

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership



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ABSTRACT: This study aimed to determine the Factors affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership. This study undertaken to highlight the answers of the following questions. First, what is the profile of the respondents in terms of Age, Gender, Civil Status, Religion, Affiliation, Ethnicity, Scholarship, Number of Siblings, Siblings Rank. The Father's Educational Attainment, Father Occupations, Mothers Educational Attainment, Mother's Occupation and Family Monthly Income. Second, what are the causes and factors affecting drop out in school among the graduating students of Senior High School of MSU Marawi City in relation to the following, Family Related factors, Peers Related Factors, School Related Factors Personal Problems Related Factors, Peace and Order and Ridu. Third, what is school community partnership and intervention program may be formulated based on the findings of the study.

This study was conducted in MSU Marawi City Senior High School where three hundred forty-one students served as the respondents. A descriptive design was used in this study. SelfConstructed questionnaire was the main instrument used to gather data for this study. After administering, recording, tabulating and interpreting the data gathered the following finding were drawn: Many (41.64%) of the respondents were between 18 to 20 years of age, (56.89%) of the respondents were female, Majority (64.81%) of them belong to Islam religion. Majority (57.77%) were Meranao. Therefore, Senior High School of MSU Marawi City has an age of brackets of 18 to 20 years old, a female, with a religious affiliation of Islam, a Meranao, and ESC Grantees status, with 6 or more siblings, probably 3rd or 5th in rank, where father's and mother's Educational Attainment is college graduate both working in government office with a monthly income of above P 15, 000.00 The researcher observed that the factors related to students dropout was Ridu (3.11%) and peace and order (2.77%) family (2.76%) personal(2.73%) peer (2.73%) and School (2.72) were sometime related to students' dropout in school.

As such, there is no one causes and factor that could contribute to dropouts of the students. Studies yielded that no single factor can completely account for student's performance and decision to continue in school until they finish their senior high school. Just as a student they report a variety of reasons for not pursuing their academic. The decision to drop out is not simply a result of what happens in school. Clearly student's behavior and performance in school influences their decision to stay or leave, but students' activities and behaviors outside of school particularly engaging in deviant behavior also influences their determination to pursue their academic.

Thus, this study is primarily recommended to the school heads, curriculum makers, guidance counselor, parents, community, teachers, students and to the future researchers to really assess, properly monitor the students' performance will help them focus their studies and pursue to graduate. The benefits of this study greatly help in motivating the students to stay in school and graduate. Planning and decision making should consider the background knowledge, and culture of the students prior to his needs.

KEYWORDS: Proposed Intervention Program, Dropouts, School Community, Guidance and Counseling,

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

INTRODUCTION

The problem of the dropout is a common in the different schools, there are three kinds of people in the world those who make things happen, those who wish things would happen, and the rest wondering in a daze wondering happen. Those high achiever types of students find ways to make good things happen. In order to achieve in any areas, one must focus due to limited time in the day. According to survey, the poor academic performance of urban students from low income families is often result of any, or combination of the following reasons, like attending schools with large enrollments, high rate of absenteeism, transferring schools more frequently and living in single parent homes.

As such, there are factors that could contribute to the dropouts of the students as can be gleaned from the list of dropouts, most factors have to do with environment, families, schools, and communities influence students' decision to drop in several ways. For example, students living with both parents have lower dropouts' rates and higher graduation rates compared to students in other living arrangement. The employment status of their parents and income affect their learning performance. Parents support play an important role, as do parenting practices. This include monitoring child progress in school, communicating with school, and knowing the parents of their friends. Students are more likely the power influence in the same immediate environment. (Rumberger and Lim, 2001).

Indeed, the students is the center of learning, he is the receiver of all the things happen to the environment. The learner has the power to see, hear, touch, smell, and taste, perceive, image recognize past mental acts, conceive ideas, make judgement, reasons out, feel and choose (Corpuz and Salandanan,2007).

This study was undertaken to determine the effect related to students' dropping out as perceive by the senior high school students of MSU Marawi City. From the vast array of factors identified in research studies as influencing students' decision to drop out and several theories or formulations developed on the problem, a few deemed relevant or applicable to the MSU situation were frame the study. Specifically, answers to the following questions are sought:

1. What are the profile of the respondents?
2. To what extent are the factors effect related to student's dropping out in terms of the following:
 - 2.1. Family related factor
 - 2.2. Peer related factors
 - 2.3. School related Factors
 - 2.4. Personal Problems relate factors
 - 2.5. Peace and order and
 - 2.6. Ridu
3. What school community partnership guidance program may be formulated based on the findings of the study.

Theoretical Lens

This study is strengthening by the different theories or account array of factors or variables behind the dropping out students. Self-Worth Theory by Covington (1984) combining the ideas related to self-efficacy, attribution theory and leaned helpless. It focuses on the notion that people are largely motivated to do what it takes to enhance their reputation in various areas. Learning engage in objectively counterproductive activities such as setting goals that are far too high or too low, reducing effort, procrastinating, in the often hope that they will feel better about themselves if they refrain from putting forth their best effort and risking failure.

Similarly, Ideology Theory is a belief that one reaches a socially perceived definition of success through hard work and education tends to repeat his action. In his view, factors such as gender, race, ethnicity, economic background, social network are the secondary to hard work and education or altogether irrelevant in the pursuit of success or failure of the students. ([http://en.Wikipedia.org/wiki/Achievement ideology](http://en.Wikipedia.org/wiki/Achievement_ideology)).

This study also influenced by the Theory on Symbolic Interaction, which gives emphasis to the importance of considering the value of the educational system as an active factor in the causation truancy, delinquency and adolescence deviance of the other kinds such as dropping out from the school. Thus, educational components of the school cannot be denied its contribution to the dropouts of the school. In addition to this theory, there is theory developed by Trent and Medsker (1977) which states that late entrance is more likely to leave school before graduation. This theory is in agreement with the idea of Newman (1975) which states that age is associated with dropping out.

The preceding theories are strengthened by humanistic theories set forth by Carl Rogers, that motivation might come from with an individual without any thought of eternal rewards. Students receive their own internal rewards through an increase in self-esteem and sense of achievement when they reach their desired goal. They may just feel the desire to succeed based on

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

factors such as their interest in an activity or feeling of satisfaction that achieved when they complete the necessary steps to achieve the desire accomplishment. The drive is called internal or intrinsic motivation, which means there are no outside forces that dictate whether an individual will ultimately achieve his goal. He does not attempt to achieve to receive an external reward, but is driven to work toward the intrinsic value associated with the success of the academic performance. Students will be motivated to perform desired behaviors and neither punishment nor rewards are necessary to motivate the individual to succeed.

The conceptual framework of the study showing the three components selected for critical examination is laid out in Figure on the following. The first component which is the input covers the respondents' profile. The second component illustrates the process of the study consisting of a board of categories of factors related to dropping out. These factors were chosen from the vast array of possible determinants or factors hypothesized to underlie the phenomenon of interest to guide the data collection and support the data gathered. Finally, on the basis of the inquiry's findings, an output was established of a school community partnership program is conceived and designed to forthrightly address the dropout problem.

Related Literature

A number of researchers were found to be valuable and relevant to the present investigation.

Related literature explored by the researcher and determined to be relevant to the research problem. This inquiry drawn for theoretical, methodological and empirical support.

The No Children Left Behind is included as relevant literature because the kind and quality of school attended by disadvantaged students, usually belong to minority groups like Latinos, who are identified as disproportionately at risk groups, counts among possible factors underlying the dropout problem. It cannot be denied that there is low performing or failing schools in America. This is largely true because those schools lack resources and must contend with some of society's worst social problems. It is in such local schools that students from low income families and impoverished backgrounds are consigned by necessity. The "Dropout rates in the United States, 2004" posted by the National Center for Education Statistics (<http://nces.ed.gov>) gave profile of students who are at considerable risk of dropping out from school: Hispanic, male, and from a lower class family (Spring, 2002; Balfanz & Lepters, 2000; Secoda et al. 1998 in Slavin, 2006).

Resiliency Building Class Strategies the term resiliency is frequently used in educational circles. It is one of those survival skills that students at risk must have or teachers must help them acquire in order for the students to be successful in school or personal lives. The role of the teacher is to establish a classroom environment steeped in social support activities. Which promote the development of students' coping mechanisms. These provide opportunities for students to cope with the stresses of daily life, and ultimately to learn to overcome problems.

On the other hand, William believes that human beings are endowed with an innate ability to withstand, adjust to, or recover from adverse environmental circumstances. For students at risk, some of those adversities are what have been previously called risk factors. The risk factors to which I most commonly refer and that students risk most commonly face are: attendance at schools with large numbers of poor students, child abuse or neglect, delinquent behavior, family conflict and disruption, low achievement, low socioeconomic status, retention in grade, school conflict and disruption, substance abuse, teen pregnancy and violence.

According to Sagor (1996, as cited in Pikes, Burrell, and Holiday, 1998) and Wang, Haertel, and Walberg (1995) schools can provide support to students, particularly those at risk, through resilience building experiences that focus on five themes: competency (feeling successful) belonging (feeling valued) usefulness (feeling needed) potency (feeling empowered) and optimism (feeling encouraged and hopeful). Teachers should always focus on classroom academics but should also incorporate classroom activities that encompass resilience building experiences that focus on the following five themes.

While developing and implementing educational resiliency building experiences may seem like just one more thing to do, many of these techniques are already part of an educator's repertoire (Sagor, 1996, as cited in Pikes, Burrell, and Holiday, 1998). Teachers can infuse the five themes of resilience into everyday academic instruction across subjects' areas, either repeated learning experiences or as themes for long term group and class projects.

Related Studies

In addition to foregoing survey of related literature on the theoretical concepts and major and other factors that students' decision to dropout, there has been a steady stream of studies conducted on the problem. The following studies on factors related to dropping out cast into sharper relief the prevalence or rising incidence of dropout and the importance of this research. The subsequent discussion focuses on important findings of selected studies classified as foreign, national and local.

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

Hillary Pennington (2006), a Gates Foundation Education Official, believes the two factors associated with completion of college are student's going to college immediately after high school and being a full time student. However, when dropout students who participated in the study were asked to rate possible solutions to the problem, they thought the most favorable solution were allowing part time students to qualify for more financial assistance. offering weekend and evening courses; cutting the cost of tuition, fees, and textbooks and providing childcare during classes. The least popular solutions to reducing the percentage of first year college dropout students were offering more online classes and simplifying the college application process.

Similarly, YaShekia King (2010) found that college can be both an exciting and stressful adventure. The college experience gives students opportunity to find out so much themselves, about others and about what their futures hold. However, it requires lot of money and time, so it is important that students take time they are in college seriously. Several factors can help make the college experience success. Half of the success is showing up, according to Fastowto on 2010 that it might seem obvious that students must actually show up for class on time so they do not miss anything important. It is also advise for students to choose instructors who actively involve them in learning and willing to visit them outside of the class when they need help. In addition, the successful student visits his campus career for help with landing internship or provide career options.

According the California Dropout Research Project Policy Brief 15 on their search and study of dropouts, a wide range of behaviors both in and out school have been show to predict dropout and graduation. One of the most important is student engagement, which includes student's active involvement in academic works (e.g. coming to class and doing homework) and the social aspects of school (e.g. participating in sports or other extra-curricular activities). Research consistently finds that high absenteeism is one of the specific indicators of engagement and is associated with higher dropout rates. Misbehavior in high school and delinquent behavior outside of high school are both significantly associated with higher dropout and lower graduation rates as they enter college. In addition, drug or alcohol use associated with higher dropout rates. Teenagers childbearing increase the odds of dropping out. Finally, a number of studies have found that students who work more than 20 hours a week are significantly more likely to drop out.

As mentioned by Abuso (2009) in her study titled "School Dropout in Basic Education in the Philippines: Accountability and Partnership" which was presented in the 53rd Annual Conference of the Comparative and International Education Society, held in Charleston, South Carolina, found out that poverty influenced the double digit dropout rates in elementary and secondary schools involved in the study. The report showed that gender (female/male) and location (urban/rural) influenced dropping out. As a complex phenomenon with Psychological, cultural and sociological dimensions, the study argues that the school dropout should be addressed by using multi sector approach where various stakeholders serve as major partners: The family, school, department of education, local government units, members of civil society, local community, NGOs and other national agencies is the practical solution to dropping out are suggested.

METHODOLOGY

The researcher used descriptive type of research design to a certain conclusion or factors that put students at risk or valuable to dropping out. A systematic random sampling was deemed most appropriate for obtaining needed sample. A simple random sample is a subset of individual chosen from the large population. The population of the study consisted of senior high school graduation students with a total of 341 students as a respondent of this study

The research instrument used in this study is a research constructed structured questionnaire. The tools were designed to elicit information about the respondents' feelings, beliefs, experiences, perceptions and observations, as well as attitudes towards problems.

The bulk of data needed for this study was gathered from the senior high school graduating students of MSU Marawi City through the questionnaire. This was supplemented by information obtained through individual interview was also conducted by the researcher in addition to the questionnaire.

The statistical tools were used for valid and reliable interpretation of data. Simple arithmetic average or mean. Person Product Moment Correlations Coefficient and Chi Square Test and lastly the proportional Allocation Formula.

Table 1: Frequency and Percentage Distribution of the Respondents According to Gender

Gender	Frequency	Percentage
Male	147	43.11
Female	194	56.89
Total	341	100

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

Table 1 presents the frequency and percentage distribution of the respondents according to gender. The one hundred forty-seven (147) or 43.11 percent were identified as male and one hundred ninety-four (194) or 5.89 percent were female. Female comprised the statistical majority. This result depicts a typical educational setting that usually shows females in all ethnic group tending to earn higher grades in school than do males. Across different ages and eras, and across different subject matter disciplines. In other words, females are known to stay in school and reach the finish line. A more neutral reading of the result is the numerical dominance of female students seems to be typical as revealed in numerous studies.

Table 2: Mean Ratings of Family Background/Cohesion as Family Related Factors

Indicators	Mean	S.D.	Descriptive Ratings	Rank
The student dropped from school because he needs to take care of a family member suffering chronic illness	2.82	1.2399	Sometimes	1
The student dropped from school because of unstable peace and order situation in community	2.80	1.2654	Sometimes	2
The student dropped from school because his environment is not safe because of rampant crime and violence	2.77	1.2852	Sometimes	3
The student dropped from school because of parents' conflict in their relationship.	2.73	1.2738	Sometimes	4
The student dropped from school because of the death of a family member.	2.67	1.2855	Sometimes	5
The student dropped from school because his parents' place is far from his school.	2.64	1.3313	Sometimes	6
The student dropped from school because one of the parents (mother or father) has another family in a second marriage.	2.62	1.3309	Sometimes	7
The students dropped from school because as influenced of his parents and siblings who are also dropouts from school.	2.60	1.2440	Rarely	8
The student dropped from school because his parents are working abroad and there is no proper care assistance provided for him.	2.55	1.2817	Rarely	9
The student dropped from school because of parents' marital separation.	2.48	1.13338	Rarely	10
Average	2.67	1.2672	Sometimes	

The findings obtain an average mean of 2.67 and an average S.D. of 1.2672 describe as sometimes most of the respondents found that family background/cohesion as a family related factor contributing "sometimes" to the dropping out of students. According to Hans Frederick (2014), the type of family background that a student comes from plays a large part in the likelihood of that student dropping out. A distinct hierarchy exists between high, middle and low income families in terms of odds of a student from one of those families dropping out of school.

Table 3: Mean Ratings of Parents Supervision as Family Related Factor

Indicators	Mean	S.D.	Descriptive Ratings	Rank
The student dropped from school because his parents neglect his needs and concerns.	2.92	1.3479	Sometimes	1
The student dropped from school due to lack of parents supervision with regards to his schooling.	2.91	1.2950	Sometimes	2
The student dropped because his parents imposed punishment for every mistakes committed.	2.88	1.3941	Sometimes	3
The student dropped from school because his parents are not interested in his academic performance.	2.84	1.3219	Sometimes	4

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

The student dropped from school because his parents did not monitor his academic growth.	2.81	1.3083	Sometimes	5.5
The student dropped from school because his parents do not have relationship with him.	2.81	1.3452	Sometimes	5.5
The student dropped from school because his parents say bad things that it hurt their feelings.	2.79	1.3131	Sometimes	7
The student dropped from school because of his parents lack of encouragement to motivate him.	2.78	1.2862	Sometimes	8
The student dropped from school because of parental disciplinary problem at home.	2.77	1.2927	Sometimes	9
The student dropped from school because his parents are busy in their works and lack of time to assist him in his study.	2.75	1.2459	Sometimes	10
Average	2.83	1.3150	Sometimes	

The overall result has an average mean of 2.83 with an average S.D. of 1.3150 and descriptive rating or equivalent of sometimes. According to Hans Frederick (2014), the amount of time and energy used by parents in getting involved in a child’s school life is certainly related to how likely a student is to drop out of school. An engaged parent notices the red flag or warning signs, such as failing marks or a student not attending class regularly.

As Ferrer (2007) has stressed and tried to drive home, parents are the leading advocates of their children’s interest and the primary stakeholders in their education. The No Child Left Behind ((NCLB) legislation hold accountable for student’s outcome not only schools but parents as well. This piece of legislation has improved options for parents, thus empowering them but parents must be aware not only of their rights but perhaps, more important, of their responsibilities as their children’s first teacher. They should not leave the education of their children to the school and teachers.

Table 4: Mean Rating od School’s Peace and Order Factor

Indicators	Mean	S.D.	Descriptive Ratings	Rank
The school was not safe in crime and violence	2.93	1.2942	Sometimes	1
The school was exposed to crime and violence	2.90	1.3113	Sometimes	2
The school did not promote peace and order	2.83	1.2612	Sometimes	3.5
The school rules and regulations were not followed which lead to un organized system	2.83	1.2896	Sometimes	3.5
The student is not safe to school	2.81	1.2909	Sometimes	5
The school has no permanent security personnel	2.80	1.3037	Sometimes	6
The school employers and employees are not in good relation	2.76	1.2791	Sometimes	7
The school enrollment system is unplanned and unorganized	2.74	1.3227	Sometime	8
The school is situated in noisy place which affected his study	2.75	1.2711	Sometimes	9.5
The school was not safe from floods and other natural calamities	2.75	1.2985	Sometimes	10
Average	2.81	1.2922	Sometimes	

The individual and overall results, expressed as an average mean of 2.81 and average S.D. of 1.2922 which read as sometimes show that the school’s peace and order factor is sometimes related to dropping out of the students. The characteristics of schools, including resources, structural features, composition of student body, policies and practices also play role in whether students stay or drop out. As cited by Macabando’s (2014) dissertation deals with this particular relevant aspects of schools (HEIs in the

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

BARMM) with emphasis on location site of the school. As cited in CHED CMO# 40 Series 2008 schools should be free from noise population, gambling. It is prohibited from operation within a certain distance.

By safety it is also meant out of harm's way, that is, safe from floods and other natural disasters like landslide and storm surge. Students and their parents have peace of mind when they feel safe and secured in the school they attended.

Table 5: Mean Rating of Causes of Ridu

Indicators	Mean	S.D.	Descriptive Ratings	Rank
The student's ridu was caused by political rivalry	3.25	1.2559	Sometimes	1
The student's ridu was caused by pride (maratabat) that led to feud	3.18	1.3870	Sometimes	2
The student's ridu was caused by land dispute	3.16	1.2233	Sometimes	3
The student's ridu was caused by accidental killing	3.13	1.3059	Sometimes	4
The student's ridu was caused by kidnapping	3,08	1.2729		5
The student's ridu was caused by property trespassing	3.04	1.1975	Sometimes	6.5
The student's ridu was caused by car napping	3.04	1.3334	Sometimes	6.5
The student's ridu was caused by gambling	3.0	1.1820	Sometimes	8
The student's ridu was caused by property damage	2.97	0.9405	Sometime	9
The student's ridu was caused by stealing, thief and robbery.	2.94	1.193	Sometimes	10
Average	3.08	1.2295	Sometimes	

Table 5 deals with the causes of ridu as factors related to dropping out of students. As individual and overall rating, an average mean of 3.08 and average S.D. of 1.2295 which descriptive equivalent of sometimes on the scalling indicates that the causes of ridu, or to be more precise, the conflict they generated are sometimes related to students quitting school and abandon altogether their studies. As seen from the data on the causes of ridu, the so called triggers or precipitating factors are varied and may be further complicated by a society's concept of honor and shame, an integral aspect of the social rules determine accepted practices in the affected communities.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

- The conclusions draw attention to various factors influencing dropout decisions. The synthesis suggests: Demographic Profile: It highlights characteristics of the typical graduating student, including age, gender, religious affiliation, ethnicity, family size, birth order, parental education, employment, income, and perceived influencers of dropout decisions. Factors Influencing Dropout Rates: The study indicates a range of factors impacting dropout rates, such as cultural factors (like ridu among Meranaws), peace and order, family dynamics, personal issues, peer influence, and school-related factors. These align with existing theories on dropout phenomena.
- The conclusions acknowledge the complexity and interconnectedness of these factors, making it challenging to isolate their individual impacts. Factors like family, personal, and cultural aspects overlap and interact, influencing dropout decisions.
- The conclusions stress that dropout rates aren't caused by single prominent risk factors but interconnected elements that begin shaping a child's path early on. The findings underscore the significance of early childhood experiences and familial support as critical determinants of a student's educational path.
- As such, there is no one causes and factor that could contribute to dropouts of the students. Studies yielded that no single factor can completely account for student's performance and decision to continue in school until they finish their senior high school. Just as a student themselves report a variety of reasons for not pursuing their academic. The decision to drop out is not simply a result of what happens in school. Clearly student's behavior and performance in school influences their decision to stay or leave, but students' activities and behaviors outside of school particularly engaging in deviant behavior also influences their determination to pursue their academic.

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

RECOMMENDATION

- This study is primarily recommended to the school heads, curriculum makers, guidance counselor, parents, community, teachers, students and to the future researchers to really assess, properly monitor the students' performance will help them focus their studies and pursue to graduate.
- The benefits of this study greatly help in motivating the students to stay in school and graduate. Planning and decision making should consider the background knowledge, and culture of the students prior to his needs. Continue assessing, monitoring and evaluating the students' performance will help in determining his status to avoid dropout.
- Curriculum makers must evaluate the contents of the school programs to determine their contribution to keeping students in school, and discover the gaps. They must strengthen their evaluation in the implementation of the program by means of greater sensitivity and response to feedback regarding their performance of the students.
- Guidance counselor must update their skills and techniques in dealing with the students at high risk of dropping out of school. Their responsibility and function as a guidance counselor is very important in preventing students from leaving school. They need to devise programs or strategies such as resiliency building strategies and work more closely with teachers of students at risk in the efforts of rekindle the latter's motivation and interest in school.
- The school needed to promote an affordable but quality education that is accessible to all recognition of the fact that education is the key to community problems, specifically poverty, peace and order, teen pregnancy, and social inequalities and disparities. They should also monitor and evaluate the academic issues and crisis involving students, and provide appropriate remediation or help to prevent dropouts. Concerted efforts is needed, hence, the full commitment and cooperation of all school employees, from the lower to top position, must be involved because everyone has a significant role to play in the development of the students. The chain of accountability for outcomes encompasses the whole system and the entire community.

Proposed School Community Partnership Guidance Program

I. Rationale:

This part presents an outline of proposed school community guidance program crafted based on these research findings. The proposed program involves activities, objectives, strategies, time, people involved, budgetary requirement, and expected outcome. The factor known to be associated with the dropout problem or to impact the decision of students at risk to leave school were culled from various sources (Theories, models or constructs and studies) and examined in this research to determine the extent of their influence on student's decision to drop out of school. The purposed School Community Guidance Program is lent impetus by the findings of this research.

II. Goal

The primary goal of this program is to design and develop guidelines for a synergistic collaboration of school and community to provide needed assistance to students at risk. The risk factors are likely drop out from school, fail to graduate. This program is anchored on the belief that giving up on students at risk without even lifting a finger to wrest them back to the right track is not accepted.

Further, it determined the activities or strategies to evaluate, assess, and monitor students at risk of dropping out of school. It is important to seek out those students who have problems that can drive them to the desperate decision of dropping out and not finishing their senior high school program.

Similarly, identifying the persons responsible for the wellness of the students is another goal of this program. It is imperative to know the individuals who should be involved in implementing the program and define their role and duties in the prevention of dropout students.

Finally, for its effective execution, this plan involves the community as partners in monitoring and addressing forthrightly the needs of the students. It is concerned with creating the conditions or environment needed to prevent students from withdrawing school.

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

Action Intervention Program and Services to promote and Enhance Student Welfare and Development

Need	Community Partner (s)	Program Monitoring Tool	Name of Interventionist	Expected Outcomes
1. General Orientation	Conduct an orientation program before classes start, School will invite the parents, LGU officials as community partners	Attendance Logs Student work Folders Exit cards	School Head Guidance Counselor Teacher Community Parents Community Leader	Formulation of comprehensive education framework around an inclusive vision for student's partnership across programs and with families and broader community
2. Counseling services to be rendered in the students with a risk of dropping out in the school in collaboration of parents	Facilitate individual and group counseling for the students	16 Personality Factor Draw Person Test	Psychometrician School Head Guidance Counselor Teacher Community Parents Community Leader	Assists students to render proper decision and lay possible alternatives regarding Their academic, social, career and other aspects or concerns. The students may be able to analyze his reason why he will going to drop
3. Tutorial Services		Attendance Logs Student work Folders Exit cards	Student Interns Teachers Researchers	Provide academic assistance to students in their learning to ensure academic excellence and improving learning skill and boosting grades
4. Home Visiting and Group Service	Community-based programs such as family resource centers Used of various available community resources and enrich pedagogical instruction.	Self-Assessment forms The SelfAssessment Parental Resilience Social Connections Knowledge of Parenting and Child Development Social and Emotional Competence of Children	Teachers Parents LGU Officials	This visit will help the learners to improvement in academic achievement. A learner that is being-well guided by the teacher and parent may attain better outputs thus may gain better grades.

Factors Affecting Students Dropout as Perceived by the Senior High School Students of MSU Marawi City. A Basis for a Proposed Guidance and Counseling Intervention Program and School Community Partnership

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