



A'Sharqiyah University
College of Business Administration

Master Dissertation

**Factors Affecting Student Retention
in Higher Education Institutions in Oman**

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Administration

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Dissertation Approval

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Declaration

I acknowledge that all of what written in this dissertation; contents, scientific results and other finds were determine by researcher for the purpose of fulfilling the degree of master studies in business administration only. All thoughts and results build based on all results researchers got from the methodology used. It reflects the researcher thoughts and opinion which might be wrong or right.

Researcher

Moza Mohammed Al Hindasi

Signature

Acknowledgement

Praise is to Allah, the Lord of the world, prayers and peace is upon the noblest of Allah creators our master Mohammed, upon his family, all his companions and all those who followed him until the Day of Judgment.

I would like to thank Allah for the light he gave me to follow the path of maturity, knowledge, and success, with patience, strengths, and optimism.

As well as I would like to express my sincere thanks to my parents, sisters and brothers for their moral support, encouragement, and prayers during my journey in completing this research. A special thanks to my supportive husband who stand and push me to complete my higher education degrees and fulfill my dissertation.

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Will never forget to thank all students from different higher education institutions in Oman, who participated in filling my study survey which make my research successful with accurate results.

Dedication

I would like to dedicate this thesis to

My great family

Who teach me how to life and how to be good always, how to be successful
ever, since the first day of my life till the last,

My beloved husband

Who always support me in my decisions, hard moments, and difficult
situations, who give me a push whenever I feel despair,

My friends

Who always stand with me to reach the best in my life

My teachers

Who reflect who I am today, with all their efforts and time to build my
personality till today

Abstract

Factors Affecting Student Retention in Higher Education Institutions in Oman

The purpose of this study is to find the factors that affect student retention in higher education institutions in Oman. This study uses three independent factors that may affect the mediator, and this will reflect directly to affect the dependent variable. The three independent factors are student academic support, student motivation and student self-esteem, while the mediator is student satisfaction, and the dependent variable is student retention.

To reach the result of this study, researcher collect data through primary and secondary data. The primary data were collected from the survey results and the secondary data were collected from previous studies which were talking about the same subject and/or want to achieve the same or close goal of the study.

This is exploratory, detective quantitative study which explore the result through collecting data from the targeted sample. Researcher used a quantitative survey which were distributed between higher education institutions in Oman, which later got number of 570 responses of students from different academic levels and degrees (diploma, bachelor, master, and PhD) in different Oman regions.

The data were collected and analyzed by the Statistical Package for the Social Sciences (SPSS). Through the descriptive analysis, single and multiple linear regression, and Pearson correlation coefficient. The result shows the significant of this study in the relation between student academic support, student motivation and student self-esteem which shows that there is apposite significant relation between the three variables and student satisfaction and reflected positive significant relation between student satisfaction with student retention in higher education institutions in Oman.

Based on collected results, researcher recommend that all higher education institutions in Oman can determine student retention through number of factors which can affect their satisfaction, by offering them all what can satisfy their need like the factors researcher used in this study, academic support, motivation, self-esteem. Simply student satisfaction can retain student in his/her institution.

Keywords:

Higher education Institutions (HEIs), Student retention, Student satisfaction, Student Academic Support, Student Motivation, Self-esteem

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Table of Observations

HEM	Higher Education Ministry
HEI	Higher Education Institution
SPSS	Statistical Package for Social Sciences
ASpprt	Academic Support
StdMot	Student Motivation
StdSat	Student Satisfaction
StdSteem	Student Self-esteem
StdRet	Student Retention
N	Number of Sample

Chapter One

Introduction

1 Introduction

Sultanate of Oman is one of Arab gulf countries, located between UAE and Yamen. Sultan Qaboos bin Said- May his soul rest in peace - since he led Oman, he focuses on developing the education sector. Before his coming there were three primary schools only, but now there are thousands of schools. Also, there are many higher education institutions in Oman from both sectors, governmental and private. Sultan Haitham bin Tareq Sultan of Oman continued what Sultan Qaboos started, he focusses more and more on how to develop the educational sector in Oman and how this development will impact Oman and Omanis.

Many of higher education institutions in Oman suffer from the same problem, which is related to student's retention, especially private institutions. Private higher education institutions in Oman are dealing with two types of students: MOHE students and private students. MOHE students are those students who sponsored and funded by Ministry of Higher Education in Oman for diploma and bachelor. Private students: are those students who funded by themselves. More than 70% of private higher education institution students are sponsored and funded by MOHE. The rest of 30% of students are attracted by number of features each institution have, location, programs, study fees, teaching style, affiliation and many other.

It is too hard to define an environment that suit all students or met their expectations. Each one of HEIs in Oman has its environment and style for attracting students to join one of its programs. Attracting students is not easy job to implement. Attracting students and retain them need to set a group of strong plans that gather to meet student satisfaction from all colleges and units in HEI. Student retention has been a challenging problem for academic institutions. Administrators and faculty at many institutions have exerted efforts to satisfy and motivate students, hoping to retain them. While colleges and universities have been learning to market to their students/customers, and even to some extent, to measure and manage satisfaction, student populations have been seen as a unified whole (EG Rizkallah, V Seitz 2017). Through this study we are going to identify the factors that affect student retention in HEIs in Oman, using student satisfaction as a mediator between student academic support, student motivation, student self-esteem and student retention.

1.1 Problem statement:

The problem of this study is to find out the factors that influence student retention in HEIs in Oman. On the other word, and based on literature review for studies talking about the same subject, student retention affected by many factors such as, student loyalty, student income, student intake, institution image, student satisfaction, institutional attraction, academic support, student motivation, student self-esteem ..etc., this study focus in main four factors represented by student satisfaction, student academic support, student motivation and student self-esteem to support study goals and to match it with Oman's HEIs students' situation. Study will find what make student retain in HEIs in Oman. Based on other studies, this study will show other practices in other universities from different countries in such subject and how it will support this research. The main objective of this study can be concluded as, the relationship between student satisfaction and student retention. Study will use exploratory investigation through; survey for primary data collecting and through review of related studies and literatures to analyze data.

1.2 Research Questions:

To build up any study, researchers need to set what they want to reach and what questions will discover its answers through their study. In this study, questions below will frame study structure:

- **Main RQ: What are the factors that affect student retention in HEIs in Oman?**
- **Sub RQ1: What is the relationship between academic support and student satisfaction?**
- **Sub RQ2: What is the relationship between student motivation and student satisfaction?**
- **Sub RQ3: What is the relationship between student self-esteem and student satisfaction?**
- **Sub RQ4: What is the relationship between student satisfaction and student retention?**

1.3 Research objectives:

The answers of all questions above define the objectives of this study paper. Writer will achieve the goal of this study by defining its effective goals:

- **Main RO: To define the factors that affect student retention in HEIs in Oman.**
- **Sub RO1: To find the relationship between academic support and student satisfaction.**
- **Sub RO2: To find the relationship between student motivation and student satisfaction.**

- **Sub RO3: To find the relationship between student self-esteem and student satisfaction.**
- **Sub RO4: To find the relationship between student satisfaction and student retention.**

1.4 Significant of the Study:

Oman government overall its ministries, institutions and bodies including private sector, keep the priority of their investment in education as they believe in educated generations can affect everything positively. Higher education institution which led by ministry of higher education, put great strategies, and plans that can implement what Oman government want to achieve in education sector.

The investment in educational sector can be shown in the number of facilities and services government provide for student, moreover every year government offer more than 10,000 scholarships for grade 12 students to get chance to complete their higher education. Government does this step to ensure that every single citizen deserve a chance to complete higher education studies.

Each institution put strategies and plan to ensure offering a high-quality education for students. They do the best in choosing professional faculties who able to deliver a professional teaching. Each HEI provide number of services that can retain student and give them a good education environment to study hard and satisfy their educational need.

The importance of this study is to define the areas that make student retention and what make student retain in the HEIs in Oman. This will help HEIs to focus on these areas and develop them to reduce student withdrawal and attract more students.

1.5 Operation definitions:

Student retention is the highest degree of student satisfying and loyalty to the higher education institutions. When students are happy with the university or college they belong to, they would do anything to continue staying till the graduation day in that institution. They would tell their family, friends, neighbors, and even strangers about this institution. When researchers defined student retention, they count many other aspects that defined what make student retention such as: academic atmosphere, way of teaching and learning, activities, facilities, and other institution attraction which make students satisfaction and loyalty then will achieve student retention.

Usually, researchers use some methods and models to measure student retention like satisfaction surveys, focus group, data collection analysis and interviews upon number of students in the institution they want scale its student retention. Some of researchers focus on simple number in one program or college, the others study the overall student retention.

Educational market is the market of this study as this research study the impact of student satisfaction on student retention using the three factors: student academic support, student motivation and student self-esteem.

Researchers use many methods to define what make student retention. Survey, rank assessment benchmarking and other types of methodologies for institution image assessment.

In this research, researcher use survey and data collection analysis through primary and secondary data collection, to define the relationship between student satisfaction and student retention in HEIs in Oman. Survey will do upon number of HEIs students (sample more than 500 student) who finished at least one semester in the campus.

1.6 Thesis Structure

Chapter 1	Introduction	<ul style="list-style-type: none">• In this chapter, reader will be able to know about the general idea about this research. Chapter will talk generally about the subject, factors, how researcher will examine the effect of factors and the result.
Chapter 2	Literature Review	<ul style="list-style-type: none">• In this chapter, researcher went through thoughts and experiences of other papers that talking about the same problem researcher want to solve. This gives idea about a similar cases and how other researchers examine the factors that affect the case itself.
Chapter 3	Methodology	<ul style="list-style-type: none">• Researcher will go to examine and assess the factors that affect study hypothesis by choosing the right target who may affected directly by the result of this study.
Chapter 4	Data Analysis and Findings	<ul style="list-style-type: none">• This chapter will go through the analysis of collected data from targeted sample. The responses collected will show weather targeted sample is matching study subject or not. As will as this analysis will show the validity of each factor and how will approve study hypothesis.
Chapter 5	Conclusion and Recommendation	<ul style="list-style-type: none">• This chapter will talk about the result that researcher found and number of recommendations that researcher found it has to be applied as per the result collected.

Table 1 Thesis structure

Chapter Two

Literature Review

2 Literature Review

By defining Study questions and objectives, the problem of this research is now clear and need deep investigation to find the suitable solution. Student retention is the problem of this study and finding the factors that affect student retention will help in solving this problem in HEIs in Oman. Researcher will go through number of studies conducted by other researchers who is studying the similar problems or problems related to similar factors.

Defining the factors that affect student retention will help researcher to investigate more about the problem and the suggested solution from previous studies. As well as comparing studies which talk about similar or close idea will help to get a curate result.

2.1 Student retention:

(Wetzel, Toole, & Peterson, (1999)) found in their research that academic and social integration factors were found to be the most significant factors in persistence. And when come to the reality, any student feels loyal and satisfied regard the institution will stay till completing the last day of study. Student retention usually refer to persistence in any institution, this will give indicator of institution performance whether this institution taking care of offering what make student retention increase or the opposite. Student retention can rate the institution to the customers. It gives indicator regard the environment that will be student place for three years or more. (Elliott & Healy (2001) mentioned in their studies that to attract and retain students, universities must identify and meet student expectation.

2.2 Student satisfaction:

(Kotler, & Clarke 1987) define satisfaction as the feeling of people regard an experience performance or the result that meet his or her expectation. At general, Students are the customers of any educational institution. In Oman, higher education institutions play the role of the second house for students to ensure that all students are adapted to the place they enrolled to. Student satisfaction is of compelling interest to colleges and universities (Schreiner, (2009)). Ensure that all their needs and wants are available by offering best services and facilities. Ensure that the academic atmosphere suits their levels and the place which they belong to meet their expectation. To attract and retain students' universities must identify and meet student expectation (Elliott& Healy (2001)). By this,

institution will reach student satisfaction. Satisfying students' needs and want means student will feel this is the institution I want to study and complete my higher education in, which will retain the student. (Belanger, Mount, & Wilson (2002)) in their study examine the relationship between students' expectation and their lived experience which reflect their satisfaction regard the institution itself.

2.3 Academic Support:

Finding the academic atmosphere for any student can lead them to be loyal to institution they belong to and it will help as well in retaining them. (Birch & Ladd, 1996; Schneider & Lee, 1990; Wentzel, 1993, 1998) Defined academic support as an array of direct and indirect resources that socializing agents provide to facilitate students' academic achievement, including emotional support (e.g., providing encouragement) and instrumental support (e.g., assisting with schoolwork). While Chen, J. J. L. (2005) went more deeply to connect student academic support to many supporting factors from different sides and defined academic support as encompassing a variety of resources (from parents, teachers, and peers) that promotes student achievement.

2.4 Student Motivation:

Parents in their families try to use motivation tool in encouraging their children to reach the level of success the goal for in their life, as well as HEIs in Oman try to motivate their students to reach their satisfaction which directly will retain them. Many research were conducted to define and measure student's motivation in different stages. Most of them found that student motivation connected with their behavior and emotions regard an action. Students' behaviors are guided by emotional responses to tasks and task conditions. Given a particular task in some situation, students generate an effective response prompting them to engage in certain behaviors. In other words, students exhibit patterns of beliefs and emotions which serve to direct behavior. When presented with a task, students make judgements about the task and respond emotionally based upon task and personal characteristics. It is those emotions which dictate subsequent behavior or motivation (Boekarts, 1993; Seifert, 1997; Seifert & O'Keefe, 2001).

2.5 Student Self-esteem:

Self-esteem can empower anyone to take the right decision in any case. General self-esteem appears to be heavily affective in nature and tends to be associated with overall psychological well-being, specific self-esteem that is self-evaluations in narrowly defined

domains like school performance appears to have a more cognitive component and tends to be more strongly associated with behavior or behavioral outcomes (Baumeister et al., 2003; Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). Self-esteem refers to an individual's perceived assurance of personal worth (Chow, Thompson, Wood, Beauchamp, and Lebrun, 2002).

2.6 Relationship between student satisfaction and student retention:

"Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising" (Schreiner (2009)). This means that HEI must do what satisfy students to retain them, which show there is a great significant relationship between student satisfaction and student retention. As well as in the study that done by (Archambault, L. Z. (2008) results show that there is a significant relationship between student satisfaction and student retention. They predict that there is a good connection and significant relation between service performance and student satisfaction which directly impact student retention. They found that taking care of students need will cover the other failure of institution excellences and putting student in the first line of serving impact their relation and belonging to the institution.

2.7 Relationship between student academic support and student satisfaction

HEIs in Oman usually went through number of assessment stages regard the level or quality of its programs and the faculty who control these programs. (Fernandes, C., Ross, K., & Meraj, M. (2013) proofed in their study which was conducted in one of Arab gulf countries (UAE) that teaching quality and variables directly associated with the students' program of study had the most significant impact on student satisfaction; thus, emphasizing the need for recruitment and development of high quality academic faculty members. The link between Program satisfaction and satisfaction with non-academic services and facilities had a positive impact on student loyalty. Williams, Glenn, and Wider (2008) elaborate on the benefits of the relationship between student and academic advisor or academic support stating "This relationship can improve the student matriculation processes and provides students with a sense of security. The relationship also provides a sense of connectedness where students feel that they belong to the school and that the school belongs to them" (p.1). From this we can find that whenever there is support there is satisfaction.

2.8 Relationship between student motivation and student satisfaction

Smitina, A. (2010), went through student vocational identity level and their motivation for study choice and their satisfaction regard university they belong to. In her study she approved that there is a correlation between previous factors, which also approve the relation between this study factors (motivation & satisfaction). Bekele, T. A. (2010) also went through student motivation and satisfaction which affected by many other aspects which each HEI must enhance to reach student motivation and satisfaction.

2.9 Relationship between student self-esteem and student satisfaction

Jeong, MH and Shin, MA (2006) studied the relation between student self-esteem and satisfaction, and they found that student self-esteem have a positive impact on student satisfaction. So, they advise universities to take care of self-esteem programs which directly affect student satisfaction. As well as Joshanloo M and Afshari S (2011) who went through the big five and self-esteem as predictors of life satisfaction in Iranian Muslim universities students. They found that there is a big relation between big five and self-esteem with satisfaction, so from this we can find that yes there is a positive relation between self-esteem and student satisfaction.

2.10 Theoretical Framework:

HEIs in Oman need to evaluate what retain student in higher education institution and how to support and enhance the factors that form student retention. Based on what mentioned in previous lines in literature review, and from this research questions and objectives, study will discuss and investigate the three factors; academic support, student motivation and student self-esteem and their impact on student satisfaction which will affect student retention. Following conceptual framework show the relationship that support finding the result of this research based on dependent and independent variables.

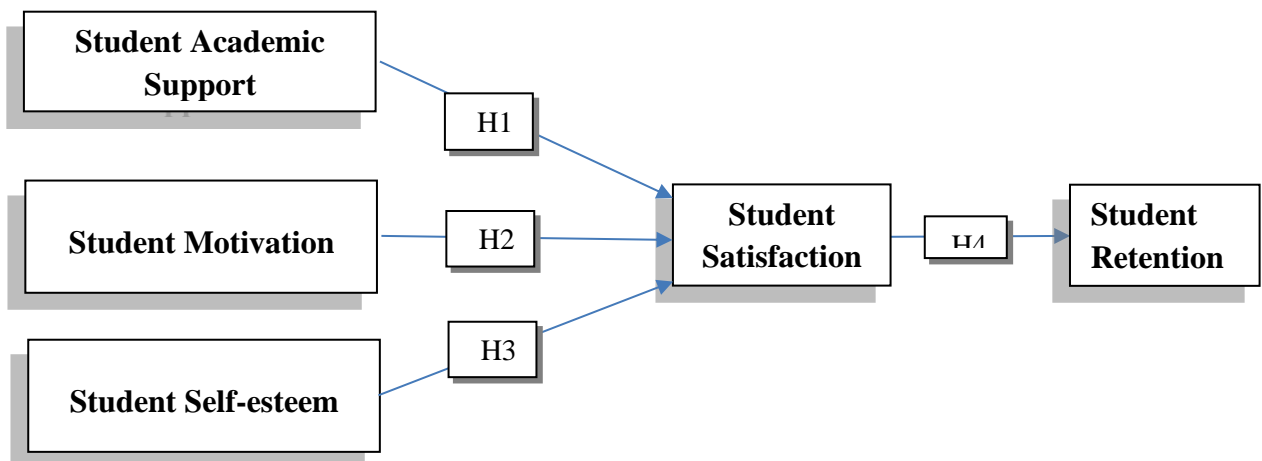


Figure 1 Theoretical Framework

2.11 Research Hypotheses:

Based on the theoretical framework of this study there are two hypotheses that frame this subject:

H1: There is a positive significant relationship between student academic support and student satisfaction.

H2: There is a positive significant relationship between student motivation and student satisfaction.

H3: There is a positive significant relationship between student self-esteem and student satisfaction.

H4: There is a positive significant relationship between student satisfaction and student retention.

Chapter Three

Methodology

3 Methodology

3.1 Introduction:

To discover the result of this study problem and objective, researcher going to use two methods; survey and collecting and analyzing findings from other studies which investigate in a same case. Through this chapter methodology will be implemented through research design, research strategy, data collection, study population and sample and questionnaire design.

3.2 Research Design:

Based on (Sekaran and Bougie (2012)) there is two types of studies, basic and applied. Basic research conducted to solve issue and generate knowledge, and applied research conducted in specific problem in organization and finds the best solution to solve this problem. This study is basic as it is talk about problem in HEIs in Oman, and the finding of this study will give the management of these institutions path to follow to enhance student retention. Also, as (Sekaran and Bougie (2012)) mentioned that there are different natures of studies which are: exploratory, descriptive, and explanatory. This study is descriptive exploratory as it is discovered the factors that affect student retention. Also, it is deductive approach which will use general theories to be applied on this case. As well as it is quantitative study which will take a number of students to be examined by survey to define the results. This research design seems to be descriptive as it discovers a solution for problem through examine the factors affecting retention in HEI in Oman. And observational as it observes the realty through surveys distribution to measure student satisfaction and retention.

3.3 Research Strategy:

The strategy of this research paper will be implemented through achieving survey objective. After defining what study want to reach, vision, mission, problem statement and research objective, researcher going to examine the validity of research methodology within HEIs in Sultanate of Oman only. This will take place by reviewing other experiences in other universities and the finding of this paper, but the result and feedback will be exclusive for HEIs in Oman and applied for its student only. Researcher will focus on higher education students who complete at least one semester in his/her higher education institution. Sample will be collected from different HEIs to get results that may be useful for all HEIs in Oman. Research will use other studies from other countries to

compare the same problem in more than one country and how this problem may affect the overall higher education institutions and higher education students.

3.4 Data Collection:

Due to (Sekaran, U., Bougie,R. (2012)) there are two sources for data collection: primary data collection and secondary data collection. In this paper both of sources will be use in collecting data. The primary data will be collected from the surveys that will be distributed between HEIs students who are the main target for this study as well as the target that affect this study problem which is student retention in higher education institution in Oman.

The secondary data collection will be through the analysis of data collected from previous studies. This achieved through previous chapter in literature review which went through conducted studies by other researchers and their found in related factors and problem. Collecting this data will be used to proof and support the results and finding of this paper.

3.5 Study Population and Sample:

In this study, the research population and sample are Omani HEIs from both governmental sector and private sector. Students from this institution who play the main element of any higher education institution will be the target for this study. With participation of 500 student, survey will reach the result research need. Non-Probability systematic sampling technique will be used in this study for its advantages in saving cost, time, and easiness to use in any study.

3.6 Questionnaire Design:

In this study, there are five factors that researcher found it may affect student retention in Oman. Three factors are independent variables which are: student academic support, student motivation and student self-esteem. One factor is dependent factors which is student retention. This variable will be affected by independent variable through one mediator which is student satisfaction.

Questionnaire divided by two parts, the first part is asking about personal and demographical information such as: student age, gender, institution type, study level, home area, distance between student home and the institution student study in. And the second part is about the factors that researcher used for this study such as: academic support, student motivation, student self-esteem, student satisfaction and student retention.

Researcher used 7-Point Likert scale to examine students' answers. As per (Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015)), 7-Point Likert scale is gives more accurate, closer result in comparing to 5-Point Likert scale. The difference between the 5-Point and 7-Point will be shown in the result collected, as 7-Points will ask responder for deep close answers, and this will reflect positively on the accurate overall result. The seven-point started by (1: strongly disagree) and end by (7: strongly agree) examine study variables questions as below:

3.7 Academic Support:

Students in any education level seek for support always. In primary and secondary schools' students back to their parents, sifers or brothers to help them in studying and solving their learning problems. In high education level they usually use to back for their peers, friends, classmates, teachers, and academic advisors to get the support they need in their education. From this we can find that the academic support is an important element that help student to be satisfy and adapted to the area he/she study in. writer ask number of question to examine the academic support each student get from HEIs and the percentage of his/her satisfaction regard support they get from their teachers.

Modified Question	Reference
Teachers providing feedback to improve student learning	(Zepke, N., Leach, L., & Butler, P. 2014)
Teachers teaching in ways that enable student to learn	
Teachers being enthusiastic about their subject	
Teachers making the subject really interesting	
Teachers caring about students' learning	
Teachers being available to discuss student learning	
Teachers challenging students to think	
Teachers providing opportunities for students to apply their learning	
Teachers encouraging students to question and challenge teachers	

Table 2 Student Academic Support Items

3.8 Student Motivation:

Higher education student as any other individual like to be recognized and awarded. Motivating people usually give them push to do more and be more successful in their lives. Motivating students can make them satisfy about the way each teacher uses to

encourage them to do more and more, and they feel that teachers are taking care about their success which make them satisfy about the institution and its teachers. Questions in this study survey examine student satisfaction regard the motivation they get in their institution.

Modified Question	Reference
I am motivated when I can complete the tasks distributed in course successfully	(Law, K. M., Geng, S., & Li, T. (2019)
I am interested in the course content, and it motivates me to learn from the course	
Improving my competence and knowledge in this course motivates me to learn	
The knowledge learnt from the course provides insights or long-term benefits to me, it motivates me to study in this course	
I am motivated by the course because I would have a strong relationship with my teachers	
I am motivated by the course because I would have a strong relationship with my classmates	
I am glad that I feel connected to the course	

Table 3 Student Motivation Items

3.9 Student Satisfaction:

Writer used the satisfaction variable as a mediator between dependent and independent variables. Through examining the affect of academic support, student motivation and student self-esteem writer will be able to examine the relation between student satisfaction and student retention. And as what all of us know that whenever student satisfied about everything in the HEIs, he/she will retain in the institution until his/her graduation.

Modified Question	Reference
University studies helped me in gaining more knowledge about the subjects	(Young, M. R., Klemz, B. R., & Murphy, J. W. (2003) & (Abdullah, M. N. L. Y., & Primus, D. (2020).
University studies promoted the development of new skills	
University studies promoted my understanding of the subjects	
University studies promoted the development of my ability to think critically	
University studies promoted my desire to learn more about the subjects	
University studies promoted my abilities to apply the material	
University studies promoted the development of my digital communication skills	

University studies promoted the development of my skills to undertake ongoing self-directed learning	
--	--

Table 4 Student Satisfaction Items

3.10 Student self-esteem:

Students who always taking care of their inner power and they always satisfy about their selves and what they are doing. Self-esteem doing the same when any student feel that he/she is doing well and always appreciating their work and celebrating their success. Researchers examine the self-esteem factor to define its relation with student retention with number of questions.

Modified Question	Reference
I am proud of myself	(Rosenberg, 1965)
I take a positive attitude toward myself	
On the whole, I am satisfied with myself	
All in all, I am inclined to feel that I am a successful	
I feel I am a person of worth, at least on an equal plane with others	
I certainly feel useful at times	
At times I think that I am good at all	
I am able to do things as well as most other people	
I feel I have a number of good qualities	
I have respect for myself	

Table 5 Student Self-esteem Items

3.11 Student Retention:

Higher education student in any institution requires a good study place with services and facilities that satisfy their needs and retain them. Higher education institution has to offer the best services and facilities for its students in order to make them satisfy about institution itself which directly will make them loyal and then will retain them. This study survey student retention variable by number of questions that examine whither student happy and loyal to institution or not?

Modified Question	Reference
The content of the courses within my major is valuable	(Schreiner, L. A. (2009))
The instruction in my major field is excellent	
My academic advisor is knowledgeable about requirements in my major	
Nearly all the faculties are knowledgeable in their field	
I am able to register for classes I need with few conflicts	
It is an enjoyable experience to be a student on this campus	
I am able to experience intellectual growth here.	
My academic advisor is approachable.	
The campus is safe and secure for all students	
There is a good variety of courses provided on this campus.	

Faculties are fair and unbiased in their treatment of individual students.	
There is a commitment to academic excellence on this campus	
This institution shows concern for students as individuals.	
Security staff responds quickly in emergencies	
Faculty are usually available after class and during office hours	

Table 6 Student Retention Items

3.12 Questionnaire Validity and Reliability

The Validity of a quantitative questionnaire defined as the extend to how accurate the concept is measured (Heale, R., & Twycross, A. (2015). In other worde, validity of any study depends on how survey questionnaire questions are accurate, related to the study subject and will give the needed result.

To examine the validity of any questionnaire; researchers should follow number of steps to make their survey question useful foe their study subject. In this study researcher follow some steps as below:

1. Researcher prepared the questionnaire as per literature review and study model, study question and study objectives.
2. Questionnaire were reviewed by the supervisor, and all of his comments applied.
3. Questionnaire were distributed between 20 professional academic examiners from Omani and non-Omani nationalities.
4. 10 professional examiners were responded and reviewed this study questionnaire.
5. After applying and implementing matching comments, questionnaire was examined by group of students (study target) from A'Sharqiyah University to find whither questions are clear and accurate or not.
6. Finally, questionnaire was distributed between all HEIs students in Oman.

On the other hand, and to get an accurate result, Reliability of the questionnaire should be examined. Reliability was defined as the accuracy of research instrument (Heale, R., & Twycross, A. (2015), in how the questions of study survey consistently has the same result in same occasions situation.

After collecting the responses of distributed questionnaire, researcher will be able to examine the reliability of this study. Researcher used Cronbach's Alpha method, which is developed in 1951 by Lee Cronbach. This method considers as the most popular

important method to measure the reliability of any study (Tavakol, M., & Dennick, R. (2011).

To measure the reliability by Cronbach Alpha method, researcher used SPSS to examine all study variables. The result should be >0.6 , <1.0 if the variable is reliable, but will be not reliable if the result will less or more than what mention.

After collecting all response and used SPSS to examine the reliability of study variables by using Cronbach Alpha, researcher found that all study variables are reliable as all of them achieve the requirements of reliability.

The following table how the reliability of this study:

Variable	No of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Academic Support	9	.943	.943
Student Motivation	7	.926	.927
Student Satisfaction	8	.950	.950
Student Self-esteem	10	.937	.937
Student Retention	15	.936	.937

Table 7 Variables Reliability

Based on the above table and the collected result, researcher found that all variables are reliable to this study which will give an accurate result for the relation between the variables.

Chapter Four

Finding and Discussion

4 Findings and Discussion

4.1 Introduction

The most important part of this study will be including in this chapter, as all the responses the researcher got from the targeted sample will give the truth this study aim to get and find the result of all hypothesis researcher examined through this study. In his chapter, researcher will analyze all collected data which was collected from number of students in HEIs in Oman.

After collecting all required data, researcher used SPSS to analyze and apply all test needed to approve the result of this study. The number of collected responses were 570 response which is good number to define a clear relation between the variables that affect student retention in higher education institutions in Oman.

Below table show the correlation of this study items.

		Gender	Institution	Study Program	Age	Study Level	Distance	ASprt	Std Mot	Std Sat	Std Stem	Std Ret
Gender	Pearson Correlation	1	.062	.206**	-.359**	-.030	-.096*	-.022	.035	-.019	.015	.004
	Sig. (2-tailed)		.140	.000	.000	.475	.022	.600	.403	.654	.715	.925
	N	570	570	570	570	570	570	570	570	570	570	570
Institution	Pearson Correlation	.062	1	-.068	.006	-.120**	-.041	.190*	.080	.110**	.043	.164**
	Sig. (2-tailed)	.140		.104	.878	.004	.326	.000	.057	.009	.303	.000
	N	570	570	570	570	570	570	570	570	570	570	570
Study Program	Pearson Correlation	.206*	-.068	1	-.298**	-.077	-.022	-.059	-.014	-.057	.001	-.011
	Sig. (2-tailed)	.000	.104		.000	.066	.598	.156	.734	.178	.982	.786
	N	570	570	570	570	570	570	570	570	570	570	570
Age	Pearson Correlation	-.359*	.006	-.298**	1	.469**	-.082*	.049	.023	.067	.030	.061
	Sig. (2-tailed)	.000	.878	.000		.000	.050	.241	.584	.112	.471	.149
	N	570	570	570	570	570	570	570	570	570	570	570
Study Level	Pearson Correlation	-.030	-.120**	-.077	.469**	1	-.066	-.210*	-.140*	-.140**	-.043	-.103*
	Sig. (2-tailed)	.475	.004	.066	.000		.118	.000	.001	.001	.310	.014

	N	570	570	570	570	570	570	570	570	570	570	570
Distance	Pearson Correlation	-.096*	-.041	-.022	-.082*	-.066	1	-.091*	.010	.027	.072	-.059
	Sig. (2-tailed)	.022	.326	.598	.050	.118		.029	.811	.518	.087	.157
	N	570	570	570	570	570	570	570	570	570	570	570
ASpprt	Pearson Correlation	-.022	.190**	-.059	.049	-.210**	-.091*	1	.646*	.648**	.259**	.698**
	Sig. (2-tailed)	.600	.000	.156	.241	.000	.029		.000	.000	.000	.000
	N	570	570	570	570	570	570	570	570	570	570	570
StdMot	Pearson Correlation	.035	.080	-.014	.023	-.140**	.010	.646*	1	.746**	.442**	.566**
	Sig. (2-tailed)	.403	.057	.734	.584	.001	.811	.000		.000	.000	.000
	N	570	570	570	570	570	570	570	570	570	570	570
StdSat	Pearson Correlation	-.019	.110**	-.057	.067	-.140**	.027	.648*	.746*	1	.486**	.675**
	Sig. (2-tailed)	.654	.009	.178	.112	.001	.518	.000	.000		.000	.000
	N	570	570	570	570	570	570	570	570	570	570	570
StdStem	Pearson Correlation	.015	.043	.001	.030	-.043	.072	.259*	.442*	.486**	1	.505**
	Sig. (2-tailed)	.715	.303	.982	.471	.310	.087	.000	.000	.000		.000
	N	570	570	570	570	570	570	570	570	570	570	570
StdRet	Pearson Correlation	.004	.164**	-.011	.061	-.103*	-.059	.698*	.566*	.675**	.505**	1
	Sig. (2-tailed)	.925	.000	.786	.149	.014	.157	.000	.000	.000	.000	
	N	570	570	570	570	570	570	570	570	570	570	570
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Table 8 Study Correlation

Upcoming paragraphs will analyze the items researcher used to be examined in study survey.

4.2 Personal Details and Demographics Descriptive Analysis

Researcher asked some required personal and demographical details that affect study subject such as student gender, type of higher education institution he/she study in whither it governmental or private, study level/ certificate, age, study year and the distance between higher education institution and student home. All of this detail's researcher ask to examine its effectiveness on the result and to find the relation between required data and student retention.

Below table show overall SPSS descriptive analysis for mentioned items statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	570	1.0	2.0	1.760	.4277
Institution	570	1.0	2.0	1.544	.4985
Study Program	570	1.0	5.0	3.114	.6909
Age	570	1.0	4.0	1.956	.8712
Study Level	570	1.0	6.0	3.275	1.6820
Distance	570	1.0	3.0	2.112	.8393
Valid N (listwise)	570				

Table 9 Personal Details and Demographics Descriptive Analysis

4.3 Student Gender

In Arab countries specially gulf countries, usually men are more able to participate in different live activities and this enabled them to ignore the distance concern that may stop them to do what they want to do (Mabry, R. M., Reeves, M. M., Eakin, E. G., & Owen, N. (2010). This as well can be applied on the studying and working situation. This can show that male student can study in any place despite the distance and other factors that may affect their decision. Still there are some restrictions which can affect female students' retention in higher education institution in Oman and GCC at all. Institution location, type of institution, type of study major can affect female student retention with other cultural, sociological, and physiological factors.

When come to talk about the variance between male and female student in HEIs in Oman, and the result of this study, we can find that male is less than female in HEIs. Number of female students who filled study survey is 433, while male students were 137 with total of 570 student.

Gender item were valid as below SPSS result.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	137	24.0	24.0	24.0
	Female	433	76.0	76.0	100.0
	Total	570	100.0	100.0	

Table 10 Gender Validity

4.4 Type of Higher Education Institution

This study was distributed between all higher education institutions in both governmental and private. The total number of response show that students from private institutions were more received than governmental institution as shown below:

Institution Type		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Governmental	260	45.6	45.6	45.6
	Private	310	54.4	54.4	100.0
	Total	570	100.0	100.0	

Table 11 Type of Higher Education Institution Validity

Some student as their parents prefer to study in governmental institutions as it serves their need on the validity of courses they study and some other personal aspects. In the other hand we can find that some students with their parents prefer to study in private institution as they found in their opinion, private institutions can give whatever comfort students and satisfy their needs of the campus lifestyle.

4.5 Education Level

The result of study survey shows that the majority of responses came from student in bachelor's degree who reach 402 students with percentage of 70.5% of total responses. Percentage of 14.2% with total number of 81 student's high diploma. In the third level, 50 of master students responded with percentage of 8.8%, while professional diploma reaches 4.7% with total number of 27 students. Finally, we can find that 10 of responses came from PhD holders with percentage of 1.8%. This can show the validity of this study as it is acceptable that bachelor students are the majority who can affect the retention in any institution in term of getting enough time to decide whither complete in this institution or leaving it.

Education Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ph.D.	10	1.8	1.8	1.8
	Master	50	8.8	8.8	10.5
	Bachelor	402	70.5	70.5	81.1
	High Diploma	81	14.2	14.2	95.3
	Professional Diploma	27	4.7	4.7	100.0
	Total	570	100.0	100.0	

Table 12 Education Level Validity

4.6 Student Age

People age can define many things in their lives. Their lifestyle, their choices, their decision and many other. When come to take about why researcher chose to add age item as a one of most important elements? Simply the answer will be “to get accurate result” and as mentioned people age can give a quick brief about the respondent. As well as the age can influence student decision in their situation.

In collected results of this study will find that, most of responses came from students aged 20 – 25 years with total of 257 students, and 183 students their age less than 20 years, while 66 students their age 25-35 and 46 students above 35 years.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20 years	183	32.1	32.1	32.1
	from 20 to < 25	275	48.2	48.2	80.4
	from 25 to < 35	66	11.6	11.6	91.9
	35 or above	46	8.1	8.1	100.0
	Total	570	100.0	100.0	

Table 13 Student Age Validity

4.7 Study Year/Level:

To know in which study level student decide to stay or move, researcher asked in this study about the level of student study in HEI. The responses show that most of students in first year with total responses of 174, and 97 students in sixth year or higher, 92 students in second year, and 75 foundation students, 74 in third year, 58 in fourth year.

Study Year / Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	75	13.2	13.2	13.2
	First Year	174	30.5	30.5	43.7
	Second Year	92	16.1	16.1	59.8
	Third Year	74	13.0	13.0	72.8
	Fourth Year	58	10.2	10.2	83.0
	Sixth Year or higher	97	17.0	17.0	100.0
	Total	570	100.0	100.0	

Table 14 Study Year/Level Validity

4.8 Distance Between HEIs and Student Home

The distance between HEIs and student home can play a major role in student retention. Parents usually prefer the nearest institution for their children for studying, but sometimes and as the situation in Oman, students can easily choose the place they want to study in and the distance they prefer from their houses.

This study shows most of responses come from students who study far more than 100 KM from their houses, with total of 236 response. 172 of students out of 570 students are living far less than 50 KM, and 162 students' study in institution which located about 50 to 100 KM far from their houses.

Distance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 50 KM	172	30.2	30.2	30.2
	from 50 to 100 KM	162	28.4	28.4	58.6
	More than 100 KM	236	41.4	41.4	100.0
	Total	570	100.0	100.0	

Table 15 Distance Between HEIs and Student Home Validity

4.9 Study Variables Descriptive Analysis

Researcher used Cronbach Alpha method through SPSS to analyze this study variables using 7-Point Likert. The 5 variables were analyzed separately to measure its impact on student's retention. The result collected from 570 student show the below:

	N	Minimum	Maximum	Mean	Std. Deviation
ASpprt	570	1.00	7.00	4.4513	1.46485
StdMot	570	1.00	7.00	5.4534	1.33456
StdSat	570	1.00	7.00	5.2553	1.37150
StdSteem	570	1.00	7.00	5.8872	1.13903
StdRet	570	1.00	7.00	5.0269	1.26878
Valid N (listwise)	570				

Table 16 Study Variables Descriptive Analysis

To go more clearly, below you can find the descriptive analysis for each variable items which was used by researcher in the distributed survey.

4.10 Academic Support

Result shows, number of 570 response for 9 items, were received to evaluate the academic support students gets in their institution. The mean of responses received shows 4.4513 with deviation of 1.46485, which tell that most students are satisfied about the academic support HEIs offer for them through their teachers. Teachers are satisfying students need in getting the right support in doing their education.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
ASpprt	570	1.00	7.00	4.4513	1.46485

Table 17 Academic Support

4.11 Student Motivation

Majority of students response show they are satisfied in regard of student motivation items. The result shows the mean of student's responses is 5.4534 from 7 items, which mean that most of students in need of motivation. Motivation activities in HEIs can affect student's satisfaction and then directly will reflect on their retention.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
StdMot	570	1.00	7.00	5.4534	1.33456

Table 18 Student Motivation

4.12 Student Satisfaction

Researcher asked student to express their opinion regard their satisfaction about higher education institution they study in. Satisfaction factor with 8 items shows 5.2553 mean of total responses. Result shows that most of students are satisfied with the practices that HEIs follow to reach a high level of student satisfaction.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
StdSat	570	1.00	7.00	5.2553	1.37150

Table 19 Student Satisfaction

4.13 Student Self-esteem

People inner satisfaction can be reflected on the satisfaction of them lives. Researcher goal to measure respondent's inner satisfaction and examine the result and its reflection on their satisfaction on their academic life in higher education institution and how this will affect their retention. The collected results show that the mean of total responses is 5.8872, which is the highest satisfaction rate from all survey variables. This variable with its 10 items shows that most of 570 students are with high self-esteem and this can affect their retention in their institution.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
StdSteem	570	1.00	7.00	5.8872	1.13903

Table 20 Student Self-esteem

4.14 Student Retention

Student retention factor is the main case of this study. Researcher asked respondent to measure their retention in higher education institution to examine the current retention level for those students in HEIs in Oman. The results of 15 items responses shows that the mean of 570 responses is 5.0269 are happy with their institutions, as well as shows that higher education institutions are taking care of student's retention.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
StdRet	570	1.00	7.00	5.0269	1.26878

Table 21 Student Retention

4.15 Hypothesis Testing

At beginning of any study, researchers put number of hypothesis which explain the problem they want to solve or to discover, and what the fact behind it. As well as researchers put number of factors that may affect study problem. Researchers should put clear and specific hypothesis to make the study easy and to get an accurate result (Park, H. M. (2015). To approve study hypothesis, researchers use to examine the relation between study variables.

To examine the relation between study factors and test study hypothesis, researcher use SPSS. Testing hypothesis can be found in Pearson correlation coefficient, single linear regression correlation and multiple linear regression correlation. These tests can easily give the result of (Ha) and (H0). (Ha), tells that there is a kind of relation between variables, whither this relation positive or negative ($\mu^1 \neq \mu^2$). And (H0) shows that there is no relation between study variables ($\mu^1 = \mu^2$). Researcher can test the acceptance or rejection of hypothesis through the level of correlation significance. If the level is less than the significant the alternative hypothesis (Ha) is accepted, and null hypothesis (H0) is rejected if the level is more than significance.

The total result correlation show:

	Gender	Institution	Study Program	Age	Study Level	Distance	ASpprt	StdMot	StdSat	StdSteem	StdRet
Gender	1										
Institution	.062	1									
Study Program	.206**	-.068	1								
Age	-.359**	.006	-.298**	1							
Study Level	-.030	-.120**	-.077	.469*	1						
Distance	-.096*	-.041	-.022	-.082*	-.066	1					
ASpprt	-.022	.190**	-.059	.049	-.210**	-.091*	1				
StdMot	.035	.080	-.014	.023	-.140**	.010	.646**	1			
StdSat	-.019	.110**	-.057	.067	-.140**	.027	.648**	.746**	1		
StdSteem	.015	.043	.001	.030	-.043	.072	.259**	.442**	.486*	1	
StdRet	.004	.164**	-.011	.061	-.103*	-.059	.698**	.566**	.675*	.505**	1

Table 22 Hypothesis Testing Correlation

The results show what come in below paragraphs:

4.15.1 Hypothesis 1: There is a positive significant relationship between student academic support and student satisfaction.

(IV + MV)

In this hypothesis, researcher want to approve that there is a positive significant relation between academic support that HEIs offer for student and student satisfaction. After collecting all the responses, the result approved H1, when the R= .648 is equaling B= .648, P= 0.000 < 0.01 and R > 0.5 shows, there is a significant relationship with academic support and student satisfaction. Below tables shows the proof.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 ^a	.420	.419	1.04574
a. Predictors: (Constant), ASpprt				

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	449.153	1	449.153	410.724	.000 ^b
	Residual	621.144	568	1.094		
	Total	1070.297	569			
a. Dependent Variable: StdSat						
b. Predictors: (Constant), ASpprt						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.555	.140		18.223	.000
	ASpprt	.607	.030	.648	20.266	.000
a. Dependent Variable: StdSat						

(IV + DV)

As well as researcher examine the relation between student academic support and its impact on student retention directly. The result show yes there is appositive significant relation between student academic support and student retention as below:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.486	.90985
a. Predictors: (Constant), ASpprt				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	445.768	1	445.768	538.474	.000 ^b
	Residual	470.211	568	.828		
	Total	915.979	569			
a. Dependent Variable: StdRet						
b. Predictors: (Constant), ASpprt						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.337	.122		19.156	.000
	ASpprt	.604	.026	.698	23.205	.000
a. Dependent Variable: StdRet						

4.15.2 Hypothesis 2: There is a positive significant relationship between student motivation and student satisfaction.

(IV + MV)

in the second hypothesis, researcher predict that there is a positive significant relationship between student motivation and student satisfaction. The result collected from 570 student, confirmed the hypothesis 2, when R= .746 is equaling B= .746, P= 0.000 <0.01

and $R = 0.746 > 0.5$ confirm a positive significant relationship between student motivation and student satisfaction:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746a	.557	.556	.91369
a. Predictors: (Constant), StdMot				

ANOVA a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	596.110	1	596.110	714.046	.000b
	Residual	474.186	568	.835		
	Total	1070.297	569			
a. Dependent Variable: StdSat						
b. Predictors: (Constant), StdMot						

Coefficients a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.073	.161		6.658	.000
	StdMot	.767	.029	.746	26.722	.000
a. Dependent Variable: StdSat						

(IV + DV)

As well as the relation between student motivation and student retention which also result positively. As below testing shows appositve significant result between student motivation and student retention.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566 ^a	.320	.319	1.04701
a. Predictors: (Constant), StdMot				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293.316	1	293.316	267.567	.000 ^b
	Residual	622.662	568	1.096		
	Total	915.979	569			
a. Dependent Variable: StdRet						
b. Predictors: (Constant), StdMot						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.093	.185		11.336	.000
	StdMot	.538	.033	.566	16.357	.000
a. Dependent Variable: StdRet						

4.15.3 Hypothesis 3: There is a positive significant relationship between student self-esteem and student satisfaction.

(IV + MV)

SPSS test the collected responses to examine the student self-esteem variable and its relationship with student satisfaction variable. The hypothesis prospect that there is appositive relationship between the two variables. The result approved the hypothesis and confirmed the positive significant relationship between student self-esteem and student satisfaction were the $R = B = .486$, $R > 0.5$ and $P=0.00 < 0.01$.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 ^a	.236	.235	1.19966
a. Predictors: (Constant), StdSteem				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	252.834	1	252.834	175.678	.000 ^b

	Residual	817.462	568	1.439		
	Total	1070.297	569			
a. Dependent Variable: StdSat						
b. Predictors: (Constant), StdSteem						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.810	.265		6.836	.000
	StdSteem	.585	.044	.486	13.254	.000
a. Dependent Variable: StdSat						

(IV + DV)

The same were shown in the relation between the dependent and independent variable, student self-esteem and student satisfaction. The results of hypothesis testing confirm a positive significant relation between student self-esteem and student retention, when the R Equal B as the analysis below

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505 ^a	.255	.254	1.09580
a. Predictors: (Constant), StdSteem				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	233.940	1	233.940	194.824	.000 ^b
	Residual	682.039	568	1.201		
	Total	915.979	569			
a. Dependent Variable: StdRet						
b. Predictors: (Constant), StdSteem						

Coefficients ^a					
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Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.713	.242		7.083	.000
	StdSteem	.563	.040	.505	13.958	.000

a. Dependent Variable: StdRet

4.15.4 Hypothesis 4: There is a positive significant relationship between student satisfaction and student retention.

(MV + DV)

After examining the effect of independent variables on the mediator and its effect on the dependent variable, researcher examine the relation between mediator and dependent variable. Results shows the effect of student satisfaction on student retention when any institution ca retain students whenever it satisfies student need. The SPSS result approves that there is a positive significant relationship between student satisfaction and student retention.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 ^a	.455	.454	.93713

a. Predictors: (Constant), StdSat

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	417.159	1	417.159	475.013	.000 ^b
	Residual	498.820	568	.878		
	Total	915.979	569			

a. Dependent Variable: StdRet
b. Predictors: (Constant), StdSat

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	1.746	.156		11.223	.000
	StdSat	.624	.029	.675	21.795	.000
a. Dependent Variable: StdRet						

4.15.5 Finding:

From testing the hypothesis and analyzing the variables relations as above we can conclude with the below:

- **There is a positive significant relationship between independent variables and mediator (IV + MV).**
- **There is a positive significant relationship between mediator and dependent variable (MV + DV)**

Type of relation	Variables	Beta	Relation Result
IV + MV	ASpprt + StdSat	.648	Significant Positive
	StdMot + StdSat	.746	
	StdSteem + StdSat	.486	
MV + DV	StdSat + StdRet	.675	

Table 23 Finding 1

- **There is a positive significant relationship between independent variables and dependent variables (IV + DV).**

Type of relation	Variables	Beta	Relation Result
IV + DV	ASpprt + StdRet	.698	Significant Positive
	StdMot + StdRet	.566	
	StdSteem + StdRet t	.505	

Table 24 Finding 2

- **There is a direct relation between student academic support and student retention, (IV + MV) < (IV + DV). Relation between independent variable (ASpprt) and dependent (StdRet) variable is stronger than independent variable (ASpprt) and mediator (StdSat)**
- **There is an indirect relation between student motivation and student retention, (IV + MV) > (IV + DV). Relation between independent variable**

(StdMot) and dependent (StdRet) variable is stronger than independent variable (StdMot) and mediator (StdSat)

- There is a direct relation between student self-esteem and student retention, (IV + MV) < (IV + DV). Relation between independent variable (StdSteem) and dependent (StdRet) variable is stronger than independent variable (StdSteem) and mediator (StdSat)

Variables (IV + MV)	Beta	Relation	Variables (IV + DV)	Beta	Type
ASpprt + StdSat	.648	<	ASpprt + StdRet	.698	Direct
StdMot + StdSat	.746	>	StdMot + StdRet	.566	Indirect
StdSteem + StdSat	.486	<	StdSteem + StdRet	.505	Direct

Table 25 Finding 3

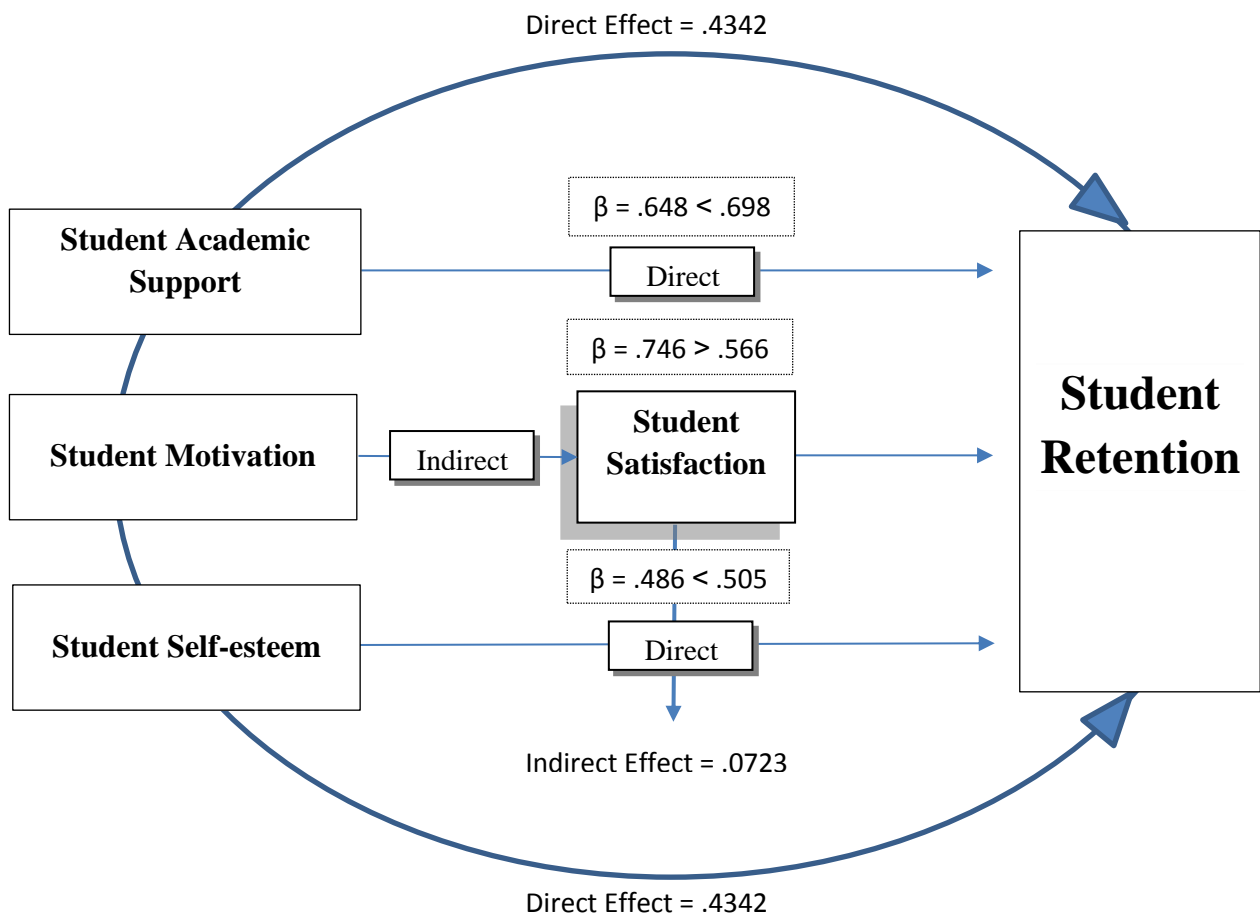


Figure2 Variables Relation

Chapter Five

Conclusion and Recommendation

5 Conclusion and Recommendation

5.1 Introduction

In this chapter is focusing in the overall outcomes from this study. Chapter will conclude study results with recommendation. It will summarize study all previous chapters starting from the literature review, analysis, results ending with recommendations. As well as this chapter will talk about study limitations and future studies for same subject. Researcher will give the overall idea and personal opinion regard conducted study.

5.2 Conclusion and Discussion

The factors affecting higher education institution in Oman, is a study conducted to find out the factors that affect student retention in Oman. It focusses on the reasons behind student retention during academic study years. Higher education institution in Oman is suffering from losing students every year with no clear reason. Researcher goal to define these reasons so, it easy later to find a suitable solution that help those institution and students as well.

Students in higher education institutions are facing many challenges that affect their decision in their choices for higher education institution. The day they join any institution the put in front on their eyes list of features and criteria they need to be in this institution. When they did not get what they want or the institution is not offering what they need or what satisfy their need, they start seeking for another institution that have features the dream with.

Researcher start study the overall factors that may affect student retention in higher education institution in Oman and other countries. Many factors were mentioned in other studies are affecting student's retention, but number of them were agreed by more than one researcher that directly affect student retention in higher education institution.

Researcher found that, student academic support, student motivation and student self-esteem are main reasons behind student satisfaction which later found their impact on student retention. The main three independent variables (Student academic support, student motivation and student self-esteem) were examined first by other studies results and how it affects the mediator (Student satisfaction) which then affect the dependent variable (Student retention)

To approved what came in literature review applying on higher education institution in Oman, researcher study those variables and examine them by a survey. Survey was reach number of 570 student from different higher education institutions in Oman. Then, researcher utilized collected data both primary and secondary to define the result in order to approve the hypothesis. Then and through the SPSS, data were analyzed, and result appears. Results approved the study hypothesis and confirmed that there is a positive significant relationship between student academic support, student motivation and student self-esteem with student satisfaction as well as student retention. The results show also there is a direct relation between student academic support and student self-esteem with student retention stronger that its relationship with student satisfaction. And there is a direct relationship between student motivation with student satisfaction stronger than it relation with student retention, where at the same time there is a positive significant relationship between student satisfaction and student retention.

Finally, the finding was telling there is a positive significant relationship between student academic support and student retention. And there is a positive significant relationship between student motivation and student retention. There is a positive significant relationship between student self-esteem and student retention and there is a positive significant relationship between student satisfaction and student retention.

5.3 Recommendations

This study was conducted to benefit both higher education institutions and student in Oman. Approving the hypothesis of this study will give a positive feedback for all institutions and students in Oman who sake student retention specially. From all of this, below are some recommendations researchers want to highlight to get the benefit from conducting such study.

- Student should get a suitable higher education institution that offer or satisfy their needs. So, each higher education institution should consider the level of student satisfaction in any practice or service institution offer for student.
- Any higher education institution in Oman have to focus more on enhancing student satisfaction and satisfy student needs to retain them.
- Recommended that higher education institution located closely to student home. Through strong demographical strategy that keep variety of programs in all Oman regions.

- Study found that when student get supported academically, student being satisfied and retained in HEIs. It recommended that HEIs support their student in their academic need through their professional academic supervisors, tutors, teachers, and peers. To implement professional supporting plans through extra classes or teaching and office hours.
- Students as any other people like to be motivated and recognized, and this study approve that student motivation can strongly impact their satisfaction regard HEIs which reflect on their retention in that institution. It is recommended that HEIs should motivate their students and satisfy their need in this side.
- HEIs should take care of student personalities through student's guidance departments. They also need to make sure always that they are satisfied about who they are and how they want to be.
- HEIs in Oman should work closely with ministry of higher education institution to develop a strategic plan that only care about student retention. This strategy must be developed with taking n consideration students opinion on how they want their future institution.

5.4 Study Limitations

As any study researcher may face number of challenges that can affect the study or the study results. The limited resources, responses and backdated records can affect the study as well.

- For this study researcher faced number of challenges that can affect study partially. As there are no previous studies conducted in Oman talking about the same subject. So, the indicators and literature review were applying on non-Omani societies.
- Researcher plan to visit number of HEIs to investigate about the subject closely with students and institution management or related departments and individuals, but as the restriction of Covid-19 researcher could not visit these institutions and depend on the data collected from survey result.
- As well as the total number of the targeted sample. Researcher goal to get more than 1500 response from all HEIs in Oman, while only 570 responses were received.

5.5 Future research

All higher education institutions in Oman need to retain their students, so this type of studies should be developed and enhanced as well as implemented. The factors that affect student retention in Oman should be examine and find the suitable solution to solve the case of their retention in higher education institutions in Oman.

Researcher found that future research should be as the following:

- More and deep studies for the same subject in Oman should be conducted as there is lack of studies in the country while its institutions suffer from this problem.
- To increase the sample rang that researcher use to study student retention in Oman.
- To use another methodology to examine the factors that affect student retention in higher education institutions in Oman.
- To enlarge the data sources specially the primary and secondary sources to get more accurate results.

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Appendix

7 Appendix:

Student Retention Measures

Academic Support:

Items Measuring Perceived Academic Teacher Support, Summary of Their Correlations with the Sum Scale, and the Internal Consistency of the Scale if an Individual Item Were Deleted

1. I feel comfortable sharing with my teachers about my school problems. .
2. My teachers help me find ways to resolve school problems. .
3. When I don't understand my schoolwork, I feel comfortable asking my teachers for help
4. My teachers have discussed with me about my future plans with study
5. My teachers have discussed with me about my future plans with work
6. My teachers don't care about whether I do well in school or not
7. My teachers don't care about my learning progress.
8. My teachers are willing to help me learn
9. My teachers want to help me to do my best in school
10. I feel pressured by my teachers to do well in school (deleted item)
11. My teachers don't care about whether I come to school every day or not
12. My teachers have high expectations for me to do well in school
13. My teachers have high expectations that I will go to college
14. When I do well on a test, my teachers praise me.
15. When I don't do well on a test, my teachers encourage me to study harder to do better next time.
16. My teachers have a positive influence on how I behave toward schooling
17. My teachers provide me with learning materials
18. My teachers encourage me to participate in classroom activities
19. My teachers carefully check my homework
20. My teachers spend time outside of class to explain to me the materials that I don't understand
21. If I don't do well in school, my teachers would find out why in order to better help me
22. My teachers are willing to meet with my parent(s) to talk about my school performance
23. Overall, my teachers provide support to help me to do well in school

Student Motivation:

Teacher Motivation Questionnaire

Indicate how much you agree or disagree from the following choices:

Strongly Agree (1)/Agree (2) /neither agrees nor disagree (3)/ Disagree (4)/strongly disagree (5)

1. I'm fully satisfied with my job	1	2	3	4	5
2. The teachers in my school really work as a coherent team.					

3. I wish the Educational Authorities valued my job as I deserve					
4. I wish I could change to a new school					
5. I wish I had more homogeneous classes.					
6. I worry about mixed ability classes.					
7. My present job helps me to fulfil all the objectives I have as a teacher.					
8. The Director and her/his team are doing an excellent job at our school.					
9. I wish I could teach another subject.					
10. The Educational Authorities are doing their best to improve public schools quality.					
11. I would like to have another job.					
12. My students' achievements really motivate me to get on with my job.					

Student Satisfaction: how you rate?

1. The friendliness of teaching staff
2. The approachability of teaching staff
3. The concern shown when you have a problem
4. The respect for your feelings, concerns and opinions
5. The availability of staff
6. The competence of staff
7. The university environment's ability to make you feel comfortable
8. The sense of competence, confidence and professionalism conveyed by the ambience in the lectures
9. The sense of competence, confidence and professionalism conveyed by the ambience in the tutorials
10. The feeling that your best interests are being served
11. The feeling that the rewards gained are consistent with the effort you put into assessment

Self-esteem:

1. I feel I do not have much to be proud of
2. I take a positive attitude toward myself
3. On the whole, I am satisfied with myself
4. All in all, I am inclined to feel that I am a failure
5. I feel I'm not a person of worth, at least on an equal plane with others
6. I certainly feel useless at times
7. At times I think that I am no good at all
8. I am able to do things as well as most other people
9. I feel I have a number of good qualities
10. I wish I could have more respect for myself

Student retention:

The Implicit Service

How do you rate ...	SATISFACTION					IMPORTANCE				
	1	2	3	4	5	1	2	3	4	5
16. The friendliness of teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The approachability of teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The concern shown when you have a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The respect for your feelings, concerns and opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The availability of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The competence of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The University environment's ability to make you feel comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The sense of competence, confidence and professionalism conveyed by the ambience in the lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The sense of competence, confidence and professionalism conveyed by the ambience in the tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The feeling that your best interests are being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The feeling that the rewards gained are consistent with the effort you put into assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. The content of the courses within my major is valuable
2. The instruction in my major field is excellent
3. My academic advisor is knowledgeable about requirements in my major
4. Nearly all of the faculties are knowledgeable in their field
5. I am able to register for classes I need with few conflicts
6. The quality of instruction I receive in most of my classes is excellent.
7. Tuition paid is a worthwhile investment
8. It is an enjoyable experience to be a student on this campus
9. I am able to experience intellectual growth here.
10. My academic advisor is approachable.
11. The campus is safe and secure for all students
12. Major requirements are clear and reasonable
13. There is a good variety of courses provided on this campus.
14. Adequate financial aid is available for most students
15. Faculties are fair and unbiased in their treatment of individual students.
16. There is a commitment to academic excellence on this campus

17.This institution shows concern for student's as individuals.
18.Security staff responds quickly in emergencies
19.Students are made to feel welcome on this campus.
20.Faculty are usually available after class and during office hours

Conducted Study Survey



استبيان

العوامل المؤثرة على بقاء الطلبة في مؤسسات التعليم العالي بسلطنة عمان

أخي الطالب / أختي الطالبة تحية طيبة وبعد

تهدف هذه الاستبانة لدراسة العوامل المؤثرة على بقاء الطلبة في مؤسسات التعليم العالي بسلطنة عمان. يقدر الباحث جهودكم عاليا في الإجابة على أسئلة الاستبانة؛ حيث يستغرق تعبئتها 10-15 دقيقة. كما يؤكد على أنه لا توجد إجابات صحيحة وإجابات خاطئة، وأن تبقى معلوماتكم الشخصية سرية، ولا تستخدم إلا لأغراض البحث العلمي، لذا أرجوا التكرم بالإجابة عنها بصدق وموضوعية، ولكم مني جزيل الشكر.

- يعرف بقاء الطلبة بمعدل الرضى والولاء المطلقين لدى الطلبة للمؤسسة التعليمية التي ينتمون إليها من لحظة قبولهم فيها وحتى تخرجهم منها.

أولاً: البيانات الشخصية

1. الجنس	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
2. المؤسسة التعليمية:	
3. المستوى الدراسي	<input type="checkbox"/> دكتوراه	<input type="checkbox"/> ماجستير
	<input type="checkbox"/> دبلوم عالي	<input type="checkbox"/> دبلوم مهني/ فني
4. العمر	<input type="checkbox"/> أقل من 20 عام	<input type="checkbox"/> من 20 إلى أقل من 25 عام
	<input type="checkbox"/> من 25 إلى أقل من 35 عام	<input type="checkbox"/> 35 عام فأكثر
5. السنة الدراسية	<input type="checkbox"/> ما قبل الأولى / التأسيسية	<input type="checkbox"/> الأولى
	<input type="checkbox"/> الثانية	<input type="checkbox"/> الثالثة

□ الخامسة فأعلى	□ الرابعة
□ 100كم فأكثر	□ أقل من 50كم
□ من 50كم – 100كم	□ أقل من 50كم
□ 100كم فأكثر	
□ من 50كم – 100كم	
□ أقل من 50كم	
□ 100كم فأكثر	

ثانياً: العوامل المؤثرة على معدل بقاء الطلبة في مؤسسات التعليم العالي بسلطنة عمان: يرجى الاختيار بناء على درجة موافقتك على كل من العبارات التالية (1 – غير موافق بشدة، 7- موافق بشدة)

7	←	1	البند
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A. الدعم الأكاديمي للطلبة: (Zepke, N., Leach, L., & Butler, P. 2014)

7	6	5	4	3	2	1	1. يقدم الأساتذة التغذية الراجعة لتحسين تعلم الطلبة
7	6	5	4	3	2	1	2. يدرس الأساتذة بطرق تمكن الطلبة من التعلم بسهولة
7	6	5	4	3	2	1	3. يبدي الأساتذة اهتماماً وحماً للمقررات التي يدرسونها
7	6	5	4	3	2	1	4. يجعل الأساتذة المقررات التي يدرسونها ممتعة ومثيرة للاهتمام
7	6	5	4	3	2	1	5. يبدي الأساتذة اهتماماً واضحاً بمدى تعلم الطلبة
7	6	5	4	3	2	1	6. يوجد الأساتذة دائماً لمناقشة مدى تعلم الطلبة
7	6	5	4	3	2	1	7. بحث الأساتذة الطلبة على التفكير والتحليل
7	6	5	4	3	2	1	8. يتيح الأساتذة الفرص للطلاب لتطبيق المعارف والمهارات التي يتعلمونها
7	6	5	4	3	2	1	9. يشجع الأساتذة الطلبة على طرح الأسئلة والتحديات (نقد الأفكار والمعلومات التي يدرسونها)

B. تشجيع / تحفيز الطلبة: (Law, K. M., Geng, S., & Li, T. (2019)

7	6	5	4	3	2	1	1. أشعر بالدافعية والتحفيز عندما أتمكن من إكمال واجباتي الدراسية بنجاح
7	6	5	4	3	2	1	2. أبدي اهتماماً ملحوظاً بالمقررات الدراسية مما يحفزني على التعلم والتحصيل
7	6	5	4	3	2	1	3. يحفزني التحسين المستمر في قدراتي والمعارف المكتسبة من دراستي إلى السعي للمزيد من التعلم
7	6	5	4	3	2	1	4. تمنحني المعرفة المكتسبة من دراستي رؤية أفضل نحو المستقبل وتحفزني إلى لمزيد من التعلم.
7	6	5	4	3	2	1	5. تشعرني علاقتي المميزة مع المدرسين بالدافعية والحماس نحو مزيد من التعلم.
7	6	5	4	3	2	1	6. تشعرني علاقتي المميزة مع زملائي من الطلبة بالدافعية والحماس نحو مزيد من التعلم
7	6	5	4	3	2	1	7. يشعرني التفاعل خلال التعلم في مساقاتي الدراسية بالسعادة.

C. رضا الطلبة: (Young, M. R., Klemz, B. R., & Murphy, J. W. (2003) & (Abdullah, M. N. L. Y., & Primus, D. (2020)

7	6	5	4	3	2	1	1. تساعدني دراستي الجامعية على اكتساب مزيد من المعارف عن المقررات الدراسية
7	6	5	4	3	2	1	2. تساعدني دراستي الجامعية في تطوير مهاراتي
7	6	5	4	3	2	1	3. تعزز دراستي الجامعية فهمي للمقررات الدراسية
7	6	5	4	3	2	1	4. تعزز دراستي الجامعية تطوير قدراتي على التفكير الناقد
7	6	5	4	3	2	1	5. تعزز دراستي الجامعية من رغبتني في تعلم المزيد عن مقرراتي الدراسية
7	6	5	4	3	2	1	6. تعزز دراستي الجامعية قدراتي في تطبيق المعارف والمهارات التي أتعلمها
7	6	5	4	3	2	1	7. تعزز دراستي الجامعية في تطوير مهارات التواصل التكنولوجية
7	6	5	4	3	2	1	8. تعزز دراستي الجامعية تطوير مهاراتي في التعلم الذاتي المستمر

D. تقدير الذات: (Rosenberg, 1965)

7	6	5	4	3	2	1	1. أفتخر بإنجازاتي الدراسية
7	6	5	4	3	2	1	2. لدي موقف إيجابي دائماً تجاه نفسي
7	6	5	4	3	2	1	3. بشكل عام، أنا راض عن نفسي
7	6	5	4	3	2	1	4. بشكل عام، أميل إلى الشعور بأنني شخص ناجح

7	←					1	البند	
7	6	5	4	3	2	1	أشعر بأني شخص مهم مقارنة بالآخرين	.5
7	6	5	4	3	2	1	أنا بالتأكيد أشعر بأني ذو فائدة في معظم الأحيان	.6
7	6	5	4	3	2	1	في معظم الأحيان، أرى أنني جيد	.7
7	6	5	4	3	2	1	أنا قادر على فعل الأشياء أفضل من الآخرين	.8
7	6	5	4	3	2	1	أشعر بأن لدي عدداً من الصفات الجيدة	.9
7	6	5	4	3	2	1	لدي إحترام لذاتي	10

E. بقاء الطلبة: (Schreiner, L. A. (2009)

7	6	5	4	3	2	1	محتوى المقررات الدراسية في تخصصي مفيد	.1
7	6	5	4	3	2	1	التعليمات والتوجيهات في تخصصي الدراسي مناسبة	.2
7	6	5	4	3	2	1	لدى مرشدي الأكاديمي المعرفة بمتطلبات تخصصي	.3
7	6	5	4	3	2	1	يتمتع الأساتذة جميعهم بالمعرفة اللازمة في مجال تخصصهم	.4
7	6	5	4	3	2	1	أستطيع التسجيل في المقررات التي أحتاجها بوجود القليل من التعارضات	.5
7	6	5	4	3	2	1	إنها تجربة ممتعة أنني أحد طلاب هذه الجامعة	.6
7	6	5	4	3	2	1	لدي القدرة على استشعار النمو الفكري والمعرفي عبر مسيرتي الجامعية	.7
7	6	5	4	3	2	1	من السهل الوصول لمرشدي الأكاديمي	.8
7	6	5	4	3	2	1	الجامعة آمنة لجميع الطلبة	.9
7	6	5	4	3	2	1	هناك تنوع جيد في المقررات الدراسية في هذه الجامعة	10
7	6	5	4	3	2	1	الأساتذة عادلون وغير متحيزين في تعاملاتهم مع الطلبة	11
7	6	5	4	3	2	1	يوجد التزام بالتميز الأكاديمي في هذه الجامعة	12
7	6	5	4	3	2	1	تظهر الجامعة اهتماماً بالطلبة وتراعي مصالحهم الفردية	13
7	6	5	4	3	2	1	يستجيب حراس الأمن سريعاً مع الحالات الطارئة	14
7	6	5	4	3	2	1	الأساتذة عادة موجودون بعد المحاضرات وخلال الساعات المكتنية	15



Survey

Factors Affecting Student Retention in Higher Education Institutions in Oman

Dear valuable student:

This survey is goal to study the factors that affect the student retention in higher education institutions in Oman. Researcher is appreciating your valuable response to answer survey questions. This survey takes approximately 10-15 minutes to complete. I really appreciate your voluntary cooperation and participation. Your responses to the items asked in this questionnaire will be treated with total and absolute confidentiality. Your responses will not be known to anyone outside and will not be disclosed to anyone within your organization.

THANK YOU for your time. Your cooperation is very important to fulfilling research objectives, so that I can get a representative view of work attitudes, conditions, and experiences.

Please answer honestly. There is no right or wrong responses. When you finish the survey, please return it to the researcher.

Section A: Personal Information

7. Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
8. Academic Institution:		
9. Degree	<input type="checkbox"/> Doctorate	<input type="checkbox"/> Master	<input type="checkbox"/> Bachelors
	<input type="checkbox"/> High Diploma	<input type="checkbox"/> Technical Diploma	<input type="checkbox"/> General Diploma
10 Age	<input type="checkbox"/> Less than 20years	<input type="checkbox"/> 20 – 25 years	
	<input type="checkbox"/> 25 – 35 years	<input type="checkbox"/> More than 35 years	

11	Academic Year	<input type="checkbox"/> Foundation	<input type="checkbox"/> First	
		<input type="checkbox"/> Second	<input type="checkbox"/> Third	
		<input type="checkbox"/> Fourth	<input type="checkbox"/> Fifth or more	
12	Distance between student home and the HEI	<input type="checkbox"/> Less than 50KM	<input type="checkbox"/> 50 – 100 KM	<input type="checkbox"/> 100 or more

Section B: Factors Affecting Students Satisfaction in Higher Education Institutions in Oman

Please choose based on the degree of your agreement with each of the following statements (1 - Strongly disagree, 7- Strongly agree)

Item	1		7
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F. Academic Support: (Zepke, N., Leach, L., & Butler, P. 2014).

10	Teachers providing feedback to improve student learning	1	2	3	4	5	6	7
11	Teachers teaching in ways that enable student to learn	1	2	3	4	5	6	7
12	Teachers being enthusiastic about their subject	1	2	3	4	5	6	7
13	Teachers making the subject really interesting	1	2	3	4	5	6	7
14	Teachers caring about students' learning	1	2	3	4	5	6	7
15	Teachers being available to discuss student learning	1	2	3	4	5	6	7
16	Teachers challenging students to think	1	2	3	4	5	6	7
17	Teachers providing opportunities for students to apply their learning	1	2	3	4	5	6	7
18	Teachers encouraging students to question and challenge teachers	1	2	3	4	5	6	7

G. Student Motivation: (Law, K. M., Geng, S., & Li, T. (2019).

8.	I am motivated when I can complete the tasks distributed in course successfully	1	2	3	4	5	6	7
9.	I am motivated when I can complete tasks successfully	1	2	3	4	5	6	7
10	I am interested in the course content, and it motivates me to learn from the course	1	2	3	4	5	6	7
11	Improving my competence and knowledge in this course motivates me to learn	1	2	3	4	5	6	7
12	The knowledge learnt from the course provides insights or long-term benefits to me, it motivates me to study in this course	1	2	3	4	5	6	7
13	I am motivated by the course because I would have a strong relationship with my teachers	1	2	3	4	5	6	7
14	I am motivated by the course because I would have a strong relationship with my classmates	1	2	3	4	5	6	7
15	I am glad that I feel connected to the course	1	2	3	4	5	6	7

Item	1	2	3	4	5	6	7
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H. Student Satisfaction: (Young, M. R., Klemz, B. R., & Murphy, J. W. (2003) & (Abdullah, M. N. L. Y., & Primus, D. (2020).


9.	University studies helped me in gaining more knowledge about the subjects	1	2	3	4	5	6	7
10	University studies promoted the development of new skills	1	2	3	4	5	6	7
11	University studies promoted my understanding of the subjects	1	2	3	4	5	6	7
12	University studies promoted the development of my ability to think critically	1	2	3	4	5	6	7
13	University studies promoted my desire to learn more about the subjects	1	2	3	4	5	6	7
14	University studies promoted my abilities to apply the material	1	2	3	4	5	6	7
15	University studies promoted the development of my digital communication skills	1	2	3	4	5	6	7
16	University studies promoted the development of my skills to undertake ongoing self-directed learning	1	2	3	4	5	6	7

I. Student Self-esteem: (Rosenberg, 1965).

11	I am proud of myself	1	2	3	4	5	6	7
12	I take a positive attitude toward myself	1	2	3	4	5	6	7
13	On the whole, I am satisfied with myself	1	2	3	4	5	6	7
14	All in all, I am inclined to feel that I am a successful	1	2	3	4	5	6	7
15	I feel I'm a person of worth, at least on an equal plane with others	1	2	3	4	5	6	7
16	I certainly feel useful at times	1	2	3	4	5	6	7
17	At times I think that I am good at all	1	2	3	4	5	6	7
18	I am able to do things as well as most other people	1	2	3	4	5	6	7
19	I feel I have a number of good qualities	1	2	3	4	5	6	7
20	I have respect for myself	1	2	3	4	5	6	7

J. Student Retention: (Schreiner, L. A. (2009).

16	The content of the courses within my major is valuable	1	2	3	4	5	6	7
17	The instruction in my major field is excellent	1	2	3	4	5	6	7
18	My academic advisor is knowledgeable about requirements in my major	1	2	3	4	5	6	7
19	Nearly all of the faculties are knowledgeable in their field	1	2	3	4	5	6	7
20	I am able to register for classes I need with few conflicts	1	2	3	4	5	6	7
21	It is an enjoyable experience to be a student on this campus	1	2	3	4	5	6	7
22	I am able to experience intellectual growth here.	1	2	3	4	5	6	7

Item		1					7	
23	My academic advisor is approachable.	1	2	3	4	5	6	7
24	The campus is safe and secure for all students	1	2	3	4	5	6	7
25	There is a good variety of courses provided on this campus.	1	2	3	4	5	6	7
26	Faculties are fair and unbiased in their treatment of individual students.	1	2	3	4	5	6	7
27	There is a commitment to academic excellence on this campus	1	2	3	4	5	6	7
28	This institution shows concern for student's as individuals.	1	2	3	4	5	6	7
29	Security staff responds quickly in emergencies	1	2	3	4	5	6	7
30	Faculty are usually available after class and during office hours	1	2	3	4	5	6	7

الأستاذة/، الدكتور/ة، الفاضل/ة: تحية طيبة،،،، وبعد

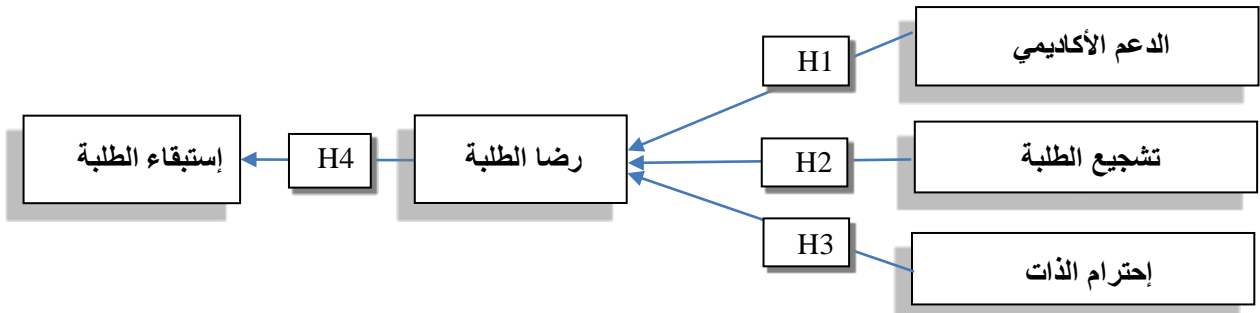
الموضوع/طلب تحكيم إستبانة

يطيب للباحث أن يتقدم إليكم بجزيل الشكر على عطاؤكم الدائم في دعم الطلبة دائماً، لرفد تطور التعليم الأكاديمي على وجه العموم والبحث العلمي على وجه الخصوص، ويسر الباحث دعوتكم لتحكيم استبانة لدراسة العوامل المؤثرة على استبقاء الطلبة في مؤسسات التعليم العالي بسلطنة عمان، علماً بأن الدراسة بنيت على الأهداف التالية:

- تعريف العوامل المؤثرة على استبقاء الطلبة في مؤسسات التعليم العالي بسلطنة عمان
- إيجاد العلاقة بين الدعم الأكاديمي ورضا الطلبة
- إيجاد العلاقة بين تشجيع الطلبة ورضا الطلبة
- إيجاد العلاقة بين احترام الذات ورضا الطلبة
- إيجاد العلاقة بين رضا الطلبة و استبقاء الطلبة
-

وتأتي الاستبانة لتحقيق الفرضيات التالية:

- توجد علاقة إيجابية بين الدعم الأكاديمي للطلبة ورضا الطلبة
- توجد علاقة إيجابية بين تشجيع الطلبة ورضا الطلبة
- توجد علاقة إيجابية بين احترام الذات ورضا الطلبة
- توجد علاقة إيجابية بين رضا الطلبة وإستبقاء الطلبة



علماً بأن الإِستبانة تحتوي على قسمين؛ يختص القسم الأول بالبيانات الشخصية للطالب، بينما يختص القسم الثاني بالعوامل المؤثرة على إِستبقاء الطلبة (الدعم الأكاديمي، التحفيز/التشجيع للطلبة، رضا الطلبة، إِحترام الذات، إِستبقاء الطلبة)، ولذلك يرجى منكم التكرم بدراسة فقرات الإِستبانة وأبعادها من حيث تحقيقها لأهداف الدراسة وانتماء الفقرات لأبعاد الإِستبانة ومدى مناسبة الفقرات من حيث الصياغة اللغوية، واجراء التعديل على الفقرات التي تحتاج الى تعديل أو الإشارة إلى التعديل المراد، أو اقتراح ما ترونه مناسباً.

شاكرين ومُثمنين لكم جميل تعاونكم،،،

*ملاحظة:مرفق الإِستبانة باللغتين العربية والإنجليزية

الباحثة/موزة بنت محمد الهنداسية

إِشراف الدكتور/ خالد الدهليز