



Dropout
Reduction
Plan
(DORP)
of the
15 SEDIP Divisions:
An Analysis

DEPARTMENT OF EDUCATION
Secondary Education Development and Improvement Project (SEDIP)

**Dropout Reduction Plan (DORP) of the
Fifteen (15) SEDIP Divisions: *An Analysis***

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F O R E W O R D

S - ave a SARDO NOW

S - hare your love, care and expertise

A - nd lead him/her to a better FUTURE

This premise encapsulates one of the aspirations of the Department Of Education (DepEd) particularly the Secondary Schooling Alternative (SSA-SEDIP) which is to reduce dramatically the dropout rates initially in the 15 SEDIP divisions and ultimately throughout the country.

Hence, at least 240 schools from the 15 SEDIP divisions formulated drop-out intervention plans with its ultimate goal of reducing the drop-out rates. This paper presents the findings of the analysis of the school and division Drop-Out Reduction Plan (DORPs).

It is hoped that the information gleaned from this study can be utilized for policy formulation in the school, division and national levels and as baseline for DORP enhancement.

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Part I

Background of the Study

- **RATIONALE**

For years, our government specifically the Bureau of Secondary Education (BSE) of the Department of Education has been gearing towards quality education. An elusive dream at first, but slowly it is becoming a reality through the different innovations and ventures being undertaken collaboratively by the different stakeholders in the system.

Innovations such as Open High School System (OHHS), Effective Alternative Secondary Education (EASE) and School Initiated Intervention (SII) are some of the proofs of the Bureau's untiring quest for better and quality education. These interventions evolved from the outcomes of the different seminars conducted by the Secondary Schooling Alternative (SSA) which is a component of the Secondary Education Development Improvement Project (SEDIP) in order to address the alarming increase of the high school dropouts nationwide.

Recent data from the Research and Statistics Division of the Department of Education shows that the dropout rate has increased from 13.03% for the year 2002–2003 to 14.30% for the year 2003–2004.

Thus, Dropout Reduction Plan (DORP) was conceptualized and is now into full gear. The DORP contains the concrete plan of action to decrease the high dropout rate in the 15 SSA SEDIP Divisions.

With the findings of this analysis, it is hoped that it will shed light in the formulation of policies in the bureau to reduce the high school dropouts.

- **CURRENT NEEDS**

This analysis addressed the following needs:

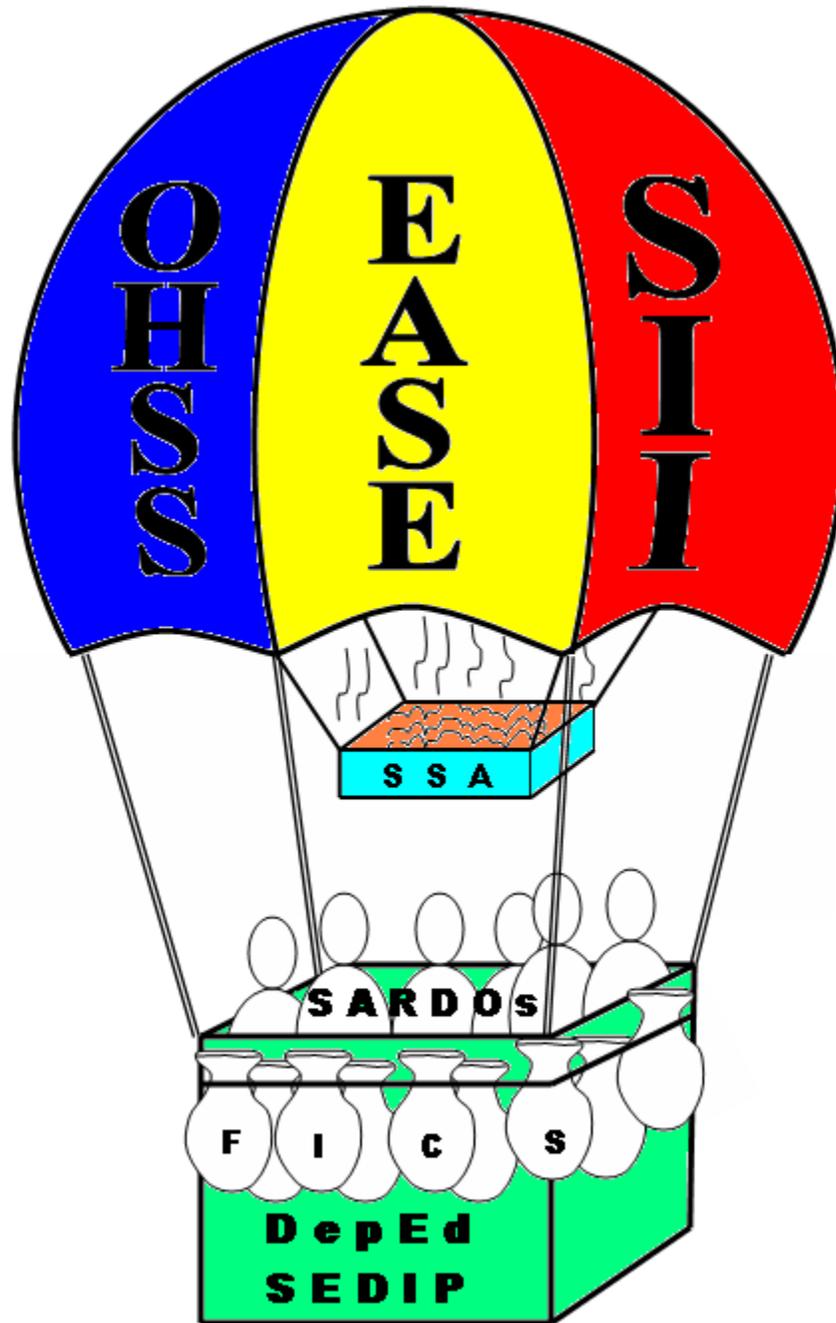
1. the need to identify the common risk factors affecting the Student-At-Risk of Dropping-Out (SARDO) of 15 SSA SEDIP Divisions;
2. the need for innovative and sustainable solutions to address the high dropout rate in the 15 SSA SEDIP Divisions; and
3. the need to systematize the School Initiated interventions.

- **OBJECTIVES**

The objectives of this analysis are as follows:

1. to analyze the school Dropout Reduction Plan of the Secondary Schooling Alternatives SEDIP Divisions
2. to identify the common risk factors affecting the Student-At-Risk of Dropping-Out as well as the proposed and implemented interventions of the 15 SSA SEDIP Divisions
3. to recommend certain measures that will enhance and reinforce the implementation of the identified interventions

- **CONCEPTUAL FRAMEWORK**



In this conceptual framework, the hot air balloon symbolizes the whole Secondary Schooling Alternative program with each intervention playing a vital role in the realization of DORP and reduction of the influence of the four risk factors namely Family, Individual, Community and School (FICS).

The school-based SSA is the power behind the hot air balloon that keeps it afloat together with the implementation of the different interventions namely: Open High School System (OHSS), Effective Alternative Secondary Education (EASE) and School Initiated Intervention (SII).

The balloon represents the SSA which was conceived as one of the components of SEDIP Programs Division to address primarily the high drop-out incidence.

Risk factors that affect the SARDOs are categorized as **Family, Individual, Community and School (FICS)**.

Studies have shown that these factors greatly influence students' performance in school.

- **SITUATIONER**

It is very notable from the gathered and analyzed data that most of the schools in the 15 SSA SEDIP divisions are situated in non coastal areas. Hence, farming is the most common source of livelihood. It was observed that there is an upsurge of absenteeism of students during planting and harvest season.

There are some schools located in remote places that are accessible to the students due to the availability of various means of transportation. However, other schools are not as fortunate, thus students either go horseback riding or hiking.

There is a clear indication that the said situations are adversely affecting the drop-out rates of the 15 Divisions.

The succeeding tables present the enrolment of the 15 SSA SEDIP divisions for the School Year 2003–2004 and drop-out enrolment for the SY 2002–2003, 2003–2004.

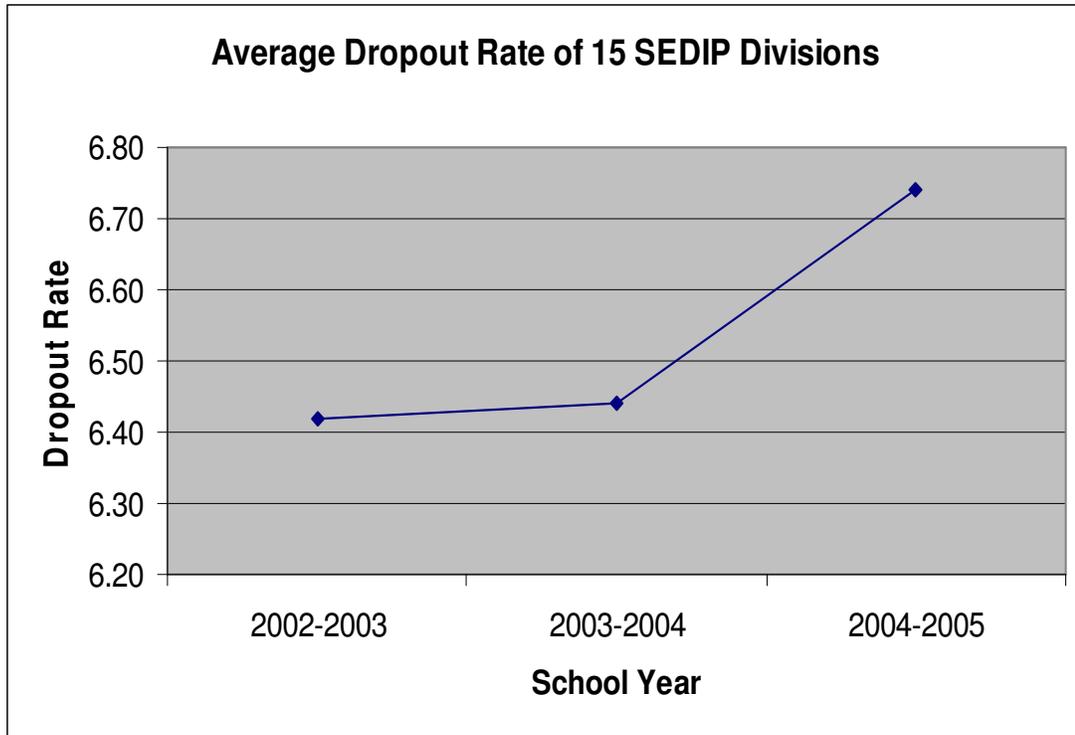
Table 1. Enrolment* and Dropout Rate of the 15 SEDIP Divisions.
School Year 2002 – 2003, 2003 – 2004 and 2004–2005.

Region	Division	ENROLMENT			DROPOUT		
		2002-'03	2003-'04	2004-'05	2002-'03	2003-'04	2004-'05
CAR	Ifugao	9,564	10,176	10,090	7.90	5.20	7.26
	Benguet	18,558	19,435	19,320	5.24	5.85	6.41
IV-B	Romblon	21,867	22,734	22,513	4.34	3.89	4.58
V	Masbate	39,267	35,567	36,876	7.37	6.79	6.72
VI	Guimaras	12,048	12,404	12,240	6.19	5.94	5.64
	Antique	33,972	35,764	35,482	5.01	5.06	5.55
VII	Negros Oriental	49,991	47,252	42,658	7.62	9.80	7.21
VIII	Biliran	3,649	3,894	3,896	6.05	6.90	
	Leyte	79,411	82,775	84,496	5.07	4.91	5.26
	Southern Leyte	20,647	19,958	11,020	6.45	6.86	4.36
IX	Zamboanga del Sur	38,692	42,271	42,587	7.76	7.38	8.35
	Zamboanga Sibugay	31,676	33,283	29,293	6.10	6.01	8.47
XII	North Cotabato	61,325	62,597	59,810	8.66	8.77	9.61
CARAGA	Agusan del Sur	35,636	38,209	37,243	6.02	6.19	6.48
	Surigao del Sur	35,534	29,527	29,308	6.62	7.09	5.97
AVERAGE							

*Net Enrolment

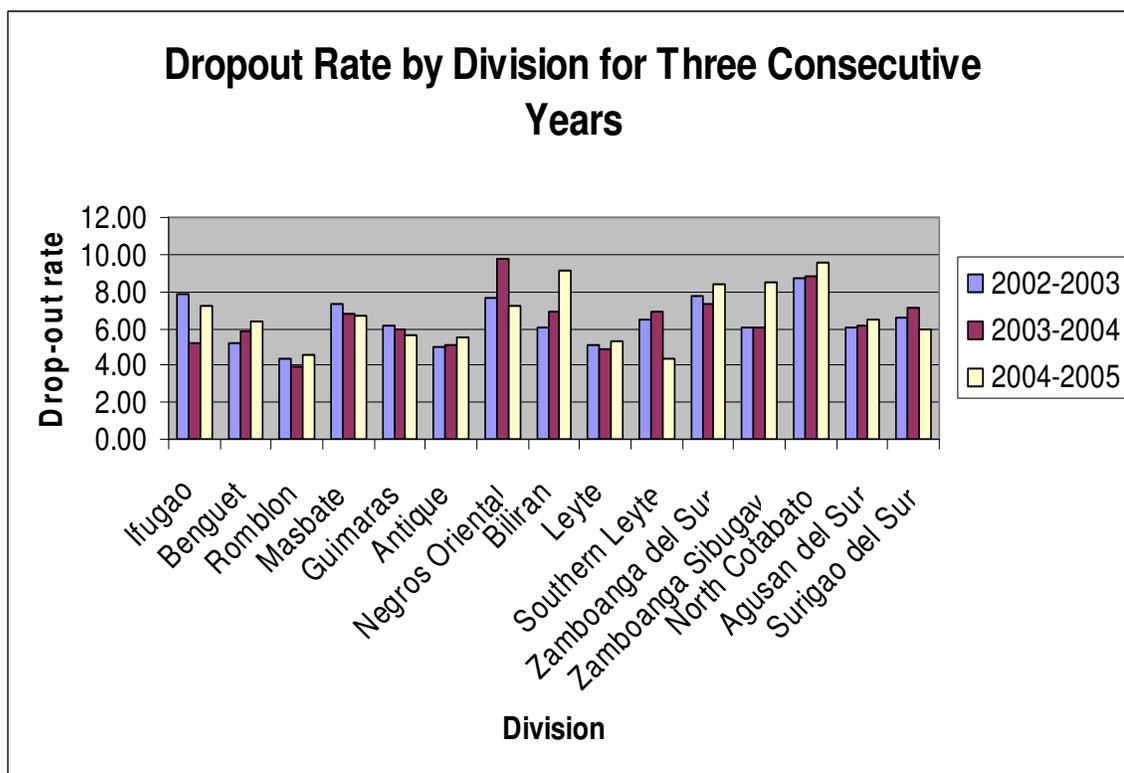
This table contains the baseline of the drop-out rates across the 15 SEDIP Divisions. This will serve as one of the bases for mapping out strategies in reducing said problem.

Figure 1



The graph shows the average dropout rate of the 15 SEDIP Divisions for three (3) consecutive years. It could be noted that there was a slight increase of 0.02 percent from SY 2002–2003 to SY 2003–2004; and an increase of 0.30 percent from SY 2003–2004 to SY 2004–2005.

Figure 2



The graph shows the drop-out rates of the 15 SEDIP Divisions for three consecutive years. It could be noted that Masbate and Guimaras have decreasing drop-out trend while Benguet, Leyte and Agusan del Sur have increasing drop-out trend.

Part II

Methodology

The subject of this study is the Drop-out Reduction Plans (DORP) of the 240 secondary schools of the 15 Divisions under SEDIP that have been identified based on their three-year dropout rate.

These school DORPs were prepared by the school heads, guidance counselors/designates and teachers in Language, Science, Math and Makabayan who were trained to implement the SSA in their respective schools.

Table 2. Distribution of Secondary Schools by Region and Division.

Region	Division	Number of Secondary Schools
CAR	Ifugao	6
	Benguet	11
IV	Romblon	10
V	Masbate	21
VI	Guimaras	6
	Antique	12
VII	Negros Oriental	19
VIII	Biliran	5
	Leyte	32
	Southern Leyte	16
IX	Zamboanga del Sur	14
	Zamboanga Sibugay	10
XII	North Cotabato	36
CARAGA	Agusan del Sur	14
	Surigao del Sur	28
TOTAL		240

Table 2 shows that North Cotabato Division has the most number of SSA partner schools with 36, followed by Leyte, while

Biliran has the least with only 5 schools. The aforesaid results were derived by analyzing the school DORPs of each division.

Analysis consisted of two phases: (1) Consolidation and Analysis of School DORPs of each division, and (2) Consolidation and Analysis of DORPs of the fifteen (15) divisions.

Specifically, this analysis focused on the following data:

- A. Reasons for Dropping Out categorized according to the following risk factors:
 - 1. Family
 - 2. Individual
 - 3. Community
 - 4. School

- B. Various interventions which the schools planned and implemented were categorized as instructional and non-instructional.

The above mentioned data were analyzed, tallied and ranked accordingly.

Part III

Significant Findings and Interpretation

The basis of these data was taken from the DORPs submitted by SSA implementing schools, using the identified four risk factors.

Table 3. The Identified Family Risk Factors Affecting Students.

Indicators	Frequency	Rank
1. Low family income/ lack of financial support	15	1
2. Lack of parental guidance/OFW	14	2
3. Broken family	11	3
4. Child labor	9	4
5. Excessive family responsibilities	7	5
6. Large family	6	6
7. Low educational attainment of parents	4	7.5
8. Unemployed parents	4	7.5
9. Indifference of parents to education	2	9.5
10. Migration	2	9.5
11. Dysfunctional family	1	12
12. Domestic violence	1	12
13. Early marriage	1	12

The table shows the different indicators of risk factors under Family of which only the top five (5) prevalent factors of each division were considered.

As gleaned from the data, the top five (5) common family risk factors are the following: (1) low family income/lack of financial support; (2) lack of parental guidance; (3) broken family; (4) child labor; and (5) excessive family responsibilities.

Low family income/lack of financial support implies that parents spend most of their time finding ways and means to sustain their needs. As such, they usually don't have the time to be

with their children. This results to the second factor which is lack of parental guidance.

Broken family ranked third. This means that many children of these families either stay with one of the parents or with the grandparents/relatives. Hence, these children are deprived of parental guidance.

Next in rank is child labor. Students are forced to work and earn money to augment family income.

Excessive family responsibility is the fifth common family risk factor. This is not surprising because of the previously mentioned risk factors.

Interestingly, all indicators under the family risk factors are more or less interrelated with one another.

Table 4. The Individual Risk Factors Affecting the Students.

Indicators	Frequency	Rank
1. Health problems	12	1
2. Absenteeism/truancy	10	2
3. Poor academic performance	8	3.5
4. Early marriage	8	3.5
5. Lack of interest	7	5
6. Poor study habits	6	6.5
7. Peer pressure/influence	6	6.5
8. Low self esteem	5	8
9. Poor peer relationship	3	9.5
10. Tardiness	3	9.5
11. Engaging in different vices e.g. alcoholism, gambling	2	11.5
12. Early pregnancy	2	11.5
13. Non readiness	1	14.5
14. Earn for a living	1	15
15. Not ready for high school	1	15
16. Old age for high school	1	15

Results show that health problem is the most prevalent risk factor under Individual which includes physical disabilities, illness, malnutrition and emotional instability.

Absenteeism/truancy ranked second which is caused by dating, peer pressure/*barkadahan*, playing amusement games during classes and even indulging in different vices. Other reasons such as doing household chores and baby sitting were also noted.

Next is the poor academic performance of the students. This can be attributed to low self-esteem; poor study habits, non-readiness for high school and peer pressure/influence.

Another alarming factor is early marriage which can be attributed to the influence of mass media as well as the lack of parental guidance and support.

Finally, lack of interest was noted as the fifth risk factor which is attributed to immaturity, no definite goal in life and insufficient school provisions.

Table 5. Community Risk Factors Affecting Dropout Rate.

Indicators	Frequency	Rank
1. Distance from home to school	13	1.5
2. Presence of amusement/recreation centers	13	1.5
3. Peer influence	8	3
4. Lack of transportation	6	4
5. Drugs and Vices	5	5
6. Gambling	4	6.5
7. Unstable peace and order situation	4	6.5
8. Lack of health/Social services	2	8
9. Unsupportive LGU officials/Leniency in the Implementation of ordinances	1	12
10. Gangs/Fraternities	1	12
11. Less job opportunity	1	12
12. Celebrations (fiestas, araw, etc.)	1	12
13. Pocket mining	1	12
14. Exorbitant fare	1	12
15. Poor road condition	1	12

The table reveals the top five (5) pervasive risk factors which are community related. The distance of home to school and the presence of recreational/amusement centers were both top ranked.

The other risk factors were peer influence, lack of transportation facilities, drugs and vices. It was also cited by four divisions that gambling is one of the reasons for dropping out of school.

Further analysis of the data shows that lack of transportation is also related to exorbitant fare and poor road conditions.

Other risk factors cited are unstable peace and order situation, insufficient job opportunities and lack of health and social services.

Table 6. School Risk Factors Affecting Dropout Rate.

Indicators	Frequency	Rank
1. Insufficient school equipment / facilities	10	1
2. Traditional teaching (Ineffective Teaching Strategies)	9	2
3. Inadequate school counseling program	7	3
4. Unpleasant attitude of teachers/inconsiderate	6	4
5. Teachers teaching not their major subjects	5	5
6. Absenteeism of teachers	4	6
7. Too many school requirements (Projects/uniforms)	3	8
8. Conflict with teachers	3	8.5
9. Lack of school discipline	3	8.5
10. New grading system	3	8.5
11. Teacher–student ratio	2	11
12. High expectation of teachers	1	12.5
13. Class interruptions due to excessive extra-curricular activities	1	12.5

The data reveal that the top five prevalent risk factors linked with school are: (1) insufficient school equipment/facilities; (2) ineffective teaching strategies; (3) inadequate school counseling programs and services; (4) unpleasant attitude of teachers towards their students; and (5) mentors not teaching their major area of specialization.

Of the 15 divisions, nine cited inadequate equipment/facilities as a risk factor related to school.

Second risk factor is ineffective teaching strategies which is an indication that the teachers have not yet adopted innovative teaching strategies.

The third risk factor is inadequate school counseling program/services as cited by seven divisions. This is expected since many secondary schools do not have guidance counselors and functional guidance program.

Also included in the top five risk factors related to school are unpleasant attitude of teachers and teaching not their major area of specialization. They are both identified by five divisions.

Other reasons cited are too many school requirements or projects, new grading system, absenteeism of teachers, lack of school policies on discipline, teacher–student ratio or large class size and class interruptions in any form.

- **INTERVENTIONS**

Table 7. **The Proposed and Implemented Interventions**

Interventions	Status
1. Open High School System (OHSS)	Implemented by 1 out of 240 schools
2. Effective Alternative Secondary Education (EASE)	Implemented by 4 out of 240 schools
3. School Initiated Interventions (SII)	Implemented by all schools

With the strong desire to reduce the dropout rate in the 15 SEDIP divisions under the umbrella of SSA, varied interventions are introduced namely: Open High School System (OHSS), Effective Alternative (EASE) and School Initiated Interventions (SII).

Based on the data of the three interventions, SII was implemented in all schools in 15 SSA–SEDIP divisions.

Four (4) out of 240 SSA schools were able to implement Project EASE while one (1) school implemented project OHSS.

Project EASE AND OHSS are not fully implemented due to insufficiency of modules. However, the divisions are planning to implement the two interventions in the 240 SSA Schools next school year.

Table 8. School Initiated Intervention: Instructional

SII - INSTRUCTIONAL	Frequency	Rank
1. Conduct of Remedial Classes	13	1
2. Peer Tutoring	10	2
3. Self Instructional Material (SIM's)	5	3
4. Literacy Program to parents	1	4

As mentioned earlier, the SII are operationalized in all schools in the 15 divisions. They are classified as instructional interventions and non-instructional interventions. Instructional interventions includes the following: remedial classes, literacy program to parents, peer tutoring and Self Instructional Materials (SIMs).

Remedial instruction is noted as the most implemented instructional initiative. Remediation does not only focus on saving the SARDOs but also on improving the academic performance of the students.

Table 9. **School Initiated Intervention: Non-Instructional**

SII - NON-INSTRUCTIONAL	Frequency	Rank
1. Home Visitations	14	1
2. Guidance and Counseling Services	13	2
3. Adopt-A-Student	9	3
4. Periodic Homeroom and General PTCA Meeting	7	4.5
5. Referral and Linkages with Barangay Officials, LGU, NGOs and other Agencies	7	4.5
6. Dialogue with SARDO's and their parents	6	6
7. Close monitoring and supervision	5	7
8. Scholarship Grant	3	8
9. Functional School Organization	2	9
10. Earn-while-you-learn	1	10

Among non-instructional interventions, home visitation ranks first while earn-while-you-learn ranks last.

Part IV

Conclusions and Recommendations

Conclusions

What does this analysis say?

I. FAMILY

- A. Low family income, unemployed parents, and parents engaging in seasonal jobs are factors which adversely affect the students.
- B. Parents tend to neglect their parental responsibilities towards their children's education because they are preoccupied with other activities to augment their family income. Some are OFWs, some have poor educational background while others are irresponsible parents who are indulging in vices like alcoholism and gambling.
- C. Broken family and family conflicts affected the students' school performance
- D. Students belonging to large families have to attend to other family responsibilities causing them to dropout to the extent of getting into child labor to help support their family needs.
- E. Insurgency problems, calamity and transfer due to unemployment are some of the reasons of family migration thus causing the student to drop from school.

II. INDIVIDUAL

- A. Health problems such as malnutrition and illness caused students to drop from school.
- B. Peer pressure / *barkadahan*, playing amusement games during classes and even indulging in different vices are identified causes of absenteeism and tardiness among students.
- C. Poor academic performance of students is brought about by being slow learners, having low self-esteem, having poor study habit, being not ready academically for secondary school, and non-compliance of subject requirements.
- D. Early marriage due to curiosity and absence of proper guidance caused students to drop out.
- E. Lack of interest of students in their studies can be attributed to immaturity and having no definite goal in life.

III. COMMUNITY

- A. The students have no access to regular transportation because of the distance and difficult geographical location of the school. Students get tired hiking daily causing them to be late or absent in school.
- B. The presence of amusement and recreation centers such as internet café, video games, billiard halls, video houses, etc. operating in the locality of the school during class hours entice students not to attend classes.
- C. Students neglect their studies due to the influence of gangs and fraternities.
- D. Students engaged in prohibited drugs and vices are common to communities with no existing ordinances to control them. If ever there are, the same are not strictly enforced.
- E. Parents would prefer their children to stay home rather than send them to school because of the unstable peace and order situation.

III. SCHOOL

1. A good number of schools have insufficient instructional equipment and learning facilities.
2. Many teachers still resort to the traditional methods of teaching, inappropriate teaching styles and utilization of traditional assessment of learning outcomes.
3. Some schools provide inadequate guidance program. Furthermore, some schools do not have full-time guidance counselors.
4. Teachers teaching non-major subject result in poor student academic performance.
5. Negative attitude of teachers toward students i.e. being indifferent and inconsiderate to students adversely affects the students' performance in school.

Recommendations

Based on the findings and conclusions the following recommendations have been formulated:

1. Non-instructional school initiated interventions such as home visits, guidance and counseling services, Adopt-a-Student, periodic homeroom and General PTCA meetings, dialogue with SARDOs and their parents, and referral/linkages with LGUs, NGOs and other agencies should be reinforced and sustained in addressing non-instructional problems of the school.
2. Intensify remedial instructions and peer tutoring.
3. Strengthen monitoring and supervision of teachers.
4. Adopt Alternative Learning System (ALS) activities on responsible parenthood.
5. Implement interventions such as Bridge Program for students who are not ready for secondary schooling.
6. Maximize medical services in the school/division to address health problems of students. Tap health services in the locality to augment the school health services.
7. Motivate students to join different school clubs/organizations to deter them from engaging in different vices.
8. Intensify “Child-Friendly School” program by conducting teachers’ training in addressing students’ behavioral problems.

9. Conduct INSET on computer literacy for teachers to enhance their competence on the utilization of computers as support to instruction.
10. Conduct close monitoring and supervision on the application of INSET gains, re: modern teaching methods, assessment for learning; care, use and improvisation of learning materials; and classroom management.
11. Continuous linkage with local government units to enforce existing ordinances on prohibition of the operation of gambling and regulation of recreation centers in the locality during class hours.
12. Functionalize school guidance services and designate part time/full-time guidance counselor.
13. Reinforce guidance counselors and teachers' competence in guidance and counseling through INSET and other capability building activities.