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The Factors Influencing the Decision of Students at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, to Drop Out Before Completion

Nucharee Thongkam^{1*} and Preecha Wararatchai²

^{1,2*}College of Logistics and Supply Chain, Suan Sunandha Rajabhat University

e-Mail: nucharee.th@ssru.ac.th¹, preecha.wa@ssru.ac.th²

*Corresponding author

Abstract

This study, entitled “Factors Influencing Mid-Program Dropout Decisions of Students at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University,” aims to investigate the factors influencing students’ decisions to withdraw from their undergraduate programs prior to completion. The specific objectives are to examine the underlying reasons for student dropouts and to propose guidelines for reducing the number of mid-program withdrawals at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.

The population of this study comprised 345 undergraduate students enrolled in the College of Logistics and Supply Chain. Data were collected through a structured questionnaire. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed for data analysis.

The results indicated that the overall level of factors influencing students’ decisions to withdraw from their studies was high (Mean = 3.80, S.D. = 0.17). The standard deviation values of all items were within an acceptable range, indicating consistency in respondents’ perceptions. When analyzed by dimension, personal-related factors were rated at the highest level. Key aspects included strict adherence to rules and regulations by university staff, adequate preparation of required documents and forms to reduce procedural complications, accuracy and reliability of information provided, staff competence in resolving issues related to academic registration and evaluation, and the fair and equal treatment of students. These factors were perceived as having a significant influence on students’ decisions regarding continuation or withdrawal from their studies.

The findings provide valuable insights for university administrators and policymakers in developing targeted strategies to enhance student support services and reduce mid-program dropout rates.

Keywords: dropout; undergraduate students; decision-making

1. Introduction

Education plays a fundamental role in the development of individuals and the advancement of society by fostering critical thinking, problem-solving abilities, and creative skills that are essential for adapting to social and economic changes. At the national level, education is widely recognized as a key mechanism for human capital development and long-term economic

growth. Consequently, Thailand has placed strong emphasis on investing in both basic and higher education in order to enhance workforce quality, reduce social inequality, and support sustainable national development. Over the past decades, national education policies have focused on expanding access to higher education, increasing enrollment rates, and improving institutional capacity.

Despite these efforts, student dropout remains a persistent issue within higher education institutions. Students may withdraw from their studies before program completion due to a variety of interrelated factors, including personal circumstances, family responsibilities, financial constraints, academic difficulties, and institutional conditions such as administrative support, service quality, and learning environment. Student dropout not only affects individual learners' educational opportunities and future career prospects but also poses challenges to institutions and society by reducing the supply of qualified graduates needed in the labor market.

The College of Logistics and Supply Chain at Suan Sunandha Rajabhat University plays an important role in producing graduates with specialized knowledge and professional competencies in logistics and supply chain management. The college is responsible for providing undergraduate and graduate education, developing curricula in accordance with the Higher Education Qualifications Framework, and responding to labor market demands in logistics-related industries, which are critical to national economic competitiveness. However, similar to many higher education institutions, the college continues to face the challenge of student dropout, particularly among students who withdraw during the middle of their academic programs.

Mid-program dropout has significant implications for educational management and institutional effectiveness. From an institutional perspective, student withdrawal results in inefficient use of educational resources, disruptions in academic planning, and difficulties in achieving program-level outcomes. From a broader perspective, dropout reduces the number of graduates entering the workforce, thereby limiting the availability of skilled human resources in logistics and supply chain management. Understanding the factors that influence students' decisions to withdraw from their studies is therefore essential for developing appropriate intervention strategies and improving student retention.

Accordingly, this study aims to examine the factors influencing student dropout at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. By identifying key factors related to personal characteristics, institutional support, and administrative processes, the findings of this study are expected to provide empirical evidence that can be used to improve educational management practices, enhance the effectiveness of student support services, and develop targeted strategies to reduce the student dropout rate. Ultimately, the results will contribute to improving educational quality and supporting the sustainable development of higher education institutions.

Previous studies have indicated that academic factors, particularly students' satisfaction with teaching and learning management, are closely related to students' learning experiences and academic performance. These factors may influence students' decisions to continue their studies or to drop out. In this regard, Piw-ngam and Tawepong (2025) found that digital learning management strategies that integrate learner happiness as a foundation significantly enhance students' engagement and satisfaction with the learning process. Their findings suggest that when students perceive learning environments as supportive, flexible, and

responsive to their needs, their motivation to persist in their academic programs increases. Conversely, ineffective learning management and low levels of satisfaction with instructional practices may lead to disengagement and a higher likelihood of student withdrawal.

1.1 Research Objective

1. To study the factors and causes influencing the decision of students to drop out at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.
2. To examine the reasons for student dropout at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.
3. To develop guidelines to reduce the dropout rate of students at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University.

2. Literature review

Previous research has emphasized that students' academic persistence and completion are influenced by multiple interrelated factors, including personal characteristics, achievement motivation, family support, advisor characteristics, and institutional facilities. A study conducted at Suan Sunandha Rajabhat University by Punsiri and Wararatchai (2024) found that overall factors affecting graduate students' graduation were rated at a high level, with achievement motivation being the most influential factor, followed by student characteristics, family and peer support, advisor characteristics, and institutional facilities. These findings suggest that motivational and personal factors play a critical role in students' academic persistence, while supportive environments and institutional resources contribute to timely program completion. Such factors are also relevant in understanding undergraduate students' decisions to continue or withdraw from their studies.

Student dropout refers to the termination of a student's enrollment in an educational institution prior to the completion of the academic program, excluding cases in which students transfer to another institution (National Education Commission, 2024). Student dropout is a complex phenomenon influenced by multiple factors that vary according to educational level, institutional context, and individual background. Regardless of its underlying causes, dropout represents a form of educational loss that affects not only individual learners but also educational institutions and society as a whole. Consequently, it is essential for relevant stakeholders—particularly higher education institutions responsible for developing human capital—to systematically examine the causes of student dropout and implement appropriate preventive and remedial measures to reduce its occurrence.

Sinlarat (2020) emphasized that educational institutions play a significant role in shaping students' personality development, values, and attitudes toward learning and the institution itself. Students' participation in institutional activities, classroom engagement, and interactions with the academic environment strongly influence their personal development throughout their academic journey. Changes in students' values and attitudes occur continuously during their enrollment and are shaped by both the institutional context and students' prior backgrounds. In this regard, the institutional environment can either support student persistence or contribute to withdrawal decisions.

Student dropout in higher education is widely recognized as a global concern, as it directly affects students' academic success and long-term career prospects, while also undermining institutional effectiveness and educational system efficiency. As a result, numerous studies have sought to identify factors influencing students' decisions to withdraw from their studies in order to inform the development of targeted support systems and effective retention strategies. Learners constitute a central component of the educational process; therefore, the systematic analysis of student-related data is essential for enhancing teaching and learning effectiveness (Wongyai, 2022).

Wongyai (2022) further highlighted the importance of examining student-related factors, including economic conditions, social environments, family background, individual needs, interests, and academic aspirations. These factors significantly influence students' learning experiences and their ability to persist in higher education. In addition, instructors play a crucial role in supporting student retention and academic success. Teachers must possess a thorough understanding of students' characteristics and developmental differences, including prior knowledge, general abilities, learning readiness, individual limitations, and specific talents. Such understanding enables instructors to identify potential learning difficulties and provide appropriate support before problems escalate.

Differences among students—such as gender, age, cognitive ability, prior educational experience, family background, and socio-economic status—have been shown to significantly affect learning outcomes and persistence in higher education. Accordingly, instructors must be capable of recognizing these differences and adapting instructional approaches to accommodate diverse learning needs (Kreesang, 2022, p. 21). Understanding student diversity is therefore a key factor in problematic dropout prevention and in promoting inclusive and effective learning environments within higher education institutions.

3. Methodology

3.1 Population and Sample

This study employed a quantitative research approach to examine factors influencing student dropout at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. Data were collected primarily through a structured questionnaire administered to undergraduate students. In addition, relevant documents, including academic textbooks, research articles, and information from official websites, were reviewed to support the development of the research framework and research instrument.

The population of this study consisted of approximately 2,500 undergraduate students enrolled at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. The sample size was determined to be 345 students, which is considered adequate for descriptive statistical analysis. The participants were selected using a simple random sampling technique to ensure that each member of the population had an equal chance of being included in the study.

3.2 Research Instrument and Data Collection

The research instrument used in this study was a questionnaire comprising both closed-ended and open-ended questions. The questionnaire was developed based on a comprehensive review of relevant concepts, theories, and previous studies related to student dropout and

educational management. The content of the instrument was designed in accordance with the research objectives and conceptual framework.

Data collection was conducted systematically by distributing the questionnaires to the selected respondents. The collected data were carefully reviewed and organized to ensure completeness and accuracy prior to analysis. Open-ended responses were summarized to support the interpretation of quantitative findings and to provide additional insights relevant to the research objectives.

3.3 Data Analysis

The data were analyzed using appropriate statistical software. Descriptive statistics were employed to analyze and present the data, including frequency, percentage, mean, and standard deviation. These statistical measures were used to describe respondents' demographic characteristics and to determine the level of importance of factors influencing student dropout. The results of the analysis were presented in the form of tables, charts, and graphs to facilitate clarity and interpretation.

The findings of the study were subsequently synthesized to identify key issues related to student dropout, as well as practical implications for improving educational management and reducing dropout rates at the College of Logistics and Supply Chain.

The study was conducted at the Nakhon Pathom Campus of Suan Sunandha Rajabhat University over a period spanning from October 2024 to August 2025. Data were analyzed using statistical software. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed to describe respondents' characteristics and levels of influence of the studied factors. In addition, multiple regression analysis was used to examine the relationships between independent variables and students' withdrawal decisions. Statistical significance was determined at the 0.05 level.

4. Results

This section presents the results of the analysis of factors influencing student dropout at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. The findings are organized into five dimensions: personal factors, family and economic factors, institutional factors, social factors, and teaching and learning management factors. Mean scores and standard deviations were used to determine the level of influence of each factor.

Table 1: Factors Influencing Student Dropout

Personal Factors of Students	(\bar{x})	S.D.	Rank
1. Studying in a major that does not align with your interests	4.30	0.65	Very High
2. Peer relationships within the educational institution	4.12	0.56	High
3. Readiness in terms of physical and mental health	4.11	0.72	High
4. Willingness to enroll in a different educational institution	4.40	0.44	Very High
5. Frequent absenteeism resulting in loss of examination eligibility	4.14	0.67	High
Total	4.21	0.11	Very High

Table 1 shows the results of personal factors influencing student dropout. Overall, personal factors were rated at a very high level (Mean = 4.21, S.D. = 0.11), indicating that individual-related issues play a significant role in students' decisions to withdraw from their studies.

Among the items, willingness to enroll in a different educational institution received the highest mean score (Mean = 4.40), followed by studying in a major that does not align with students' interests (Mean = 4.30). These findings suggest that mismatches between students' interests, expectations, and academic programs strongly influence dropout decisions. In addition, frequent absenteeism leading to loss of examination eligibility and issues related to physical and mental readiness were rated at high levels, reflecting the importance of students' personal discipline, health, and motivation in sustaining academic persistence.

Table 2: Factors Influencing Student Dropout

Family and Economic Factors	(\bar{x})	S.D.	Rank
1. Family support preparedness	3.54	1.01	High
2. Financial/Economic readiness	4.11	0.72	High
3. Caring for multiple children in the family	3.66	0.90	High
4. Parents living separately	3.63	0.97	High
5. Conflict and violence in the family	3.39	0.91	Moderate
Total	3.67	0.11	High

Table 2 presents the results of family and economic factors influencing student dropout. The overall mean score for this dimension was at a high level (Mean = 3.67, S.D. = 0.11), indicating that family background and financial conditions moderately to strongly affect students' continuation in higher education.

Financial and economic readiness received the highest mean score (Mean = 4.11), highlighting financial constraints as a major factor contributing to student dropout. Family support preparedness and responsibilities related to caring for multiple children in the family were also rated at high levels. In contrast, conflict and violence within the family were rated at a moderate level, suggesting that while family instability influences dropout decisions, economic pressure and support systems play a more prominent role in this context.

Table 3: Factors Influencing Student Dropout

Institutional Factors	(\bar{x})	S.D.	Rank
1. Safety in the Educational Institution	4.16	0.90	High
2. Unsuitability of facilities, classrooms, and labs	4.05	0.91	High
3. University Facilities	3.99	0.91	High
4. Campus Environment and Atmosphere Supporting Study and Daily Life	4.06	0.87	High
5. High Tuition Fees	4.08	0.87	High
Total	4.07	0.61	High

Table 3 illustrates the institutional factors influencing student dropout. The overall mean score for institutional factors was at a high level (Mean = 4.07, S.D. = 0.61), indicating that conditions within the educational institution significantly affect students' decisions to remain enrolled.

Safety within the educational institution was rated at the highest level (Mean = 4.16), followed by high tuition fees and the suitability of campus facilities and learning environments.

These findings suggest that students place strong importance on institutional safety, affordability, and the adequacy of physical infrastructure. A supportive campus environment and well-maintained facilities appear to be essential factors in promoting student retention.

Table 4: Factors Influencing Student Dropout

Social Factors	(\bar{x})	S.D.	Rank
1. Inconvenient Transportation or Commuting	4.11	0.72	High
2. Learning Environment Not Conducive to Teaching	3.66	0.90	High
3. Fighting or Conflicts in the Educational Institution	3.48	0.89	Moderate
4. Adaptation to Peer Groups	3.54	1.01	High
5. Student Orientation	3.63	0.97	High
Total	3.68	0.90	High

Table 4 presents the analysis of social factors influencing student dropout. Overall, social factors were rated at a high level (Mean = 3.68, S.D. = 0.90), indicating that social conditions both inside and outside the institution contribute to students' withdrawal decisions.

Inconvenient transportation or commuting received the highest mean score (Mean = 4.11), reflecting logistical challenges faced by students in accessing the campus. Factors related to peer adaptation and student orientation were also rated at high levels, suggesting that social integration and adjustment play an important role in student persistence. In contrast, conflicts or fighting within the educational institution were rated at a moderate level, indicating a comparatively lower influence on dropout decisions.

Table 5: Factors Influencing Student Dropout

Teaching and Learning Management	(\bar{x})	S.D.	Rank
1. The curriculum and field of study do not align with labor market demands	3.17	0.60	Moderate
2. Student Participation in the Learning Process	3.46	0.75	High
3. Insufficient and low-quality instructional materials, such as frequent damage without proper maintenance	3.33	0.74	Moderate
4. Instructors clearly communicate course details, teaching topics, and assessment methods in alignment with the course objectives.	4.29	0.81	Very High
5. The instructional documents and teaching materials provided are appropriate for the learning process.	3.67	0.87	High
Total	3.58	0.40	High

Table 5 shows the results related to teaching and learning management factors. The overall mean score for this dimension was at a high level (Mean = 3.58, S.D. = 0.40), indicating that academic management and instructional quality significantly influence student dropout decisions.

The highest mean score was found for instructors' clarity in communicating course content, teaching topics, and assessment methods aligned with course objectives (Mean = 4.29), suggesting that transparent and well-structured instruction supports student retention. Student participation in the learning process and the suitability of instructional materials were also rated at high levels. However, the alignment of curricula with labor market demands and the quality of instructional materials were rated at moderate levels, indicating areas that may require

further improvement to enhance students' academic engagement and long-term commitment to their programs.

5. Conclusion

From the study of factors influencing students' decisions to drop out at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, the results revealed that the overall mean was at a high level. The highest mean was found in the personal factors of students, which included the desire to study at another educational institution. This was followed by studying in a major that does not match their interests, excessive absenteeism resulting in losing the right to take exams, relationships with fellow students, and physical and mental health readiness.

For the recommendations, the study found that factors related to teaching and learning management had a significant impact, reflecting the factors influencing students' decisions to drop out. Based on these findings, the researchers propose the following recommendations:

The curriculum and major studied do not align with the demands of the labor market. The university should develop teaching and learning programs to correspond with local and labor market needs. Collaboration with businesses should be established to create curricula that meet market demands or to support modern and adequate teaching equipment. Additionally, the university should maintain up-to-date information systems on academic performance and provide students with important information regarding their studies through proper announcements and communications.

Participation in the learning process should encourage students to take an active role in teaching and learning, rather than merely listening passively.

Improved Atmosphere: Ensure a pleasant and noise-free environment in service areas.

Expand the questionnaire to include additional factors that might influence dependent variables and analyze their statistical significance at the .05 level.

Incorporate other data collection methods, such as interviews, focus groups, or in-depth interviews.

Improve aspects with the lowest average scores sequentially based on importance and consider exploring factors not included in this study for continuous development.

Suggestions

Suggestions for this research

1. The College of Logistics and Supply Chain should address the key factors contributing to student dropout by implementing targeted interventions, focusing on academic, financial, environmental, and psychological aspects, and offering short-term courses to enhance specific skills and professional qualifications.

2. Efforts should focus on preventing and reducing student dropout by addressing key factors, including academic performance, financial support, learning environment, and students' psychological well-being.

3. Short-term courses should be offered to help students acquire specific skills and professional certifications, enhancing their employability upon graduation.

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