



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

**INTERNATIONAL JOURNAL
OF CURRENT RESEARCH**

International Journal of Current Research
Vol. 10, Issue, 09, pp.73649-73651, September, 2018

DOI: <https://doi.org/10.24941/ijcr.32164.09.2018>

RESEARCH ARTICLE

WHY STUDENTS DROPPED?

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ARTICLE INFO

Article History:

Received 17th June, 2018
Received in revised form
03rd July, 2018
Accepted 09th August, 2018
Published online 30th September, 2018

Key Words:

Education, Students,
Dropouts, Social Issues.

ABSTRACT

The issue of student drop out is an important social issue. Hence, this study was conducted to determine the reasons why students dropped from school. Quantitative method of research was used in this study. Stratified random sampling was employed in the selection of teacher-respondents and purposive sampling was used for student-respondents since they are at home and others are in their workplaces. Social media, specifically Facebook and Google Form were used. A researcher-made instrument duly validated and reliability-tested was used in this study. Frequency counts, percentage distribution and ranking were used in the analyses of data gathered. Financial difficulty is the top reason why students dropped school. It is recommended that more scholarships programs should be given to deserving students and guidance counseling should be strengthened.

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Citation: Enna S. Bodoso, 2018. "Why students dropped?", *International Journal of Current Research*, 10, (08), 73649-73651.

INTRODUCTION

In 2004, a study by Patrick Lockhart investigated the phenomenon of student drop out from higher education, a problem that has increased within the UK over recent years. This analysis was the first of its kind at that point since no literature on the topic has used a sample of student drop outs to examine causes of their withdrawal decisions, due to the plethora of problems that exist in contacting and obtaining a sample from the population of student drop outs. The study used a matched pairs design consisting of 15 students who persisted in studying their course and 15 students who decided to leave their courses before they were completed. In the Philippines, the dropout rates revealed an alarming 83.7 percent, meaning the country is producing 2.13 million college dropouts annually. In this case, the Philippine government must, in the next education generation or the next 14 years be able to reverse the current situation from 80 percent of college students enrolled in private schools and 20 percent in state universities and colleges (SUCs) to 20 percent, private colleges, and 80 percent SUCs (Manila Bulletin, 2012). There is no denying that a student dropout rate is a major social and economic problem in the Philippines. In Carlos Hilado Memorial State College – Alijis Campus, the number of students who dropped school is increasing. Records from the Registrar's Office show that in AY 2012-2013, the students'

cohort rate is 50.49 percent; 72.70 percent in AY 2013-2014; and in AY 2014-2015, only 50.12 percent. Considering that it is a state college, tuition fee is lower compared to other schools in Bacolod City, yet, students still dropped school. With the growing concern to find out the reasons why students drop school, this study was conducted. This study aimed to determine the reasons why students' dropped out during the Academic Year 2012-2013, 2013-2014, and 2014-2015 in CHMSC-Alijis, Bacolod City.

Specifically, it sought to answer the following problems:

- What is the profile of the student-respondents when taken as a whole and when they are grouped according to gender, course, place of residency, parents' educational attainment, economic status, number of siblings, and parents' marital status?
- What are the reasons why students dropped out according to teachers?
- What are the reasons why students dropped out according to them?

MATERIALS AND METHODS

Research Design: Since the study aimed to identify the factors/reasons why students dropped out of school, quantitative method of research was used.

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Respondents of the Study: The respondents of this study were the 62 teachers of CHMSC-Alijis and 79 dropouts during the AY 2012-2013, 2013-2014 and 2014-2015. Stratified random sampling was employed in the selection of teacher-respondents and purposive sampling was used for student-respondents since they are at home and others are in their workplaces.

Research Instruments Used: A researcher-made instrument duly validated and reliability-tested was used in this study. The instrument consisted of two parts: Part I, demographic profile of the respondents and Part II, Questionnaire on Reasons Why Students' Drop wherein respondents are asked to rank the reasons of dropping out. Frequency counts, percentage distribution and ranking were used in the analysis of data gathered.

Procedure: In conducting the study, the following steps were undertaken by the researchers:

First, the researchers asked permission from the College Dean and Registrar and Guidance office to use records of the students. Students who dropped school during the AY 2012-2013; 2013-2014; and 2014-2015 were then identified. Second, the researchers made the survey questionnaires and five (5) professors were chosen to validate the said instrument. Third, comments made by validators were noted and some parts of the questionnaire was revised. Fourth, the research instrument was pilot-tested to 30 students who were currently enrolled in the college. The questionnaire was rated reliable. Fifth, teachers were asked to answer the questionnaire and some students (dropouts) were called through cellphones on how they could answer the survey, and some were asked to answer the questionnaire through email or Facebook. Research ethics were observed during the administration of the questionnaire. Finally, after the questionnaires were collected, they were tabulated and analyzed and were interpreted. Frequency counts, percentage and ranking were used.

RESULTS AND DISCUSSION

The major findings of the study were as follows:

Profile of the Respondents: Based on the table on the next page, as a whole, there are 79 student-respondents in this study. There are 31 males and 48 females. 23 are BS Industrial Technology students, 20 are BS Information Technology students, 28 are BS Information Systems, and 8 are Bachelor of Technical Teacher Education. 23 are in their First Year when they dropped school, 35 are Second Year, 17 are Third Year and 4 are Fourth Year students. For father's educational attainment, 3 are elementary level, 3 are elementary graduate, 10 are High school level, 38 are High school graduate, 12 are college level, and 13 are college graduates. For mother's educational attainment, 1 are elementary level, 3 are elementary graduate, 8 are High school level, 37 are High school graduate, 20 are college level, and 10 are college graduates. For economic status, 62 belongs to low economic status(3,250-7,500), 15 belongs to below average (7,501-15,000), and 2 belongs to average (15, 001-30,000) economic status. 53 of the respondents live within Bacolod City and 26 lives outside Bacolod City. For parents' marital status, 76 have parents who are married and 3 are separated. The result of this study contradicts the study conducted by *Russell Rumberger and Sun Ah Lim (2008)* wherein dropout rates are generally

higher for males than for females. In addition, the said study points out that students living with both parents have lower dropout rates compared to students living in other family arrangements which contradicts the result of this study since 96.2% of their parents are married. Another point of their study states that students in homes with more family resources as measured by parental education, and family income are less likely to drop out of school. This supports the result of this study.

Table 1. Profile of Students Dropouts

Variables	Groupings	Frequency	Percentage
Gender	Male	31	39.2
	Female	48	60.8
	Total	79	100.00
Course	BS Ind Tech	23	29.1
	BS Info Tech	20	25.3
	BS Info System	28	35.4
	BTTE	8	10.1
	Total	79	100.00
Year Level	First Year	23	29.1
	Second Year	35	44.3
	Third Year	17	21.5
	Fourth Year	4	5.1
Father's Educational Attainment	Total	79	100.00
	Elementary level	3	3.8
	Elementary Graduate	3	3.8
	High School Level	10	12.7
	High School Graduate	38	48.1
	College Level	12	15.2
	College Graduate	13	16.5
Mother's Educational Attainment	Total	79	100.00
	Elementary level	1	1.3
	Elementary Graduate	3	3.8
	High School Level	8	10.1
	High School Graduate	37	46.8
	College Level	20	25.3
Economic Status	College Graduate	10	12.7
	Total	79	100.00
	Low	62	78.5
	Below Average	15	19.0
	Average	2	2.5
Residency	Above Average	0	0
	Total	79	100.00
	Within Bacolod City	53	67.1
	Outside Bacolod City	26	32.9
Parents' Marital Status	Total	79	100.00
	Married	76	96.2
	Separated	3	3.8
Total	79	100.00	

Reasons for Dropout According to Teachers: Table 2 shows the top ten reasons why students dropped school according to teachers. The very first in rank is *Students had financial difficulty*. Second is *Students had to work for a living*. Third, *Students obtained poor/failing grades*. Fourth, *Students disliked his/her course*. Fifth, *Students lost interest in school/studies*. Sixth, *Students could not work and go to school at the same time*. Seventh, *Students got pregnant*. Eighth, *Students had poor academic performance*. Ninth, *Students had home responsibilities*. The tenth is *Students had an illness*.

Reasons for Dropout by Students: Table 3 shows the top ten reasons why students dropped school according to them. The very first in rank is *I had financial difficulty*. Second is *I had to work for a living*. Third, *I could not work and go to school at the same time*. Fourth, *I got pregnant*. Fifth, *I became a parent*. Sixth, *I got married*. Seventh, *I disliked my course*. Eighth, *I lost interest in school/studies*. Ninth, *I obtained poor/failing grades*. The tenth is *I could not keep up with schoolwork*. Based on the table, the highest ranked dropout causes reported by dropouts themselves were economic-related and that *I had*

financial difficulty was on top and was the antecedent of the next two reasons in rank, I had to work for a living and I could not work and go to school at the same time, respectively.

Table 2. Top 10 Ranked Reasons for Dropout by Teachers

Cause of Dropout	Rank
School-related	
Students disliked his/her course.	4th
Students obtained poor/failing grades.	3rd
Students had poor academic performance.	8th
Students lost interest in school/studies.	5th
Economic-related	
Students had to work for a living.	2nd
Students could not work and go to school at the same time.	6th
Students had financial difficulty.	1st
Family-related	
Students had home responsibilities.	9th
Personal-related	
Students got pregnant.	7th
Students had an illness.	10th

Table 3. Top 10 Ranked Reasons for Dropout According to Student Dropouts

Cause of Dropout	Rank
School-related	
I disliked my course.	7th
I obtained poor/failing grades.	9th
I lost interest in school/studies.	8th
I could not keep up with schoolwork.	10th
Economic-related	
I had to work for a living.	2nd
I could not work and go to school at the same time.	3rd
I had financial difficulty.	1st
Personal-related	
I got married.	6th
I got pregnant.	4th
I became a parent.	5th

Because of financial difficulty, students opted to work for a living. *Russell Rumberger and Sun Ah Lim (2008) said that financial resources strongly influence the likelihood that a student will graduate. A number of studies have found that students who work more than 20 hours a week are significantly more likely to drop out. Burrus and Roberts (2012) asserts that one of the demographic indicators of at-risk students is coming from a low-income family. Balfanz and Letgers (2012) found a strong relationship between poverty and the dropout rate: The higher the percentage of a school's students living in poverty, the higher the dropout rate. Poverty seems to be one of the strongest, if not the strongest, predictor of a school's dropout rate. The next fourth to sixth reasons are all personal-related. They got pregnant, got married, and became a parent. The next seventh to tenth reasons are all school related. They dislike the school. Since they dislike the school, they lost interest in their studies and so they obtained poor/failing grades.*

Conclusion

In view of the findings, the following conclusions were drawn:

- Female students tend to dropped school than male students. They are in their Second year level in school when they quit schooling. Place of residency is not a factor in students' dropouts. Most of their parents are not college graduates. Economic status is a big factor in students' dropout.
- Teachers can attest that financial difficulty is the main factor in students' decision to drop school.
- CHMSC is a state college and most of the students belong to low economic status, thus, students dropped school because of financial difficulty.

- Offering more scholarships to as many as possible deserving students is needed.

Recommendations

In view of the findings and conclusions of the study, the following are recommended:

- Commission on Higher Education (CHED) and Non-Government Organizations (NGOs) should offer more scholarship grants to deserving students in academic, cultural and athletic.
- Alumni Office may organize a program in tapping those alumni of the school who are willing to extend financial aid to those poor but deserving students.
- Counseling program by the guidance office should be strengthened.
- CHMSC may engage in sustainable entrepreneurial activities which students may be given the opportunity to gain and earn for their financial needs.
- Parents should be informed of their children's midterm grades for them to be aware of the latter's performance in school.
- Finding of participants is an immensely laborious process, and it would be beneficial for future researchers to visit the respondents in their homes or workplaces to have more subjects in the study.
- Replication of this study is recommended.

Acknowledgement: This study was made possible because of the assistance of the OIC Registrar of the Alijis Campus, Mrs. Ma. Prescila G. Ausa and her staffs.

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