

Enrolment Growth Connotes 0 % Dropped Out in One of the State Universities & Colleges (SUCs) in CARAGA, Philippines

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Abstract:- This study showed an evident explanation about the students' firmness to their career choices, their determination, social status and government financial assistance thru scholarship grants stabilized their academic disposition. Mathematical application simplified with the use of spreadsheets described the data and its graphical presentation. By understanding this paper declared issues on enrolment and dropped out from one of the SUC in the CARAGA Region of the Philippines known as Surigao State College of Technology (SSCT) in Mainit Campus were numerically expressing an enrolment linear growth. This study denounced dropped out and proliferated enrolment, boosted confidence amongst students and educators as to its educational ventures that this study based on results genuinely forecast an exponential enrolment increases over the years.

Keywords:- Enrolment, Dropped Out, SSCT, SUC, Students' Career Choice.

I. INTRODUCTION

Previous studies displayed dropped out of students are often one of the main problem and concern of the school of which most of its causes is due to academic performances, maternal education, migration status (Yi, Zhang, Yao, Wang, Ma, Shi, & Rozelle, 2015). Rather, reality tells also that dropped out of students were due to problems in teaching such as lack of time to finish all lessons, poor motivation and concentration of students, lack of classrooms, shortage of teaching materials, extra-curricular interventions, difficulty in preparing lessons, natural calamities, attendance and learning performance among students were adversely affected (Ardales, Espaldon, Lasco, Quimbo, & Zamora, n.d.). These scenario challenged every educator on how to draw a preventive measure to keep their students from dropping, on how students would tend to finish their course based on the study plan (Zerna, Cruz, & Nuqui, 2014)).

In this present era, it is indispensable that government programs counter these problems through scholarship programs (PDF, CMO-No. 56s2012.pdf-CHED; S&T Handbook-DOST-SEI; RA No. 10687); anti-poverty programs (Maligalig, Caoli-Rodriguez, Martinez & Cuevas, 2010), curriculum stratification ("Reforms in the Philippine

education system: The K to 12 Program | BusinessMirror," n.d.); and 21st century of teaching-learning process ("The Role of Education in the 21st Century," n.d.); ("EDUCATION IN THE 21st CENTURY," 2017). Wherein attendance and absences are subjective (Jones, 1984), then, evaluation of students' performance are more on project-based and on self-face method (Mudrich, 2017). In this study mathematics were given more significance in tracing issues and concerns regarding dropped out of students, of which the only basis is the document or data acquired from the official records from the office of the registrar. This study is plainly descriptive and theoretical, data were analyzed by frequencies and percentages. Then based on results, students' dropped out were interviewed, their friends were asked by ambiguous questions about the why's and how's those students were dropped from the lists, even parents were asked also. Then, results or findings, were sum up, and explained the causes of their dropped out this exactly denounced partial doubts and hearsays about their reasons.

II. METHODS AND MATERIALS

Gathered data is done purely by asking records on enrolment for the 1st Semester, SY 2019-2020 from the office of the registrar. Then, out from the acquired data statistical views were studied and analyzed, were findings showed significant result on enrolment and dropped out.

Findings served as basis of determining students' dropped out from the official records. Those students were visited from their home, interviewed thru ambiguous questions just to acquire their point of views and evaluated their common theme as means of their dropping from their studies. Their friends, neighbors, parents, and families views relative to their dropping were also given emphases. Wherein, those views were given much significance as bases of students' dropped out.

Frequencies and percentages simplifies the logical interpretations of the study. This analytical method would simply traces the impact of students' enrolment and dropped out for institutional development and progress, this study should also convene any political leaders and key persons to consider the study as gauge to consider the potential of the school for university hood.

III. RESULTS

From the official records of the SSCT-Mainit Campus Registrar the total enrolled students, 1st Semester, SY 2019-20, N = 1,153.

Year Level					
Courses	1	2	3	4	TOTAL
<i>BAT</i>	239	138	16	94	487
<i>BSAF</i>	170	52	47	32	301
<i>BSEd</i>	70	32	31		133
<i>BTLEd</i>	131	53	48		232
TOTAL	610	275	142	126	1153

Table 1:- SSCT Enrollment, 1st Semester, SY 2019-2020

Year Level	Enrolled	First Year		Second Year		Third Year		Fourth Year	
		No.	%	No.	%	No.	%	No.	%
<i>BTLED</i>	232	131	56%	53	23%	48	21%		
<i>BSED</i>	133	70	53%	32	24%	31	23%		
<i>BSAF</i>	301	170	56%	52	17%	47	16%	32	11%
<i>BAT</i>	487	239	49%	138	28%	16	3%	94	19%
Total enrolled	1,153	610		275		142		126	

Table 2:- Frequencies and Percentages, Students Enrolled, 1st Semester, SY 2019-2020

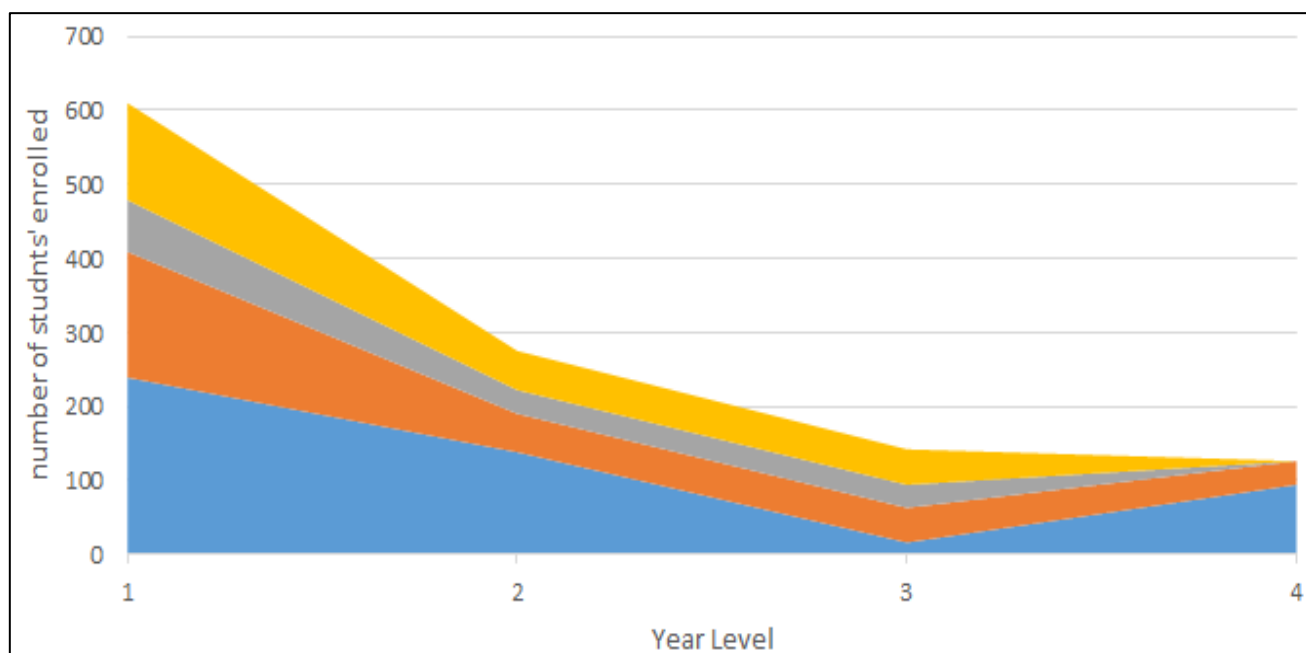


Fig 1:- SSCT Enrolment, 1st Semester, SY 2019-2020

Course & Year Level	No. of Students	
	Male	Female
BAT		
I	1	3
II		
III		
IV		
BSAF		
I		1
II		
III		
IV		
BSED		
I		
II		
III		
IV		
BTLED		
I		1
II		
Subtotal	1	5
Grand Total		6

Table 3:- SSCT - Mainit Campus, Students Drooped Out, SY 2019-2020, From August to December 2019

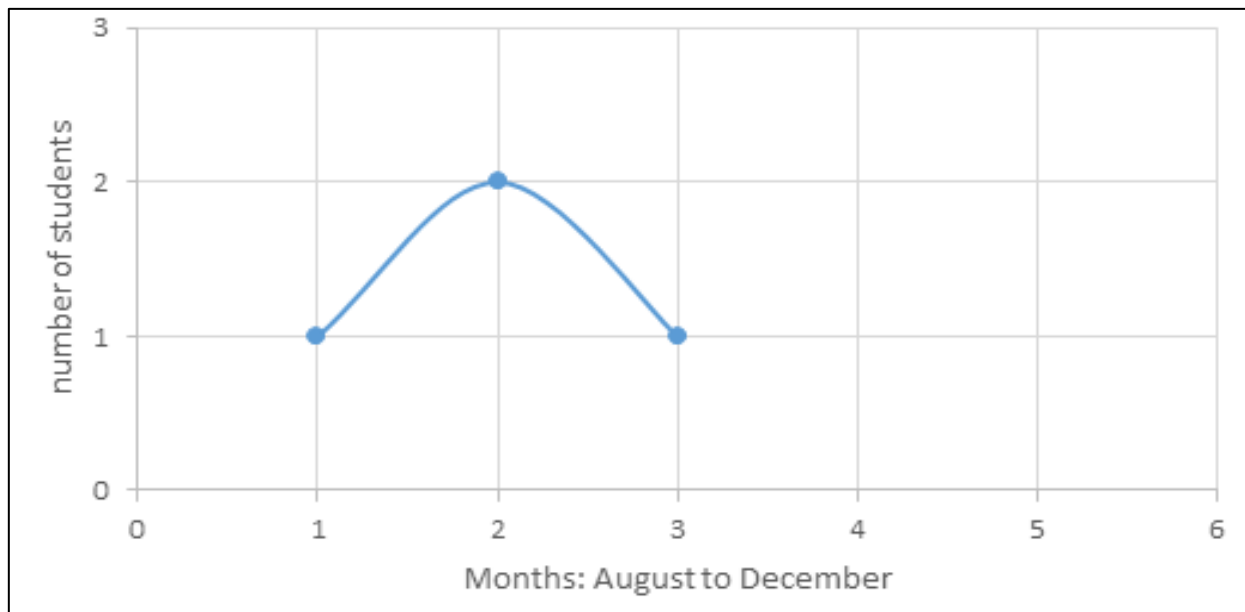


Fig 2:- BAT dropped out, 1st Semester, SY 2019-20

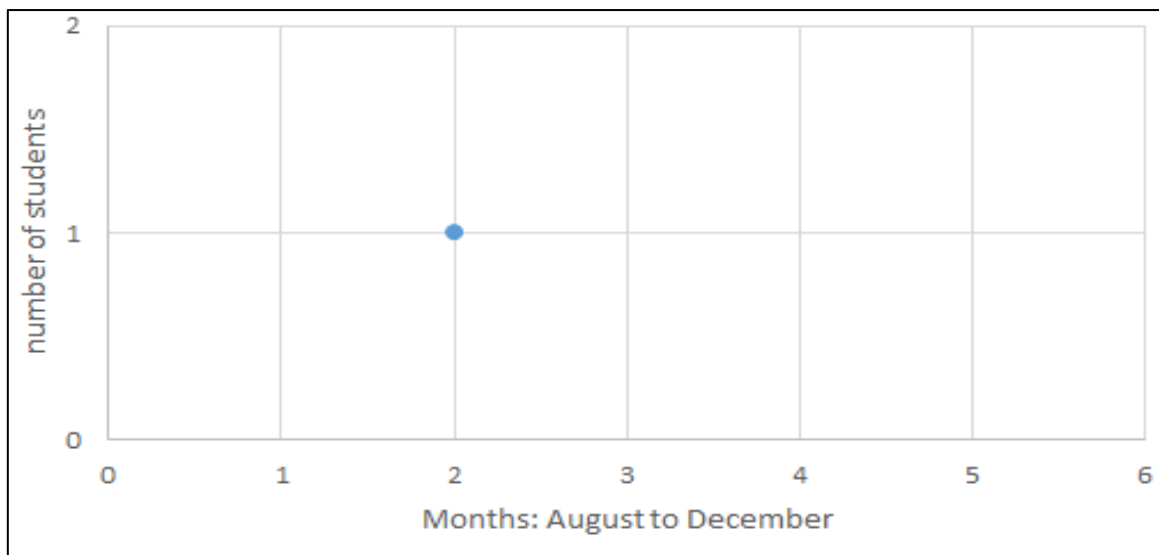


Fig 3:- BSAF dropped out, 1st Semester, SY 2019-20

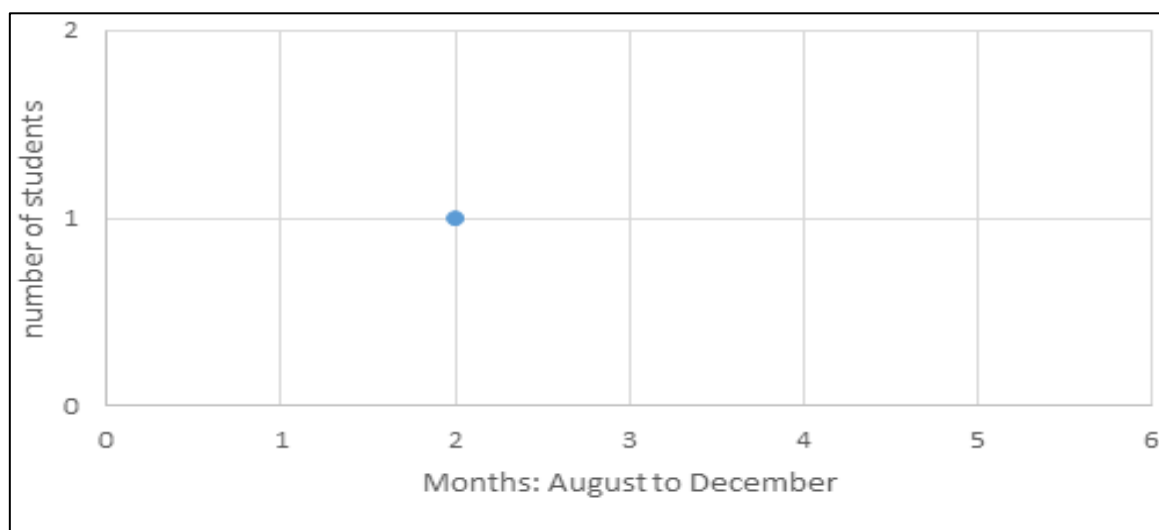


Fig 4:- BTLED dropped out, 1st Semester, SY 2019-20

IV. DISCUSSIONS

Based on the Registrar’s official records it shows in Figure 2, Figure 3 and Figure 4 that there were only a total of six (6) dropped outs wherein four (4) students from the BAT Department in the first year level, one (1) also from the BSAF Department and another one (1) from the BTLED in the first year level, no dropped out in BSED for the 1st Semester, SY 2019-20.

Noted that the total number of students enrolled were 1,153 wherein, there were 487 students enrolled for BAT; 301 for BSAF; 133 for BSED; and 232 for BTLED. This further, tells that out from the 1,153 students who officially enrolled there were only 6 students’ dropped out which by percentages has its equivalency to 0.52% only, in a ratio of 1:5 between male and female. Then, noticed in the year level from 2nd year up to 4th year it was marked zero dropped out, indispensably enrolment displayed exponential growth on enrolment as displayed in Figure 1.

Students’ common reasons on dropping out from their studies is more on practical reasons that relates on prior academic performance, unemployment for poorer family and a SUC’s academic institutional policy (Smith & Naylor, 2001) . They are inflicted by confused decision as what to prioritize either to work or to study, these students were confused, most of them were not determined to study nor they wish to work for a living, as it relates, described the issue as a complex process in which individual, institutional and social factors affect the socialization in the education process and studies (Heublein, 2014). Living status were the main factor of their dropping out. However by perspective if incase of any doubts by then, the authors wishes to recommend their structured questionnaire as shown in Appendices under Table 4 as a tool for futuristic gathering data.

V. CONCLUSIONS

The study concluded that the school premises prompted the students to be more willing to stay, the school management on class scheduling (black sectioning) defined a strategic means that boost the camaraderie among students that holds them be more precise this add on their interest to be with their classmates or peer during those period of studies.

Sharing of ideas and time with classmates binds them to be more active in performing their academic assignments and activities opportune them to more active, determined, and even committed to pursue their studies, so their belongingness attracts retention and the sense of attrition were threw away by norm (O’Keeffe, 2013).

Teachers-Students relations were merely surpasses and considered as family member that indulged filial love with tender care to assured their students transformation as to the desirable outcomes.

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APPENDICES

Students who dropped Out		Registrar’s feedback	Classmates’ feedback	Parents/Guardian feedback	Personal feedback of the student who dropped out
BAT	M				
	F				
	F				
	F				
BSAF	F				
BTLED	F				

Table 4:- Questionnaire on Checking Feedback-SSCT Students’ Dropped Out, N=6