section provides statistical findings regarding the top reason chosen by the participants in the administrative group, namely "Financial conditions"

and other factors such as gender, major, completion of intensive English courses, credit hours, enrolment in another university, and academic status. The statistical test applied, and its related significance value are presented in Table 8.

Table 8: Relation between Financial conditions and different parameters in Administrative (n =92)

	Financial conditions		Test of Sig	p
	No (n = 30) No. (%)	Yes (n = 62) No. (%)		
Gender				
Male	9 (30%)	13 (21%)	$\chi^2=$ 0.907	0.341
Female	21 (70%)	49 (79%)		

Major				
Business Studies	20 (66.7%)	38 (61.3%)	$\chi^2=$ 1.612	0.447
Computer Studies	9 (30%)	17 (27.4%)		
Language Studies	1 (3.3%)	7 (11.3%)		
Intensive English courses Has been completed				
No	11 (36.7%)	39 (62.9%)	$\chi^2=$ 5.609*	0.018*
Yes	19 (63.3%)	23 (37.1%)		
Credit Hours				
No	20 (66.7%)	51 (82.3%)	$\chi^2=$ 2.790	0.095
Yes	10 (33.3%)	11 (17.7%)		
Median (Min. – Max.)	65.0 (10 – 118)	33.0 (12 – 100)	U=	0.349
Mean $\pm$ SD.	64.70 $\pm$ 43.05	45.09 $\pm$ 32.42		
Enrolled in another university				
No	21 (70%)	53 (85.5%)	$\chi^2=$ 3.080	0.079
Yes	9 (30%)	9 (14.5%)		
Academic Status				
	(n = 28)	(n = 60)		
Accepted in other university	0 (0%)	0 (0%)	$\chi^2=$ 6.725	$_{MC}p=$ 0.081
Dismissed from University	2 (7.1%)	1 (1.7%)		
Family circumstance	0 (0%)	1 (1.7%)		
Never registered or enrolled in university	0 (0%)	0 (0%)		
Postponed	0 (0%)	0 (0%)		
Postponed and did not contact the university	1 (3.6%)	10 (16.7%)		
Was not accepted to the university	1 (3.6%)	0 (0%)		
Withdrawn From University	24 (85.7%)	48 (80%)		
χ^2 : Chi square test MC: Monte Carlo U: Mann Whitney test				

 χ^2 : Chi square test

MC: Monte Carlo

U: Mann Whitney test

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Based on the results shown in Table 8, we can conclude the following:

The results showed that there is a strong statistical significance and relationship between the financial conditions versus intensive English courses parameter, and therefore the alternative hypothesis for this parameter was fulfilled and the null hypothesis was rejected.

On the other hand, the results showed that the null hypotheses were fulfilled, and alternative hypotheses were rejected between financial

conditions versus gender, major, credit hours, enrolled in another university and academic status parameters.

Figure 7 illustrates the comparison of the top reason chosen by the participants in the administrative group, namely "Financial conditions" based on various variables, including gender, major, completion of intensive English courses, credit hours, enrolment at another university, and academic status for all cases.

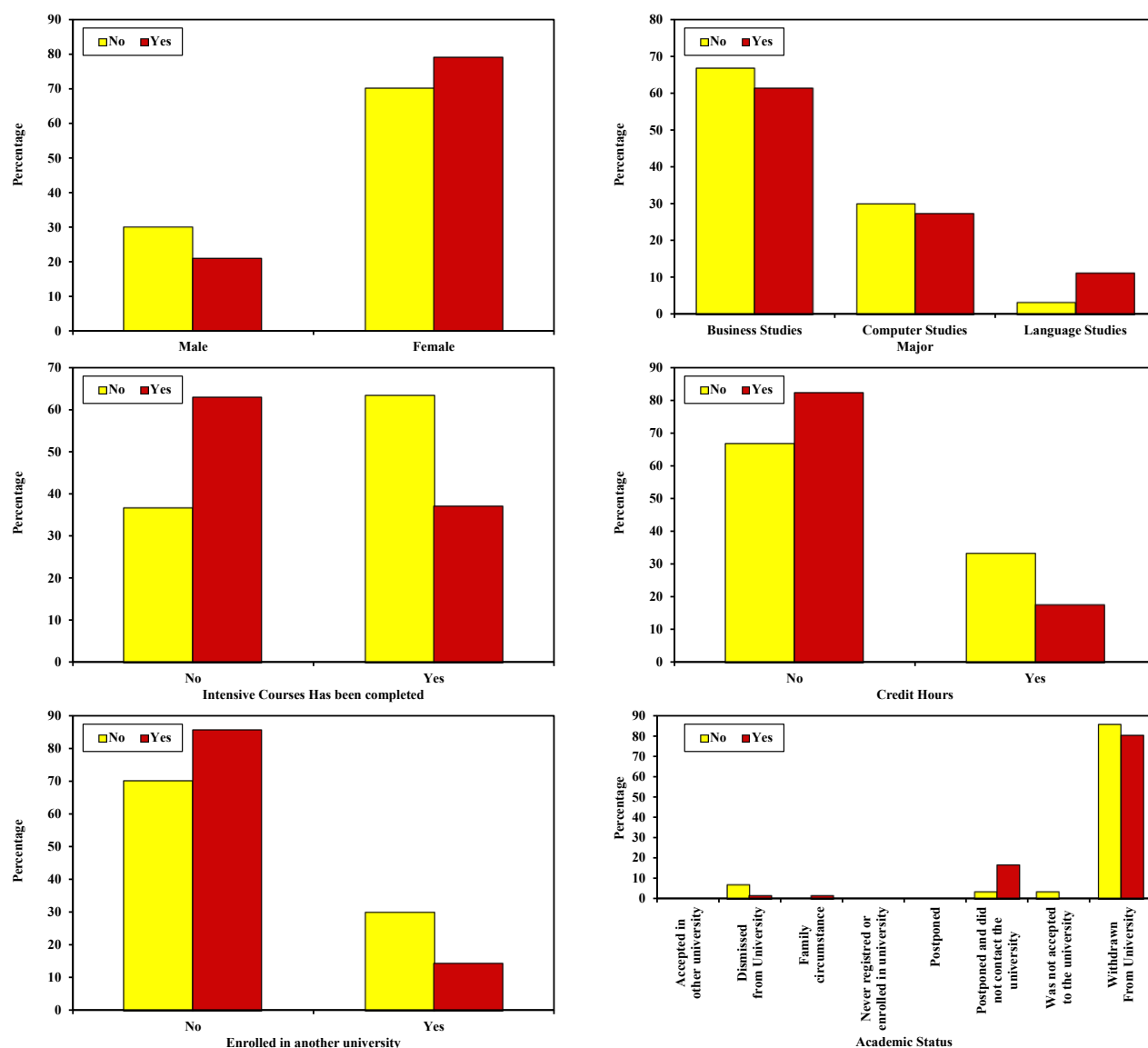


Figure 7: Relation between financial conditions and various attributes in the administrative group

Subgroup Statistical Results (Personal Reasons)

This section provides statistical findings regarding the top reason chosen by the participants in the personal group, namely "Accepted in other

university" and other factors such as gender, major, completion of intensive English courses, credit hours, enrolment in another university, and academic status. The statistical test applied, and its related significance value are presented in Table 9.

Table 9: Relation between Accepted in other university and different parameters in Personal (n = 58)

	Accepted in other university		Test of Sig	p
	No (n = 30) No. (%)	Yes (n = 28) No. (%)		
Gender				
Male	6 (20%)	3 (10.7%)	$\chi^2=$	$FEp=$
Female	24 (80%)	25 (89.3%)	0.953	0.473
Major				
Business Studies	24 (80%)	20 (71.4%)		$MCp=$
Computer Studies	5 (16.7%)	2 (7.1%)		0.085

Language Studies	1 (3.3%)	6 (21.4%)	$\chi^2=$ 4.926	
Intensive English courses Has been completed				
No	13 (43.3%)	14 (50%)	$\chi^2=$	0.611
Yes	17 (56.7%)	14 (50%)	0.259	
Credit Hours				
No	21 (70%)	23 (82.1%)	$\chi^2=$	0.280
Yes	9 (30%)	5 (17.9%)	1.166	
Median (Min. – Max.)	21.0 (3 – 125)	10.0 (5 – 50)	U=	0.298
Mean $\pm$ SD.	40.44 $\pm$ 42.72	18.0 $\pm$ 18.72	14.000	
Enrolled in another university				
No	24 (80%)	6 (21.4%)	$\chi^2=$	<0.001*
Yes	6 (20%)	22 (78.6%)	19.898*	
Academic Status	(n = 29)	(n = 28)		
Accepted in other university	0 (0%)	1 (3.6%)		
Dismissed from University	0 (0%)	0 (0%)		
Family circumstance	0 (0%)	0 (0%)		
Never registered or enrolled in university	1 (3.4%)	0 (0%)	$\chi^2=$	$MCp=$ 8.430* 0.018*
Postponed	0 (0%)	0 (0%)		
Postponed and did not contact the university	6 (20.7%)	0 (0%)		
Was not accepted to the university	0 (0%)	0 (0%)		
Withdrawn From University	22 (75.9%)	27 (96.4%)		
χ^2 : Chi square test	MC: Monte Carlo	U: Mann Whitney test		

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Based on the results shown in Table 9, we can conclude the following:

The results showed that there is a strong statistical significance and relationship between the Accepted in other university versus enrolled in another university and academic status parameters, and therefore the alternative hypotheses for these parameters were fulfilled and the null hypotheses were rejected.

On the other hand, the results showed that the null hypotheses were fulfilled, and alternative

hypotheses were rejected between Accepted in other university versus gender, major, credit hours and intensive English courses parameters.

Figure 8 illustrates the comparison of the top reason chosen by the participants in the personal group, namely " Accepted in other university " based on various variables, including gender, major, completion of intensive English courses, credit hours, enrolment at another university, and academic status for all cases.

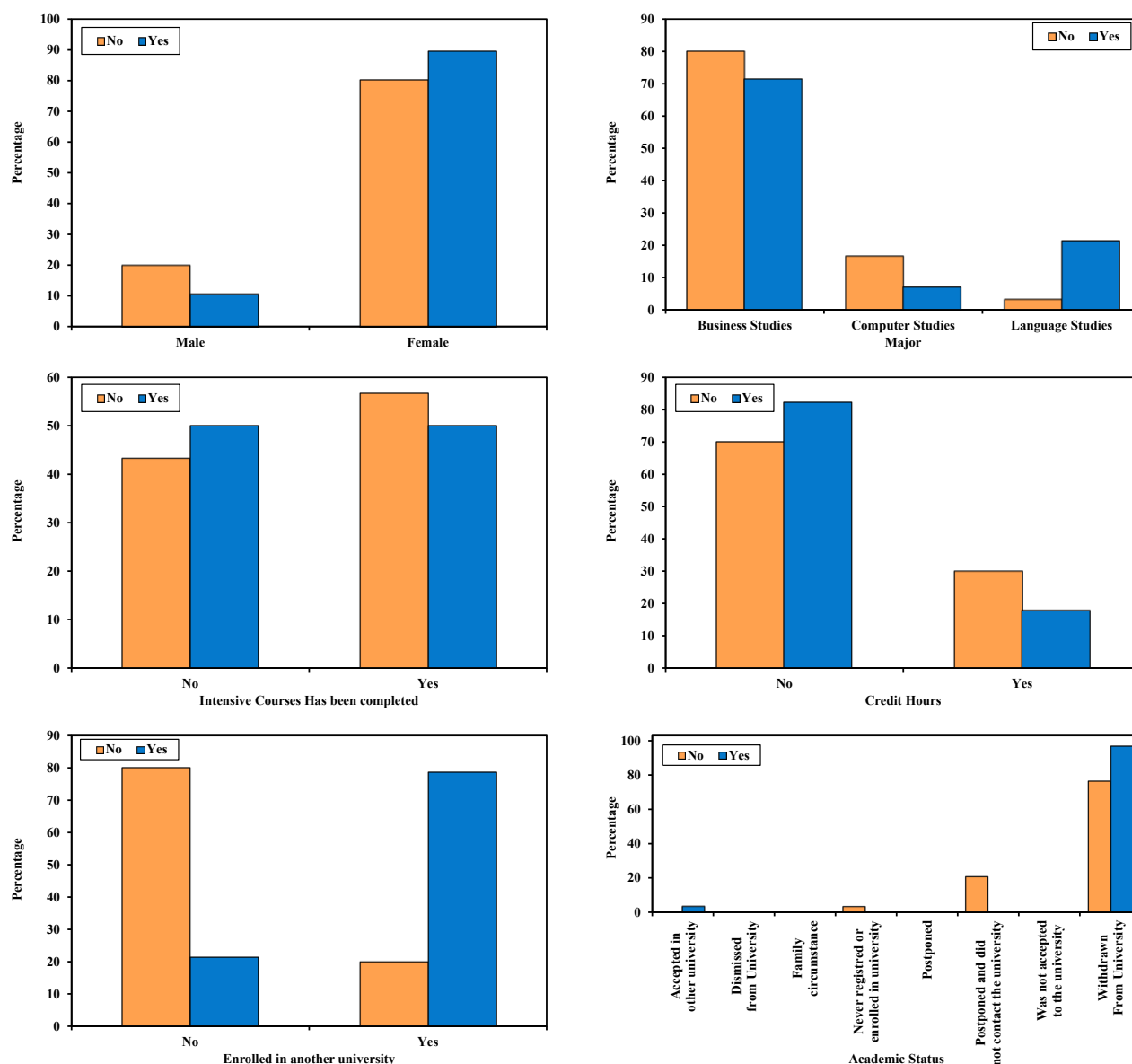


Figure 8: Relation between Accepted in other university and various attributes in the personal group

5. Discussions

The study's findings provide valuable insights into the relationships among different parameters and reason categories, as well as the impact of blurred vision blended learning, financial constraints, and acceptance in other university parameters.

Our analysis demonstrated a robust statistical significance and correlation between reason categories and specific factors, including gender, course hours, and enrolment at another university. These results demonstrate that the alternative hypotheses for these three parameters were met, indicating that there are considerable disparities in reason categories depending on gender, course

hours, and enrolment in another university. In contrast, the null hypotheses for these parameters were disproven, suggesting a significant correlation between reason categories and these variables.

However, while analysing the correlation between reason categories, major, intensive English courses, and academic status, the findings indicated that the null hypotheses were confirmed. This implies that there is no substantial correlation or distinction between reason categories and these three parameters. The alternative hypotheses regarding major, intensive English courses, and academic level were shown to be invalid, suggesting that these

characteristics do not significantly influence reason categories.

Our investigation revealed a robust statistical significance and correlation between Blurred vision blended learning and enrolment in another university. Therefore, the alternate hypothesis for this parameter was confirmed, indicating a significant correlation between Blurred vision blended learning and enrolment in another university. On the other hand, the null hypothesis for this association was disproven, suggesting that there is a significant distinction between Blurred vision blended learning and enrolment in a different university.

Similarly, when analysing the connections between Blurred vision blended learning and gender, major, credit hours, intensive English courses, and academic standing, the findings indicated that the null hypotheses were supported. This indicates that there is no notable correlation or distinction between Blurred vision blended learning and the mentioned parameters. The null hypotheses for gender, major, credit hours, intensive English courses, and academic status were rejected, indicating that these variables do not have a significant influence on Blurred vision blended learning.

Moreover, our analysis unveiled a robust statistical significance and correlation between financial conditions and intense courses. This suggests that the alternative hypothesis for this parameter was met, implying a significant correlation between financial conditions and intense courses. The null hypothesis about this association was refuted, indicating that there exists a significant disparity between financial conditions and intense courses.

In contrast, the analysis of the connections between financial situations and variables such as gender, major, credit hours, enrolment in another university, and academic standing revealed that the null hypotheses were supported. This implies that there is no substantial correlation or distinction between financial conditions and these characteristics. The null hypotheses regarding the influence of gender, major, credit hours, enrolment in another university, and academic status on

financial situations were rejected, suggesting that these variables do not exert a significant effect.

Finally, our study revealed a robust statistical significance and correlation between being admitted to another university and subsequently enrolling in that university, as well as one's academic standing. Therefore, the alternative hypotheses regarding these parameters were confirmed, indicating that there are significant distinctions based on acceptance into another university and these two factors. In contrast, the null hypotheses for these relationships were disproven, suggesting a significant correlation between being admitted into another university and enrolling in that university, as well as academic standing.

Upon analysing the correlations between acceptance into another university and factors such as gender, major, credit hours, and intensive English courses, the findings indicated that the null hypotheses were supported. This suggests that there is no substantial correlation or distinction between being admitted to another university and these factors. The null hypotheses for gender, major, credit hours, and intensive English courses were rejected, suggesting that these characteristics do not significantly influence the likelihood of getting accepted into another university.

6. Conclusion

This study examined the reasons for student dropout in Arab Open University at Ahsa and Dammam Branches in the Kingdom of Saudi Arabia. The study identified academic, administrative, and personal factors influencing students' decisions to withdraw from the university and offered significant insights into the correlations among these factors. The findings emphasize the need for the university to address issues related to mandatory attendance policies, academic conditions, administrative support, technical systems, financial constraints, and student activities. The implications of this research study can be used to highlight the importance of considering individual circumstances such as gender, major, completion of intensive English courses, credit hours, enrolment in another university, and academic status when developing strategies to

mitigate student dropout rates. Also, they enhance the image of the university in the in local society. In addition, they can facilitate the services offered by the university to the students such as providing different payment methods. Gaining insight into these correlations can enhance comprehension of the variables that impact student attrition in higher education and provide guidance for universities in formulating strategies to mitigate withdrawal rates. By understanding the underlying reasons for dropout and implementing appropriate interventions, the university can improve student retention and enhance the overall educational experience for its students. It is suggested in the coming future to apply the questionnaire on the remaining branches of Arab Open University at

Kingdom of Saudi Arabia (Riyadh, Hail, Jeddah and Madina). Moreover, it is intended to use qualitative beside quantitative methods to conduct such research studies.

6. Limitations of the Study

This study has several limitations that should be acknowledged. First, the study was limited to students from only two branches of the Arab Open University in Saudi Arabia, which may affect the generalizability of the findings. Second, the study employed a quantitative research design using questionnaires only. Future studies may benefit from incorporating qualitative interviews to obtain deeper insights into students' experiences and motivations.

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