

Project (SEB): Sagip Estudyanteng Bulihan- An Intervention Program to Reduced Dropout Rate in Bulihan Integrated National High School

JOSEPH SY BUTAWAN, MAEd-AS,
BULIHAN INTEGRATED NATIONAL HIGH SCHOOL
SILANG, CAVITE

Abstract:- The primary purpose of this research was to develop an intervention program that will eradicate dropout rate and will help students at risk not to leave school while studying. The study made used of descriptive design. The readily available document from the guidance office submitted by the teachers with advisory the number of students who leave the school with their reasons. The top 3 causes of dropouts are financial family problems, lack of interest and employment. An intervention program entitled “Moving Forward” for students at high risk of dropout and out-of school youth to continue to study. It compose of six (6) intervention programs for parents, teachers, and students at risk to stay school and to reduce from dropout. It was concluded that the family is the key factor why learners success into their chosen career and they are also the one who turn the life of their child into to miserable situation. One factor also is the financial status of the child and family. Instead of studying they choose to work in benefit to bring food at home and to help their parent in their household chores. The proponent recommended an intervention programs on potential school leavers should be strengthened to motivate students to stay in school with the help of their parent or guardian.

Keywords:- Intervention, Dropout, Reduce, Program.

I. INTRODUCTION

Education is commonly referred to as the process of learning and obtaining knowledge at school. Dropouts among school children are one of the most complicating problems that continually beset the Philippine educational system. The internal efficiency of school brought primarily by this problem has been with the system long enough to disturb and move both policy-makers and administrators. Early withdrawals from school are growing unchecked especially among the poor and depressed rural areas where children are forced out of school to help augment family income, thus depriving them of their right to basic education.

Each student who makes the choice to drop out of high school has a different story and reason for his or her decision. These range from a lack of interest in school to family situations that did not provide the support they

needed to critical academic deficiencies that impede their success at the high school level. With all the varying reasons that students give for dropping out of high school, we know that there is no one clear answer to this problem and no single strategy that will meet the needs of all these students.

In Bulihan Integrated National High School (BINHS), Division of Cavite, where the researcher is currently work as secondary teacher, he observed that students dropout from school mentioned due to some reasons. Oftentimes, parents are very reluctant to come to school if summoned, for their thoughts are pre occupied that surely they are called because of their child’s shortcomings. Since the schools is situated in a relocation area, most of the parents are from below-average income group and most of them are living as ambulant vendors or spend their weekends in the market to sell vegetables to gain money for their needs. Poverty is a driving force to both parents and their children to dropout from school. They want education but they lack the motivating force to support their children to pursue their studies.

The main concern of this study were the students who leave school. A Project SEB – Sagip Estudyante ng Bulihan: An intervention program was developed to eradicate dropout rate in Bulihan Integrated National High School (BINHS). It is also an eye opener to parent, teachers and the stakeholders the importance of education to their child. Through this program, people will aware on what was happen to students who leave school and their main reasons which will be the basis to develop an intervention program that will help students at risks in dropping out.

II. LITERATURE REVIEW

Every Filipino has a right to free basic education, however, many Filipinos do not have a chance to attend and finish formal basic education. There are those who dropout from schools due to various external and internal reasons, while some do not even have schools in their communities. By the declaration in the 1987 constitution - *The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all*, the government has vowed to eradicate illiteracy and make education reach every citizen. For decades, Philippines has been head to

head with its battle with illiteracy and has been putting so much importance in the improvement of basic education as it entails the growth and development of the nation (Rodriguez, 2007 as cited by Atilano et.al., 2016).

Illiteracy was noted as the biggest obstacle that hampers the economic growth of a country. Southeast Asian and African countries, most especially, have been bombarded with economic crisis brought about by poverty which links to illiteracy. Philippines was tagged as one of the countries to have the highest poverty incidence rates in Southeast Asia. Amongst everyone, the Out-of-School Children (OSC), Out-of-School Youth (OSYs), and Out-of-School Adults (OSAs) were the most affected by poverty due to lack of educational opportunities created, however, by illiteracy itself (Apao et al., 2014).

In the Philippines, the dropout rate is certainly one measure used to assess an educational system. In fact, proponents of the new DepEd K+12 curriculum have claimed that by decongesting the old 10-year curriculum and spreading what needs to be taught over 12 years, there would be less students feeling behind or unable to keep up with the learning. Seeing that the dropout rates are increasing is therefore not good news for DepEd (Kadil, 2017).

In our present day, societies are intensively facing school dropout problems that have personal, social and financial dimensions and trying to develop policies in order to prevent or decrease this problem (Heers et al., 2014; De Witte & Csillag, 2014; Estevaso & Alvares, 2014 as cited by Kadil, 2017). Chronic absenteeism has a significant relationship with certain dangerous behaviors such as substance abuse, violence, physical injury, suicide, showing sexually explicit behavior at an early age, pregnancy and eventual dropout (Ferrell et al., 2013; Gage et al., 2013; Kearney & Graczyk, 2014; Nolan et al., 2013; Thornton, Darmody & McCoy, 2013 as cited by Kadil, 2017).

The total Philippine population as of 2007 stood at 88.7 million; for 2008 it was projected to be 90.5 million (2000 Census-Based Population Projections). The 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS), disclosed that out of 57.4 million Filipinos who are 10 to 64 years old, 3.8 million ten years old and above, do not know how to read and write and a total of 9.2 million are not functionally literate.

According to the National EFA Committee (Manila, Philippines, 2006), a survey of young people, 7-21 years old showed that 65% do not participate in any community activities; only 37% can sing the national anthem, and only 38% can recite the Panatang Makabayan. The Committee further noted that the low participation in community activities, lack of awareness of Philippine history, and weak engagement with matters of public interest, provided a picture of educational disadvantage from the viewpoint of nation building.

The EFA report also pointed out that the school system is disadvantaged because of its poor completion rate and low academic performance. There are several government intervention programs implemented by DepEd to reduce dropout rate.

DepEd, (2014) mentioned that the annual Operation Balik-Eswela (OBE) and Public Assistance Station address the problems that usually crop during school opening and see to it that children are in their respective classrooms and buckling down to lesson at the first day of the school year. According to Luistro (2011), the Oplan Balik Eswela is to ensure smooth opening of classes so that all children are properly enrolled and in school by the start of the school year.

Condition of Education (2011) (cited in John Cooksen) indicated, “twenty-five percent of Americans who start high school do not graduate. Entering the workforce without a high school diploma means, an unemployment rate three and half times the rate of those with a college degree” (p. 1). Twenty-five percent is a significant number. This means that one in four students don’t graduate, which is an alarming statistic. This is a severe problem that has personal ramifications, as well as societal ramifications.

Vergara (2010) in her study revealed that older students are more likely to drop out with age ranging from 16-17 years old; that these dropout are from intact, low-income families with fathers working as carpenters, vendors or drivers and some are even unemployed. The author also stressed that the most common reason for student to drop out is delinquency, family problem, emotional and financial problem and intervention program was formulated.

As pointed out in the DepEd’s target to cut dropout rate in public schools to 7.13 percent for school year 2009-2010 (Hachero, 2010), the 2010 target reflects a consistent decline from 8.36 percent drop out in SY 2006-2007 and 7.45 percent in 2007-2008. In spite of these, many students cannot report to class regularly because of various reasons such as work, financial problems, physical handicap, family and health issues, among others. It is also observed that the number of students dwindles as one goes higher in the education ladder.

In conjunction with the previous paragraph, some areas in the Philippines even high dropout rates among students because multinational corporations employ child labor while there are areas in the country where the dropout rate goes up (Tubaza, 2009).

More recent studies have revealed other intriguing facts about dropping out. First, majority of those who stopped schooling did so during the first two or three years of elementary and secondary education. Dropout rates in the first 3 levels of elementary and in the first 2 levels of high school were higher than those in other grade or year levels (Department of Education, 2006). For example, dropout rate in Grade 1 (1.97 %) was higher than that in Grade 6

(1.06 %); in the secondary level the dropout rate that in first year (8.09 %) was also higher than that in fourth year (3.77 %). Second, gender comparisons showed that boys had higher dropout rates in both elementary and secondary levels compared to girls (1.69 % and 0.97 % respectively in the former, and 8.85 % and 4.26 % respectively in the latter). Among out-of-school youth, there were also gender disparities that weighted against boys (UNESCO, 2005). There were 1.5 more boys who were out of school than there were girls. Despite such information, lack of carefully planned studies on dropouts has deterred the formulation of long-term solutions to prevent dropping out (Samuels, 2007)

Aside from financial difficulties, school-related causes such as loss of interest and lack of motivation are also associated with dropping out. Teacher factor is particularly most prominent among young boys. As for older boys, family and peers wield a strong influence on their school attendance; family problems and peer pressure affect attendance and performance in school.

Inaccessibility also induces school leaving, particularly among young children who are compelled to hike to and from school for hours, and among those who lack transportation money on a daily basis. Adjustment problems become a deterrent to regular school attendance for those in the first school levels; school readiness is crucial for children in the early grades, while a certain level of psychological and social maturity is necessary for those beginning high school. Finally, all schoolchildren are prone to sickness from time to time; many children from poor families do not eat well nor properly.

They are also deprived of the necessary means for strengthening their immune system such as health-boosting vitamins. Many of them engage in long hours of work or household duties. It is not surprising that many of these children often get sick. Illness keeps them away from school, and the more absences they incur, the more difficult it is for them to make up for lost time in class. When this happens, the most practical recourse is to leave school.

The complexity of the dropout phenomenon requires manifold and concerted solutions. Where poverty adversely deters schooling, parents, schools and communities can work together to mitigate its effects on young learners. For example, lack of money for school-related expenses can be resolved through donations and assistance from charitable organizations, private companies and local community members. Transportation services, breakfast programs, book loans, financial aids, and other kinds of services have already been shown to be effective in preventing dropout (Bureau of Elementary Education, 1992; Petilo, 2006). Schools should coordinate with and seek support from the local government and the community to institute similar programs for students who are at-risk. School-related causes such as fear of teacher and ineffective classroom management can be worked out through teacher re-tooling and curriculum planning. Family-related causes such as childcare and other domestic duties can be addressed through community-based interventions such as daycare

services designated for children of working mothers. Student-related causes such as poor health, peer influence, and low motivation can be managed using local government health programs and school guidance services.

The relevance of schooling and school completion as perceived by students also has an impact on dropping out. When conditions outside of school indicate to students that school completion is important for their current and future success, students are more likely to remain in school. These conditions can be structured by indirect processes as when high school diplomas become so common that they lose their value and are replaced by university graduation as a mark of distinction. Such conditions can also be structured directly through policies such as those requiring students to remain in school to obtain a driver's license.

Environmental approaches have included strategies to address unsupportive outside conditions by developing new relationships between families and schools and the integration of educational and human services to address the social and economic problems that impede progress through school. Attempts to reduce the problem of the lack of relevance of school to the current and future lives of students have involved revised curricula that more clearly relate to real-world experiences, updated vocational education programs that integrate academic and vocational skills and make clear links to the world of work, multicultural curricula that include materials and role models from students' own ethnic or cultural backgrounds, and programs that make more salient the link between schooling and work.

System-building approaches include all those activities entailed in continuing to expand secondary education in those societies in which secondary schooling is not widely available. Included are things such as establishing schools closer to the local communities of students and enhancing the quality of the teaching force and the curriculum.

The evaluation evidence on the effectiveness of the various dropout prevention efforts is limited, with most programs subjected to little in the way of rigorous study. Attempts at evaluation are complicated by the long lead time between early interventions and on-time high school completion and by the complex and multifaceted approaches often attempted with students in secondary schools.

Tyler (2012) stated that it is costly to both the individual and to society whenever a student drops out of school without a diploma. Relative to high school graduates, the average dropout can expect lower life-time earnings, decreased employability, and poorer health over the course of their life. From society's perspective, dropouts are associated with lower tax revenues, greater public assistance costs, and higher crime rates. The large number of students who dropout each year, coupled with the substantial cost per dropout, remind us of the urgent need for programs that might help students stay in school. In fact, there is no shortage of dropout prevention programs. The Dropout Prevention Center/Network lists hundreds of dropout-prevention programs in its online data base of

“model programs”. In thinking about dropout prevention it is useful to categorize interventions into either (1) programs that set dropout prevention as the primary goal and that target specific students or groups of students for assistance or (2) interventions that have a broader goal than dropout prevention and a broader target audience than “at-risk” students, but that, nevertheless, have lower dropout rates as one of their primary goals. Programs in both categories tend to share some or all of four primary mechanisms for lowering dropout rates are 1)increasing school attendance; 2)increasing student school engagement and learning; 3)building student self-esteem, and 4)helping students cope with the challenges and problems that contribute to the likelihood of dropping out.

Obviously reasons of students to dropping out are based on their social strata, their culture, their beliefs and ethnic background.

➤ *Proposed Innovation, Intervention and Strategy*

An intervention program entitled “Project SEB- Sagip Estudyante ng Bulihan” for students at high risk of dropout and out-of school youth to continue to study. It compose of six (6) intervention programs for parents, teachers, and students at risk to stay school and to reduce from dropout. Firstly, the Advocacy for Parent- Awareness which serves to provide parents the necessary information about the school rules, regulations, physical facilities and the different services offered by the school such as the guidance office, library, clinic, and canteen.

Secondly, the Networking and Linkages which serves to help the parents coordinate and collaborate with the school and the community in creating a positive and productive environment. In addition, the activity will help parents develop their skills at the same time provide them as a means to earn living.

Thirdly, the Parent-Child Relationship which serves to help students make use of their free time creatively inside the school by putting up different study corners and providing recreational activities which will enhance and develop skills and abilities. In addition, by conducting seminars and workshops on effective parenting and understanding adolescent issues and concerns they can gain a better understanding of their children.

Fourthly, the Building Capacity for Teachers, by conducting seminars and workshops by the Head Teacher, the teachers will enhance their teaching and other skills to motivate students to attend class regularly. Additionally, the seminars and workshop conducting by the School administrator, teacher will aware to the situation that may arise to their students.

Fifthly, Initiating Student Awareness which serves to provide students a necessary information to be aware about the effects of early pregnancy and pre-marital sex for young teens. In addition, students will think first before to enter in complicating problems such as early pregnancy and pre-marital sex.

Lastly, Drug Abuse Resistance Education (DARE) which serves to students to enhanced their skills about the bad effects of drugs to health of every individual and provide ways and prevention to stay away from drugs like sports activities and the like.

➤ *Action Research Questions*

This study aimed to provide an understanding and formulate an intervention program on the students at risks to dropout in Bulihan Integrated National High School Silang, Cavite, Division of Cavite Province.

Specifically, it sought to answer the following questions:

1. What is the cohort participation and survival in Bulihan National High School (BNHS) from 2013-2016 in terms of:
 - 1.1 Survival rate
 - 1.2 Participation rate
 - 1.3 Dropout rate
2. What are the common causes of dropout?
3. Based on the findings, what intervention program may be proposed?

III. METHODOLOGY

a. Participants and/or other Sources of Data and Information

The participants of the study were the secondary teachers with advisory in Grade 7, 8, 9 and 10, since they conducting home visitation whenever the child commit habitual absences in class and the one who serve as the second parent to their students in Bulihan National High School. The researcher utilizes stratified random sampling. According to Carague et al. (2009) stratified random sampling can be preferred for two reasons: first, it certifies that the sample is representative not only of population but also particular sub-populations. Secondly, stratified random sampling showcases a higher statistical precision than simple random sampling. Moreover, Naval et al (2009) stated that stratified sampling is the process of selecting sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. It can also be used to select equal-sized samples from each of a number of subgroups, if subgroup comparisons are desired.

It was taken from population using stratified random sampling at 5% error of tolerance. The sample size was determined with the use of Slovin’s formula:

Where: n = sample population
 N = total number of population
 e^2 = margin of Error

Formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{100}{1 + (100)(.05)^2}$$

$$n = 80$$

Table 1 Population and Sample Size Secondary Teachers with Advisory

As shown in table 1, the participants of the study is composed of twenty (22) Grade 7 teachers with advisory of Bulihan National High School which is twenty eight (28) percent out of twenty eight (28) total population, 21 Grade 8 teachers with advisory of Bulihan National High School which is twenty six (26) percent out of twenty six (26) total population; 19 Grade 9 teachers with advisory of B.N.H.S. which is 24 percent out of 24 total population; and 18 Grade 10 teachers with advisory of B.N.H.S. which is 22 percent out of 22 total population. A total of one hundred (100) population which is one hundred (100) percent and eighty (80) served as the total sample.

b. Data Gathering Methods/ Collection

The researcher sought permission from the School Administrator of Bulihan National High School, Silang, Cavite to conduct the study. Once permission was granted the researcher conducted an interview about the cohorts participation and survival in BINHS for the past three years from 2015-2018. The researcher personally had an interview and gather the needed data to the participants using tally sheet or checklist based on the factors affecting students to

leave school.

c. Ethical Issues

Since the needed data or information is already provided in the guidance office, the researcher will not give much an ample time to collect the necessary information such as the cohort participation, survival rate, and the dropout rate for the past three years. To get the sample size, the researcher used Slovin’s formula with 5% margin of error because he believes that not all the teachers will participate to the said study due to their busy schedule.

d. Data Analysis Plan

1. Percentage. This was used as descriptive statistics or something that describes a part of the whole. In getting the cohort participation including students who participate, survival and dropout rate, the researcher used percentage rate to describe the whole population based on the data given in the guidance office. The researcher used composite mean to know the average results of the given data.

2. Ranking Method. This was used to rank the factors why students dropout in schools

IV. DISCUSSION RESULTS AND REFLECTIONS

No. 1. Cohort participation and survival in Bulihan Integrated National High School (BINHS) from

2015-2018?

- 1.1 Survival rate
- 1.2 Participation rate
- 1.3 Dropout rate

Table 2 Cohort Participation, Survival and Dropouts from S.Y. 2014-2017

Schools	2015-2016			2016-2017			2017-2018			Composite		
	P	S	D	P	S	D	P	S	D	P	S	D
BULIHAN INTEGRATED NATIONAL HIGH SCHOOL	100	93	7	100	93.9	6.10	100	92.25	7.75	100	93.05	6.95

Legend:

- P-Participation Rate
- S-Survival Rate
- D-Dropout Rate

As shown in table 2, the cohort participation and survival rate for the school year 2015-2016, Bulihan Integrated National High School got 93% survival rate and 7% dropout rate with 100% participation rate. In school year 2016-2017; 93.9% students in BINHS survive or got promoted and 6.10% dropout rate with 100% participation rate. While, in the school year 2017-2018 BINHS have 92.25% survival rate and 7.75% dropout rate. A total of 93.05% of the students survived/passed and 6.95% were dropped to their classes from the school year 2014 up to 2017 with 100% participation rate in Bulihan Integrated National High School (BNHS) for the past three (3) years.

Dropout rate by grade (DR) is defined as the proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following year (UNESCO Institute of Statistics, 2009).

In a book of Basic Education (2011) explained that the purpose of this indicator is to measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it

is one of the key indicators and projecting pupils flow from grade to grade within the educational cycle.

Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (UNESCO Institute of Statistics, 2009).

No. 2. Common causes of dropout

Common Causes of Dropout	Grade 7	Grade 8	Grade 9	Grade 10	Composite		Rank
					f	%	
Health Problems	6	8	17	5	36	8.57	4
Lack of Interest	27	20	17	14	78	18.57	2
Peer Influence	7	9	9	0	25	5.95	6
Early Pregnancy	3	0	1	5	9	2.14	7
Poor Academic Performance	1	0	2	1	4	0.95	8
Family Problem	55	54	61	26	196	46.67	1
Distance from Home and School	0	0	1	1	2	0.48	9
Transfer in Residency	15	10	4	2	31	7.38	5
Employment	10	6	16	5	37	8.81	3
Death	0	1	1	0	2	0.48	9
Total	124	108	129	59	420	100	

Table 3 Common Causes of Dropout in Bulihan Integrated National High School for the S. Y. 2015-2018

Table 2 shows the distribution of common causes of dropouts in Bulihan Integrated National High School as given by the respective advisers in different grade level from G7 to G10.

As shown in table 1, there are 46.67% of the total students who leave school as the most common reason of drop is family problem; secondly, 18.57% is lack of interest, 8.81% is due to employment which ranked number three (3); followed by ranked number four (4), 8.57% is health problems; Fifthly is 7.38% transfer of residency. Furthermore, 5.95% is peer influence on the six (6) ranked; 2.14% is early pregnancy which ranked number seven (7); followed by ranked number eight (8) 0.95% is poor academic performance and lastly ranked number nine (9) distance from home and school and death a rate of 0.48. Furthermore, the top three causes of dropouts is financial family problems, lack of interest and employment.

In a book of Department of Education (2011) Report on Learner and Dropout and Student Retention by Strassburg et al (2010) and Fleisch et al (2010) has found that out of school is not a single event but it is usually the result of combination of inter-related factors that lead up to a child eventually dropping out of school. Fleisch (2010:7) noted that poverty alone did not explain why children were not in school and identified other factors (such as disability, family structure, i.e., not living with biological parents or grandparents, orphanhood, being eligible for, but not accessing social welfare and living in isolated communities) which, combined with poverty, make children more vulnerable to dropping out of schools. Additionally, Strassburg et al (2010:40-41) found that financial pressures and complex social processes (such as teenage pregnancy and substance abuse) combined within school factors (such

as lack of stimulation and support) result in youth disengaging from their education and eventually dropping out of school.

Subsequently, the Organization of Economic Co-Operation and Development (2007) revealed that youth from poor families decide to dropout from school because of financial burden education brings to the family. Aside from financial constraints, the other reasons for leaving school are lack of interest in school, peer influence and poor academic performance.

No. 3 Intervention program may proposed

An intervention program entitled “Project SEB- Sagip Estudyante ng Bulihan” for students at high risk of dropout and out-of school youth to continue to study. It compose of six (6) intervention programs for parents, teachers, and students at risk to stay school and to reduce from dropout. Firstly, the Advocacy for Parent- Awareness which serves to provide parents the necessary information about the school rules, regulations, physical facilities and the different services offered by the school such as the guidance office, library, clinic, and canteen. Secondly, the Networking and Linkages which serves to help the parents coordinate and collaborate with the school and the community in creating a positive and productive environment. In addition, the activity will help parents develop their skills at the same time provide them as a means to earn living. Thirdly, the Parent-Child Relationship which serves to help students make use of their free time creatively inside the school by putting up different study corners and providing recreational activities which will enhance and develop skills and abilities. In addition, by conducting seminars and workshops on effective parenting and understanding adolescent issues and concerns they can gain a better understanding of their

children. Fourthly, the Building Capacity for Teachers, by conducting seminars and workshops by the Head Teacher, the teachers will enhance their teaching and other skills to motivate students to attend class regularly. Additionally, the seminars and workshop conducting by the School administrator, teacher will aware to the situation that may arise to their students. Fifthly, Initiating Student Awareness which serves to provide students a necessary information to

be aware about the effects of early pregnancy and pre-marital sex for young teens. In addition, students will think first before to enter in complicating problems such as early pregnancy and pre-marital sex. Lastly, Drug Abuse Resistance Education (DARE) which serves to students to enhanced their skills about the bad effects of drugs to health of every individual and provide ways and prevention to stay away from drugs like sports activities and the like.

Action Plan

MOVING FORWARD PROGRAM AN ENHANCEMENT INTERVENTION PROGRAM FOR TEACHERS, PARENT AND STUDENTS TO REDUCED SCHOOL LEAVERS RATE

TITLE OF THE PROGRAM	ADVOCACY FOR PARENT AWARENESS PROGRAM	NETWORKING AND LINKAGES PROGRAM	ADVOCACY FOR PARENT-CHILD RELATIONSHIP
TARGET AREA	<p>Information Service</p> <p>This serves to provide parents the necessary information about the school rules, regulations, physical facilities and the different services offered by the school such as the guidance office, library, clinic, and canteen.</p>	<p>Prevention and Promotion</p> <p>*For the Parent</p> <p>This serves to help the parents coordinate and collaborate with the school and the community in creating a positive and productive environment. In addition council meetings will deal on how to improve students’ school attendance and academic performance.</p> <p>The activity will help parents develop their skills at the same time provide them as a means to earn living.</p>	<p>Promotion and Prevention</p> <p>A. For Students</p> <p>This serves to help students make use of their free time creatively inside the school by putting up different study corners and providing recreational activities which will enhance and develop skills and abilities.</p> <p>B. For the Parent</p> <p>By conducting seminars and workshops on effective parenting and understanding adolescent issues and concerns they can gain a better understanding of their children.</p>

<p>OBJECTIVES</p>	<p>1. Develop parents awareness of the different services offered in the guidance office and the school as a whole and familiarize parents with the functions of the guidance counselors and teachers to promote the academic, career, personal, and social development of their children as well as the different educational opportunities open to them.</p> <p>2. Ask for parents' full participation and vigilance to minimize truancy especially among those students with habitual absences and the importance of good discipline and study habits to improve their grades.</p> <p>3. Orient and motivate the parents of their role and function.</p>	<p>1. Form School Governing Council to coordinate and collaborate with the community officials in the different projects endeavor.</p> <p>2. Develop and enhance parents' skills with the cooperation and collaboration with TESDA officials through livelihood program.</p>	<p>For the Students</p> <p>1. Build various study corners for students to help them use their free time constructively.</p> <p>2. Enhance, improve, and discover their abilities through different recreational activities inside the school.</p> <p>3. Build meaningful relationship with their schoolmates and have a positive outlook towards the school.</p> <p>4. Create awareness of a wide range of opportunities open to them.</p> <p>5. Keep the students inside the school until they graduate.</p> <p>6. For the Parents</p> <p>7. Enlighten parents on self-awareness and the different coping strategies to deal with adolescents.</p> <p>8. Improve parent-child relationship. Inform parents of the different problems encountered by the teachers regarding adolescents.</p>
--------------------------	---	--	--

<p>STRATEGIES</p>	<p>1. Orientation and symposium of parents about policies and procedures and the different guidance services.</p> <p>2. Conference with parents to identify the strength of the students that can be reinforced and weaknesses to be overcome.</p>	<p>1. Formation of School Governing Council</p> <p>2. Skill Enhancement/Livelihood Program</p>	<p>1. Formation of different interest clubs and organizations.</p> <p>2. Group dynamics</p> <p>3. Workshops</p> <p>4. Group competitions</p>
<p>HUMAN RESOURCES</p>	<p>A. Administrative and Supervisory</p> <p>B. General Orientation for the parents</p>	<p>A. Administrative and Supervisory</p> <p>*Principal/Administrators * Guidance Counselors * Barangay Officials * TESDA Officials</p>	<p>A. Administrative and Supervisory</p> <p>*Principals/Administrators * Guidance Counselors * Teachers / Faculty</p>
	<p>*All Parents and / or guardian of the students.</p>	<p>*All Parents / Guardians</p>	

			B. All Students
OTHER RESOURCES	<p>1. Student Handbook/ hand- outs on the different services of the school.</p> <p>2. Copy of the agreement and consent of the parents on the school rules and regulations.</p>	<p>1. Handouts of lectures on skill enhancement program.</p>	<p>1. Board games such as chess, scrabble etc.</p>
PROGRAM DURATION	<p>1. Orientation or symposium of the parents * 2nd week of May</p> <p>2. Conference with parents * 2nd week of July</p>	<p>1. Formation of School Governing Council * 2nd week of June</p> <p>2. Skill enhancement / Livelihood program * All year round</p>	<p>1. All year-round</p>

EXPECTED OUTPUT	<p>1. Orientation or symposium of the parents * Deeper understanding of the different guidance services and opportunities given to them as well as understanding of the importance of parent orientation and their cooperation for school programs to work effectively.</p> <p>2. Conference with parents * Development or more effective parenting skills.</p> <p>3. Students * Reduction of truancy and misbehavior among the students.</p>	<p>1. Full cooperation and participation of parents on school and community activities and endeavors.</p> <p>2. Increased interest and attendance of parents on the skill enhancement training and improved economic situation of families.</p>	<p>1. Improved school attendance and diminished absences for the students.</p> <p>2. Increased membership in different clubs and organizations.</p> <p>3. Improved student- teacher relationship</p> <p>4. Reduction of dropout rates.</p>
------------------------	---	---	--

TITLE OF THE PROGRAM	BUILDING CAPACITY FOR TEACHERS	INITIATING STUDENT AWARENESS PROGRAM	DRUG ABUSE RESISTANCE EDUCATION (DARE)
<p>TARGET AREA</p>	<p>Guidance Counseling, Academic, and Emotional Support</p> <p>A. For the Teachers Guidance and Counseling</p> <p>Through</p> <p>Academic</p> <p>By conducting seminars and workshops by the Head Teacher, the teachers will enhance their teaching and other skills to motivate students to attend class regularly.</p> <p>Emotional Support</p> <p>The guidance counselor and the teachers will serve as their guidance to have a talk for whatever situations may happen to the students. By conducting seminars and workshop by the School administrator, teacher will aware to the situation that may arise to their students</p> <p>the</p> <p>program, the guidance counselors will conduct seminars by handling students at high risk in dropout to gain understanding through different situations and their response as their teacher.</p>	<p>Awareness and Prevention</p> <p>This serves to provide students a necessary information to be aware about the effects of early pregnancy and pre-marital sex for young teens. In addition, students will think first before to enter in a complicating problems such as early pregnancy and pre-marital sex.</p>	<p>Information Service</p> <p>This serves to students to enhanced their skills about the bad effects of drugs to health of every individual and provide ways and prevention to stay away from drugs like sports activities and the like.</p>

<p>OBJECTIVES</p>	<p>For the Teachers</p> <ol style="list-style-type: none"> 1. Make them aware about modern tools and methodology. 2. Acquire knowledge about current technological developments 3. Impart professional practices relevant 4. Achieve competitive teaching and learning environment. 	<p>For the Students</p> <ol style="list-style-type: none"> 1. Develop student awareness of the different services offered by the DSWD and the school as a whole in helping children in the effects of early pregnancy and pre-marital sex in their lives as one of the common causes of school leavers learners. 2. Ask for school administrators, parent, and teachers full participation to minimize school leavers by means of home-visit. 3. Orient and motivate the teachers of their role and function as guidance counselor to its students. 	<p>For the Students</p> <ol style="list-style-type: none"> 1. Make them aware about the effects of using drugs in their lives. 2. Acquire knowledge and understanding of different ways, instead of using drugs, recreational sports activities will be formulate to keep students away from drugs. 3. Develop and enhanced their decision making skills in difficult situation as they encounter drugs scenario.
--------------------------	--	---	---

<p>STRATEGIES</p>	<p>1. Formation of different subject department.</p> <p>2. Seminar and Workshops related to education and counseling.</p>	<p>1. Communication of school and Department of Social Welfare and Development (DSWD) to conduct students awareness program to aware students the effects of early pregnancy and pre- marital sex.</p> <p>2. Orientation and symposium of students about the policies and procedures and the different DSWD services.</p> <p>3. Seminar and workshops about the effects of early pregnancy and pre- marital sex.</p>	<p>1. Communication of school and Philippine National Police (PNP) authority to conduct Drug Abuse Resistance Education (DARE) to aware students about the effects of drugs in their lives.</p> <p>2. Orientation of students and teacher about the procedures in conducting the DARE program.</p>
--------------------------	---	--	--

<p>HUMAN RESOURCES</p>	<p>A. Administrative and Supervisory</p> <ul style="list-style-type: none"> * School administrators * Head Teachers * Guidance Counselor <li style="padding-left: 20px;">* Teacher * Non-teaching personnel 	<p>A. Administrative and Supervisory</p> <ul style="list-style-type: none"> * Principal/Administrators * Guidance Counselors <li style="padding-left: 20px;">* DSWD Staff <li style="padding-left: 20px;">* Teachers <p>B. Seminar for Students</p> <ul style="list-style-type: none"> * All Students 	<p>A. Administrative and Supervisory</p> <ul style="list-style-type: none"> * Principal/Administrators * Guidance Counselors <li style="padding-left: 20px;">* PNP Staff <li style="padding-left: 20px;">* Teachers <p>B. DARE Class for Students</p> <ul style="list-style-type: none"> * All Students
<p>OTHER RESOURCES</p>	<p>1. Handouts of the seminar/workshops</p>	<p>1. Handouts</p> <p>2. LED Projector, speaker, sound system, and microphone.</p>	<p>1. Reference on Drug Abuse Resistance Education (DARE) sponsored by the private institutions and NGO's.</p> <p>2. LED Projector, speaker, sound system, and microphone.</p>

<p>PROGRAM DURATION</p>	<p>Seminar and Training</p> <p>* Every end of the Grading Period.</p> <p>1ST Grading August. 2nd week 2nd Grading October 3rd week 3rd Grading January 2nd week 4th Grading February 3rd week</p> <p>The teachers will have a certificates for their completion and will attached as their records to include in their performance appraisal.</p>	<p>1. Communication to the authority of school and DSWD to conduct students awareness program.</p> <p>* 1st and 2nd week of May.</p> <p>2. Seminar and Training:</p> <p>* Grade 7- End of 1st quarter * Grade 8- End of 2nd quarter * Grade 9- End of 3rd quarter * Fourth year- End of 4th quarter.</p>	<p>1. Communication to the authority of school and PNP to conduct Drug Abuse Resistance Education (DARE).</p> <p>* 3rd and 4th week of May.</p> <p>2. DARE Class schedule:</p> <p>* Once a week with one (1) hour lecture.</p> <p>3. There will be a graduation ceremony as they complete the DARE Class.</p>
--------------------------------	--	---	--

<p>EXPECTED OUTPUT</p>	<p>1. Through the program, it will build good relationship between teachers and students.</p> <p>2. Improved teaching strategies</p>	<p>1. Full cooperation and participation of school administrators, parents, teachers, and students on conducting seminar.</p> <p>2. Deeper understanding of early pregnancy and pre-marital sex and its effect to the life of every student.</p>	<p>1. Through the program, there will have a proper coordination of school administrators, teachers, PNP staff, and students in conducting Drug Abuse Resistance Education (DARE).</p> <p>2. Informed students about the effects of drugs.</p> <p>3. Minimized number of students who used drugs.</p>
-------------------------------	--	--	---

V. CONCLUSION AND RECOMMENDATION

Cohort Participation and Survival

A composite rate of 93.05% of the students survived/passed and 6.95% were dropped to their classes from the school year 2013 up to 2016 with 100% participation rate in Bulihan Integrated National High School (BINHS) for the past three (3) years.

Common Causes of Dropout

Based on the data presented in table 2, there are common causes why learners leave the school. One of which is early marriage wherein the learners do not even know the risks of early pregnancy into their health at their very young age. Followed by the peer influence, transfer of residency, distance between school and home which conclude the accessibility of their travel to go to school wherein some of them come late in class. Additionally, the lack of interest in class which conclude the teaching technique and strategy of teachers are obsolete to learners or they apply traditional way of teaching to students and may be the reason why they don't have the interest to study which result to poor academic performance. And one factor also is the health of learners which they ignore it due to financial constraints that result to death. Furthermore, the top three common causes of dropouts is family problem as Rank No.1, followed by Rank No.2 lack of interest and employment in Rank No.3. The family is the key factor why learners success into their chosen career and they are also the one who turn the life of their child into to miserable situation. One factor also is the financial status of the child and family. Instead of studying they choose to work in benefit to bring food at home and to help their parent in their household chores.

Conclusion

An intervention program entitled “**Project SEB-Sagip Estudyanteng Bulihan**” composed of six (6) programs for parents, teachers, and students at risks and out-of school youth was proposed. Objectives were set together with the key result areas. Then target areas are identified to measure if the objectives are realized. After which, strategies were planned wherein, the activities, resources, program duration were identified. After completing the program, an intervention program was made.

Recommendation

In the light of the findings and conclusions of the study, the following recommendations are suggested:

1. An intervention programs on potential school leavers learners should be strengthened to motivate students to stay in school.
2. School governing council should be developed composed students, community leaders, parents and teachers to capitalize on school-parenting-community relationship.
3. Activity must be meaningful to the students which is important when building a positive school environment. Classroom should be high in challenge and low in terms of threat.
4. Parents and students should be well-oriented for the services offered by the school, especially the guidance

centers and the functions guidance counselors are rendering to the school populace.

5. Parent orientation should be enjoyed at the beginning of the school year and attendance must be required to share to them the concept that education is a partnership and their roles as parents should be emphasized.
6. Teachers should strengthen partnership with parents by coordinating with their free time if parents cannot attend parent-teacher conference to update them on their children's academic performance.
7. Guidance counselors should be vigilant in identifying students who are experiencing difficulties in their studies and having conflicts in relation to their teachers and parents.
8. The teachers who play a great role to the development of students' lives should give extra attention not only in their academic performance but also should give extra attention of how the students behave inside the classroom because this may give a clue to problems the child may be experiencing at home. Students who are experiencing these problems should be referred to the guidance counselor.
9. Parental education should be provided by the school and other sectors for the parents should be aware of their roles and responsibilities not only to their children but also to the society where they belong.
10. The administrators can include in their annual school program steps to increase the holding power of the teachers to minimize school leavers learners.
11. The continues upgrading of skills among teachers through training's, seminars and workshops should regularly conducted so that they will acquire the most up to date pedagogical skills in teaching.
12. Invite and involves LGU officials, DSWD and PNP authority to participate in the planning and evaluating the impact of the School Leavers Learners Prevention Programs.
13. Parallel studies can be conducted by future researchers that may correlate to the variables used to assess School Leavers Learners Prevention Programs.
14. It is highly recommended in this study that the intervention program be implemented by the schools.

➤ Plans for Dissemination and Advocacy

After proposal and data gathering and presentation of the Action Research (AR) the researchers is willing to disseminate the results of the conducted research for further study and implementation of the said program SEB. Teachers should be encouraged to conduct their own study on how to reduce dropout rate in their respective classes through utilizing the said program.

REFERENCES

- [1]. Ashley et.al. (2007). *Reinvesting in Youth: Dropout Prevention Planning Book, A Guide for School Planning and Self-Assessment*.
- [2]. Ashford, J., Lecroy, C.W., & Lortie K.L. (2006). *Human Behavior in the Social Environment 3rd Ed.*Thomsom. USA.

- [3]. Ballantine, J.H., (2003). *The Sociology of Education: A Systematic Analysis*. Prentice Hall Inc. New Jersey.
- [4]. Department of Basic Education (2011). *Report on Dropout and Learner Retention Strategy to Portfolio Committee on Education June 2011*. Republic of South Africa.
- [5]. Fleisch et al (2010). *Report on Dropout and Learner Retention Strategy to Portfolio Committee on Education*. Republic of South Africa.
- [6]. Organization for Economic Co-Operation and Development (2007).
- [7]. Rathus, S.A. (2006). *Childhood and Adolescence. Voyages in development*. 2nd edition. New York University. Thomson Wadsworth, Canada.
- [8]. Strassburg et al. (2010). *Report on Dropout and Learner Retention Strategy to Portfolio Committee on Education*. Republic of South Africa
- [9]. Ornstein, A.C., Behar-Horenstein, L.S. & Pajak, E.F. (2003). *Contemporary issues in Curriculum*. 3rd Ed. Pearson Education, Inc. USA.
- [10]. Orozco, M. S. & Hilliard, D. B. (2004). *Culture and Education in the New Millennium*. University of California Press. Berkeley, C.A.
- [11]. Strassburg et al. (2010). *Report on Dropout and Learner Retention Strategy to Portfolio Committee on Education*. Republic of South Africa.
- [12]. UNESCO Institute for Statistics (2005). *Children out of school: Measuring exclusion from primary education*. Montreal: UNESCO.2