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Strategies to Address School Leavers among Secondary Students in Zone 2, Division of Zambales

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Abstract: The study was to determine the strategies to address school leavers among public schools' secondary students of Zone 2 in the Division of Zambales, for S.Y. 2012-2013. The study was only confined to determine the perceptions of the Two Hundred and Fifty (250) student- respondents and their profiles as to age, sex, year level, highest educational attainment of mother, highest educational attainment of father, and family monthly income. For the fifty (50) faculty profile it includes the sex, academic rank, work load, family monthly income and position profile variables. The study made use of descriptive research design with the aid of questionnaires, the main instrument in gathering the data. To interpret the data effectively, the researcher has employed the following statistical treatment: Percentage, Weighted Arithmetic Mean, Analysis of Variance (ANOVA) or (F) and Pearson – Product Moment Correlation Coefficient (r). The study was likewise limited to cover the perception towards strategies to address school leavers as to home visitation, remedial lesson, feeding program and community linkages. This study was made to apprehend in order to attend to the needs of the different schools on how the educational system will strengthen the quality of education. Everything that was in it may serve the very purpose of limiting or totally stop the occurrence and finally resolve such problem.

Keywords: School leavers, behaviors, absenteeism, strategies, academic performance, completion rates.

I. INTRODUCTION

Education is a lifetime investment. Attaining such dream and ambition is not as simple as it should be. It is a painstaking effort and activity where an individual has to undergo in order to accomplish and to make the dream a reality. He has to invest much of his time, money, resources and sharpen mental capabilities in attaining full human and educational attainment. He has to make and adjust himself on the kind and style of learning where he could easily grasp and comprehend the complexities of knowledge.

Our country today is likewise longing for hope for a brighter future that each student will take time to look with serious and sober towards finishing an education be it in elementary, high school and more good for collegiate level. Acquiring quality education by developing a good study habit and finish in a prescribed period of time. It is only through proper discipline, determination and full concentration on the responsibility as a student in order to attain success and be globally competitive in this vast and highly modernized world, thus be an agent of country's development to be the next dominating country in the succeeding years.

Each family has its individual pattern that is, each member is born of the needs, has frustrations, goals, and desires, for better literacy. However, it is difficult to obtain these goals without education that will upgrade the present status of life. Even at their latter life, when an individual builds his/her own family he/she is hoping to support it in a more convenient way of life.

Bishop Ongtioco acknowledges that the problem is so vast as to require new and continued efforts 2.5% of GDP (gross domestic product) devoted to education is not enough despite the fact that education is free in the Philippines. The Bishop of Cubao is certain that the education of young people "is the backbone of development of the nation" and therefore is calling on all civil society organizations to work towards improving access to education and

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training. Often problems associated with poverty result in children dropping out of school: the poor health of a parent, illness or physical disabilities and a lack of adequate assistance, the need to help the family economy. Among the initiatives to combat the phenomenon of school dropout is a governmental plan *Open High School Program* (OHSP), also called *Distance Education Program* (DEP). Activated in the context of the *Drop Out Reduction Program* (DORP) launched in 1998, it allows students to receive basic training even if unable to attend school.

The boys are followed by teachers that provide them with training at a distance. Young people receive lessons and tasks to do at home and a program of schooling suited to their abilities. Since DORP began to take hold in the country, the phenomenon's in secondary schools have seen a dramatic decrease from 12.51% during the year 2005/2006 to 7.45% of 2007/2008.

As a classroom teacher for almost 25 years, I always noticed about five or more of my students were always absent, if not absent, always late. At the middle

of school year, almost one half of the class dropped out of school. This scenario has been observed by some teacher-advisers. Despite of the free secondary education as provided in the constitution, it is an alarming situation on many school leavers and school quitters, hence, this study.

Conceptual Framework

The government has provided a free secondary education program as stipulated in the 1987 Philippine Constitution and thereby expect all Filipino young students to finish secondary education.

On the contrary, drop-out is one of the serious problems confronted by the teacher, and school administrators. It is attributed when a student become habitual in absences and tardiness leading to drop from schooling or become school leavers.

It is therefore believed that there are possible causes and reasons from dropping-out. Knowing those possible reasons would somehow lessen and eradicate drop-out and assures continuance from schooling and perform positive in all classroom activities.
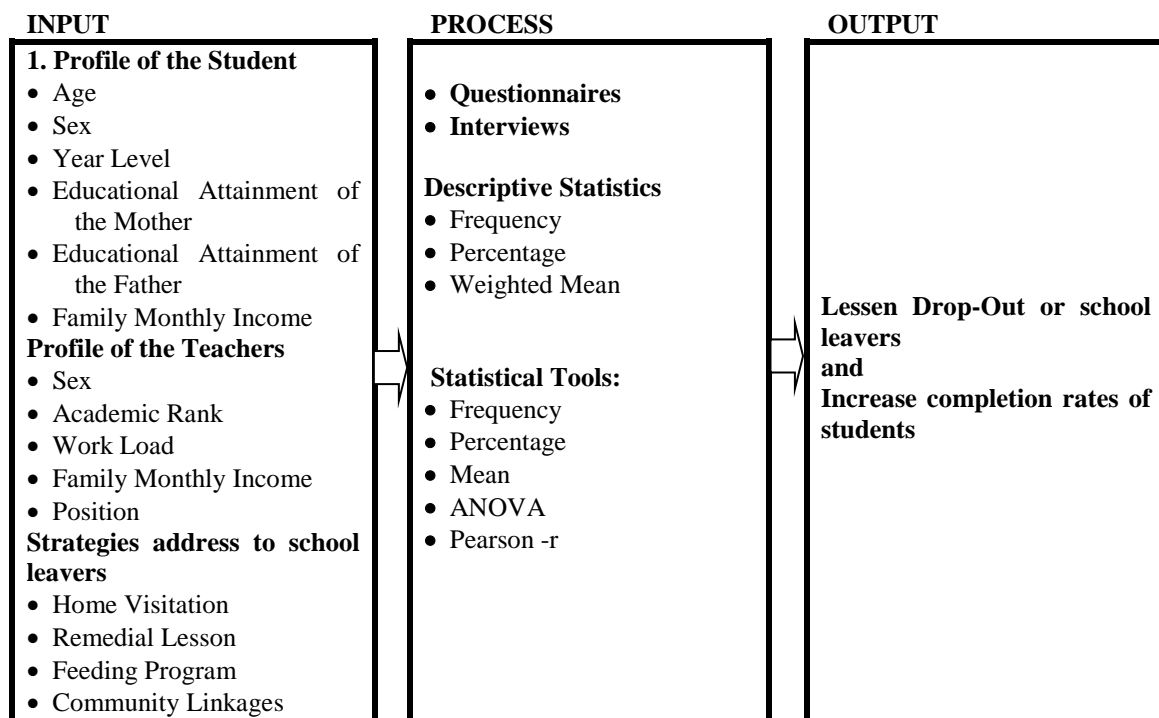
Figure 1: The Research Paradigm of the Study

The paradigm of the study covers the relationship of the different variables used in the study. In Frame 1, the Input variables, consist the profile of the student-respondents with regards to age, sex, year level, highest educational attainment of father and mother and the family monthly income.

Part 2 deals with the perceptions towards strategies to address school leavers as home visitation,

remedial lesson, and feeding program and community linkages.

On the Process frame, deals with the process and method of the distribution and gathering of the data through the use of questionnaires and interviews. It also dealt with the use of descriptive statistics in describing the characteristics of the student-respondents regarding frequency, percentage, mean and rank distribution. It also covered on the use of inferential statistics signifying the differences and relationship as to the use

of Analysis of Variance (ANOVA) and Pearson-r respectively.

On the Output frame, it dealt with the final objective of the study which was to lessen drop-out and yield high percentage of student school promotion.

II. RESEARCH METHODOLOGY
2.1 Research Design
The study made use of descriptive research design with the aid of questionnaires, the main instrument in gathering the data. The descriptive

method does not merely accept the gathering of data and tabulation of results but also includes interpretation, and evaluation of what has been described in the questionnaire without analyzing relationships among references.

2.2 Respondents and Sampling Technique
The study made use of the total population of (250) two hundred and fifty public secondary school students in Zone 2, Division of Zambales. Table 1 showed the distribution of the student-respondents according to municipality and school.

Table 1: Distribution of the Respondents According to Municipality In Zone 2, Division of Zambales

Place	Schools	Student	Teachers
Iba	Zambales National High School	50	15
Botolan	Botolan National High School	60	18
	Beneg National High School	25	4
	Baquilan Resettlement High School	75	7
Palauig	Rofulo M. Landa High School	40	6
	Total	**250**	**50**

2.3 Location of the Study
The seat of the study was conducted at Zone 2, Division of Zambales. Zone 2 was composed of Palauig, Iba, and Botolan. Fig 2 shows the location of the selected secondary schools in Zone 2, Division of Zambales.
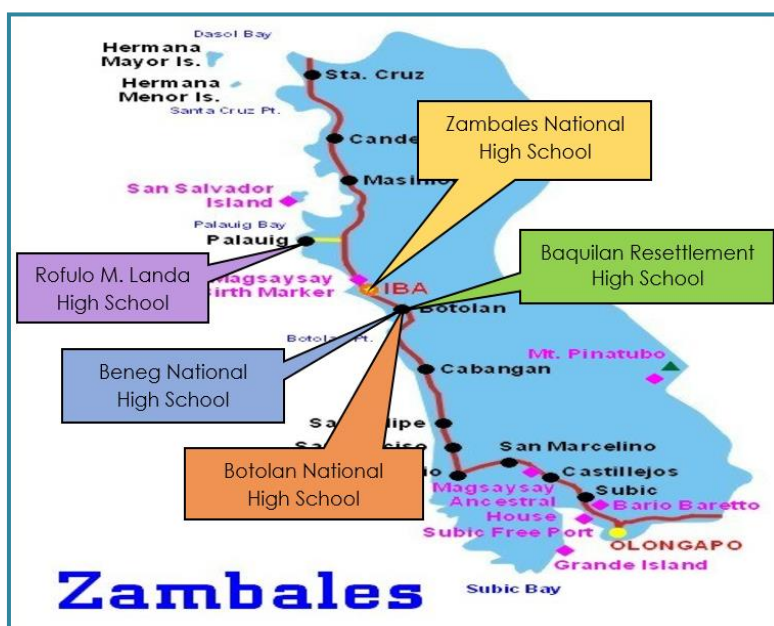
Fig-2: Map of Zambales whereby selected secondary schools in Zone 2 are located

2.4 Instruments
The study made use of descriptive research design with the aid of questionnaires the main instrument in gathering the data. To interpret the data effectively, the researcher has employed the following statistical treatment: Percentage, Weighted Arithmetic Mean, Analysis of Variance (ANOVA) or (F) and Pearson – Product Moment Correlation Coefficient (r).

2.5 Data Collection

Rofulo M. Landa High School was the selected secondary school in Palauig; Zambales National High School was the selected secondary school in Iba; Botolan National High School, Beneg National High School and Baquilan Resettlement High School were the selected secondary schools in Botolan.

III. RESULTS AND DISCUSSION
3. Profile of the Respondents
3.3.1 Age. Out of 250 student-respondents, there were 64 or 25.60% who were 13 years of age;

102 or 40.80%, 14 years old; 23 or 9.20%, 15 years old; 38 or 15.20, 16 years old; 7 or 2.80%, 17 years old and 16 or 6.40%, who were 18 years old. The computed weighted mean age of the student-respondents was 14.48 years old.

3.3.2 Sex. Out of 250 student-respondents, there were 56 or 22.40% who were males and 194 or 77.60% who were females.

3.3.3 Year Level. Out of 250 student-respondents, there were 14 or 5.60% who were first year; 116 or 46.40%, second year; 93 or 37.20%, third year and 27 or 10.80% who were fourth year.

3.3.4 Educational Attainment of Mother. Out of 250 student-respondents, there were 3 or 1.20% whose mothers were masteral degree holder; 60 or 24.00% who have obtained masteral degree units; 64 or 25.60% were college level and 123 or 49.20% were high school graduates.

3.3.5 Educational Attainment of Father. Out of 250 student-respondents, there were 3 or 1.20% whose mothers were masteral degree holder; 6 or 2.40% who have obtained masteral degree units; 29 or 11.60% were college level and 212 or 84.80% were high school graduates.

3.3.6 Family Monthly Income. Out of 250 student-respondents, there were 23 or 9.20% whose family monthly income ranges from Php 10,001-Php 15,000; 64 or 25.60%, Php 15,001-Php 20,000; 136 or 54.40%, Php 20,001-Php 25,000; and 27 or 10.80%, Php 25,001 and above with weighted family monthly income of Php 20,840.50.

4. Profile of the Teacher-Respondents
3.4.1 Sex. Out of 50 teacher-respondents, there were 9 or 18.00% were males and 41 or 82.00% females.

3.4.2 Academic Rank. Out of 50 teacher-respondents, there were 7 or 14.00% who has an academic rank of Teacher 1; 18 or 36.00% Teacher 2; 19 or 38.00% Teacher 3; 4 or 8.00% Master Teacher 1 and 2 or 4.00% Master Teacher 2.

3.4.3 Work Load. Out of 50 teacher-respondents, there were 21 or 42.00% who has 5-6 teaching workloads; 29 or 58.00%, 7-8 teaching workloads with an average of 6.6 or 7 classes.

3.4.4 Family Monthly Income. Out of 50 teacher-respondents, there were 3 or 6.00% who has an income of Php 10,001-Php 15,000; 33 or 66.00%, Php 15,001 –

Php 20,000; 5 or 10.00%, Php 20,001-Php 25,000; and 9 or 18.00% who has an income of Php 25,001 and above with weighted mean of Php 19,000.500 monthly.
3.4.5 Position. Out of 50 teacher-respondents, there were 47 or 94.00% who were regular in their teaching status and 3 or 6.00% who were under provincial status.

5. Perception of the Student – Respondents towards effectiveness of strategies to address school leavers.
3.5.1 Home Visitation. The respondents perceived Moderately Agree (MA) on indicators (1) Home visitation is done twice a month with weighted mean of 3.14 and ranked 7th; and indicator (7) provide open counseling program, 3.39, ranked 6th respectively. Perceived Agree (A) on indicators (2) Teachers determines family problem, 3.59, ranked 5th; indicator (3) Suggests solutions to related family problems, 3.72, ranked 2nd; indicator (4) Give feedback to parents regarding the students' performance, 3.62, ranked 4th indicator (5) Encourage parents to attend the PTA meetings, 3.66, ranked 3rd; indicator (6) Encourage – persuade the parents to provide support to their children, 3.82, and ranked 1st. the computed weighted mean of the perception was 3.56 with qualitative interpretation of Agree (A).

3.5.2 Feeding Program. The respondents perceived Agree (A) on all indicators (1) The school allocates fund for the feeding program with weighted mean value of 3.74 and ranked 4th; indicator (2) Feeding program is scheduled once or twice a month, 3.50, ranked 7th; indicator (3) Ask parents assistance in the feeding program, 3.75 ranked 3rd; indicator (4) Coordinate with medical and health workers to monitor student's health and nutritional conditions, 3.82, ranked 2nd; indicator (5) Advise students to practice eating habits, 3.51, ranked 6th; indicator (6) Emphasize the importance of proper nutrition, 3.85 ranked 2st and in indicator (7) Monitor the feeding program to ensure sustained implementation, 3.58 ranked 5th. The computed weighted mean of the perception was 3.68 with qualitative interpretation of Agree (A).

3.5.3 Remedial Lesson. The respondents perceived Moderately Agree (MA) on indicators (3) Coach students in subjects where he/she finds difficulty with weighted mean of 3.24 and ranked 7th. Perceived Agree (A) on indicators (1) Teacher spends time beyond office hour for remedial teaching, 3.75 and ranked 1st; indicator (4) Assign a leader to act as teacher's assistant in guiding the student, 3.52, ranked 3rd; indicators (5) Establish positive classroom environment, 3.46, and (7) Encourage the students to participate actively in classroom activities which ranked 5.5th respectively; and in indicator (6) Assign extra work and check it as a form of initiating the student's willingness to study, 3.51, and ranked 4th. The computed weighted mean of the perception was 3.53 with qualitative interpretation of Agree (A).

3.5.4 Community Linkages. The respondents perceived Agree (A) on all indicators (1) Request financial assistance from the Local Government Unit and Non-Government Unit with weighted mean of 3.95 and ranked 1st; indicator (2) Adopt a policy program". Look for a benefactor who will provide finances for projects and other school expenses, 3.50, ranked 7th; indicator (3) Imposition of guardianship in school to hold student from leaving the school, 3.72 ranked 4th; indicator (4) Establishment of a scholarship program to provide finances for tuition and other miscellaneous expenses, 3.94, ranked 2nd; indicators (5) Encourage student's participation in community-related activities and indicator (6) Coordinate with appropriate agencies to provide part-time and productive activities for the parents and students during summer vacation, 3.69 ranked 5.5th respectively; and in indicator (7) Give recognition to donors and benefactor who have shared resources to the school and students, 3.71 ranked 3rd. The computed weighted mean of the perception was 3.74 with qualitative interpretation of Agree (A).

6. Perception of the Teacher-Respondents towards effectiveness of strategies to address school leavers

3.6.1 Home Visitation. The respondents perceived Highly Effective (HE) on indicators (1) Home visitation is done twice a month with weighted mean of 4.26 and ranked 3rd; indicator (5) Encourage the parents to attend the PTA meeting, 4.28, ranked 2nd; indicator (6) Encourage – persuade parents to provide financial support to their children with weighted mean of 4.36 and ranked 1st. Perceived to be Effective (E) on indicators (2) Teachers determines family problem, 4.18, ranked 4th; indicator (3) Suggests solutions to related family problems, 3.96, ranked 7th; indicator (4) Give feedback to parents regarding the students' performance, 4.10, ranked 6th, indicator (7) Provide open counseling program, 4.14, ranked 5th. The computed weighted mean of the perception was 4.18 with qualitative interpretation of Effective (E).

3.6.2 Remedial Lesson. The respondents perceived Highly Effective (HE) on indicators (1) Teacher spends time beyond office hour for remedial teaching with weighted mean of 4.30 and ranked 3rd; on indicator (2) Teacher provides enrichment activities, 4.48 and ranked 2nd; indicator (3) Coach students in subjects where he/she finds difficulty, 4.26, ranked 4th. indicator (4) Assign a leader to act as teacher's assistant in guiding the student, 4 .62, ranked 1st. Perceived to be Effective (E) on indicators (%) Establish positive classroom environment, 4.14, ranked 6.5th; indicator (6) Assign extra work and check it as form of initiating the student's willingness to study, 4.14, ranked 6.5th, and (7) Encourage the students to participate actively in classroom activities, 4.16, which ranked 5th respectively. The computed weighted mean of the perception was 4.30 with qualitative interpretation of Highly Effective (HE).

3.6.3 Feeding Program. The respondents perceived Highly Effective (HE) on indicator (6) Emphasize the importance of proper nutrition. With weighted mean value of 4.34 and ranked 1st. perceived to be Effective (E) on indicators (4) Coordinate with medical and health workers to monitor student's health and nutritional conditions, 4.16, ranked 3rd; indicator (5) Advise students to practice eating habits, 4.12 ranked 4th; indicator (7) Monitor the feeding program to ensure sustained implementation, 4.18, ranked 2nd. Perceived to be Moderately Effective (ME) on indicators (3) Ask parents assistance in the feeding, 2.54, ranked 6th; indicator (2) Feeding program is scheduled one or twice a month, 2.84 ranked 5th. Indicator (1) The school allocates fund for the feeding program, 2.42 ranked 7th perceived Less Effective (LE). The computed weighted mean of the perception was 3.51 with qualitative interpretation of Effective (E).

3.6.4 Community Linkages. The respondents perceived Highly Effective (HE) on indicators (2) Adopt a policy program. Look for a benefactor who will provide finances for projects and other school expenses with weighted mean value of 4.42 and ranked 1st; indicator (3) Imposition of guardianship in school to hold student from leaving the school, 4.20, ranked 3rd; indicator (4) Establishment of a scholarship program to provide finances for tuition and other miscellaneous expenses, 4.24, ranked 2nd. Perceived to be Effective (E) on indicators (1) Request financial assistance from the Local Government Unit and Non-Government Unit, 4.12 ranked 4th; indicator (5) Encourage student's participation in community-related activities, 3.38 and ranked 7th; indicator (6) Coordinate with appropriate agencies to provide part-time and productive activities for the parents and student during summer vacation, 4.04 ranked 6th respectively; and in indicator (7) Give recognition to donors and benefactor who have shared resources to the school and student, 4.14, ranked 5th. The computed weighted mean of the perception was 4.08 with qualitative interpretation of Effective (E).

7. Academic Performance. Out of 250 student-respondents, there were 23 or 9.2% who have obtained a point average grade of 90-96 interpreted to be Outstanding (O); 81 or 32.40%, 83-89, Very Good (VG); 120 or 48.00%, 76-82 (Good); 21 or 8.40%, 70-75 (Poor) and 5 or 2.00%, 65-69 (Very Poor) with overall weighted mean of (81.76) interpreted to be Good (G).

8. Test of Significant Difference on Student-Respondents Perception

3.8.1 Age. In Home Visitation, it obtained a computed F-value of 36.476; remedial teaching, 44.145, feeding program, 98.072, and community linkages, 66.440 which is higher than (>) the F-tabular value of 3.11 at 0.05 Alpha Level of Significance and *df* of 5/249, therefore the Null Hypothesis is Rejected, hence there is significant difference when grouped according to age.

3.8.2 Sex. In Home Visitation, it obtained a computed F-value of 0.006; remedial teaching, 0.082; feeding program, 5.441; and community linkages, 4.105 which are lower than (<) the F tabular value of 6.76 at 0.05 Alpha Level of Significance and *df* of 1/249, therefore the Null Hypothesis is Rejected, hence there is no significant difference when grouped according to sex.

3.8.3 Year Level. In Home Visitation, it obtained a computed F-value of 0.823; remedial teaching, 0.383; feeding program, 0.949; and community linkages, 1.887 which are lower than (<) the F tabular value of 3.86 at 0.05 Alpha Level of Significance and *df* of 1/129, therefore the Null Hypothesis is Rejected, hence there is no significant difference when grouped according to year level.

3.8.4 Educational Attainment of Mother. In Home Visitation, it obtained a computed F-value of 5.355; remedial teaching, 6.264, feeding program, 5.826, and community linkages, 6.890 which is larger than (>) the F tabular value of 3.86 at 0.05 Alpha Level of Significance and *df* of 3/249, therefore the Null Hypothesis is Rejected, hence there is significant difference when grouped according to educational attainment of mother.

3.8.5 Educational Attainment of Father. In Home Visitation, it obtained a computed F-value of 5.766; remedial teaching, 6.470, feeding program, 7.917, and community linkages, 8.398 which is larger than (>) the F tabular value of 3.86 at 0.05 Alpha Level of Significance and *df* of 3/249, therefore the Null Hypothesis is Rejected, hence there is significant difference when grouped according to educational attainment of father.

3.8.6 Family Monthly Income. In Home Visitation, it obtained a computed F-value of 15.544; remedial teaching, 20.710, feeding program, 5.376, and community linkages 11.103 which is larger than (>) the F tabular value of 3.86 at .05 Alpha Level of Significance and *df* of 3/249, therefore the Null Hypothesis is Rejected, hence there is significant difference when grouped according to family monthly income.

9. Test of Significant Difference on Teacher – Respondents' Perception.
3.9.1 Sex. In Home Visitation, it obtained a computed Sig. value of 0.121; remedial teaching, 0.394, feeding program, 0.091, and community linkages, 0.149 which all are higher than (>) 0.05 Alpha Level of Significance and *df* of 1/49, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to sex profile variable.

3.9.2 Work Load. In Home Visitation, it obtained a computed Sig. value of 0.654; remedial teaching, 0.546,

feeding program, 0.814, and community linkages, 0.421 which all are higher than (>) 0.05 Alpha Level of Significance and *df* of 1/49, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to sex profile variable.

3.9.3 Family Monthly Income. In Home Visitation, it obtained a computed Sig. value of 0.707; remedial teaching, 0.766, feeding program, 0.476, and community linkages, 0.759 which all are higher than (>) 0.05 Alpha Level of Significance and *df* of 3/49, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to family monthly income profile variable.

3.9.4 Position. In Home Visitation, it obtained a computed Sig. value of 0.656; remedial teaching, 0.220, feeding program, 0.325, and community linkages,0.172 which all are higher than (>) 0.05 Alpha Level of Significance and *df* of 149, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to position profile variable.

IV. CONCLUSIONS AND RECOMMENDATIONS
CONCLUSIONS
Based on the findings obtained in the investigation, the researcher concluded that:
1. The student-respondent is a typical sophomore high school female student in her adolescent period whose father and mother were both high school level and belonged to 1st class economic status.
2. The teacher-respondent is a typical female, a regular Teacher 3 with 7 teaching loads and an average income of Php 19,000.50 monthly.
3. The student-respondents perceived Effective (E) on home visitation, remedial lesson, feeding program and community linkages.
4. The teacher-respondents perceived to be Highly Effective (HE) on Remedial Class and Effective (E) Home Visitation, Feeding Program and Community Linkages.
5. The student-respondents were rated to be Good (G) in their academic performance.
6. The student-respondents perceived to have no significant difference on sex and year level but with significant difference on age, educational attainment of father and mother and monthly family income towards strategies to address school leavers.
7. The teacher-respondents perceived to be significant on academic rank but not significant to sex, work load, family monthly income and position profile variables.
8. The student-respondents have slight or low relationship between academic performance and the strategies address to school leavers.

RECOMMENDATIONS

Based on the findings and conclusions obtained in the study, the researcher has offered the following recommendations to wit:

1. A program is formulated to address school leavers.
2. The use of home visitation, feeding program, remedial lesson and community linkages is hereby encouraged as strategies to lessen school leavers.
3. An extensive or far-reaching solicitation from generous or charitable person or institution for sustainable feeding program and financial assistance.
4. An extensive program for health, food and sanitation must be provided.
5. The teacher should be ready for modular approach instructional so as to provide students opportunity to read and work on every learning activity whenever absent in the class.
6. Conduct regular stress debriefing to those students noted with high possibility to become school leavers.
7. A similar study to be conducted by adding more variables to formulate new approach or strategy.
8. To conduct a follow-up study in order to validate the findings.

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