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School Dropout Reduction Program (S-DORP) in secondary schools of Ticao Cluster, Masbate Province

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Abstract

This study aimed to determine the effectiveness of School Dropout Reduction Program (S-DORP) of Secondary Schools in Ticao Cluster, Masbate Province. The descriptive-survey method was used to determine the status and effectiveness of S-DORP in terms of dropout rate, repetition rate and promotion rate and problems encountered. The instruments used were documentary analysis, survey questionnaire, and unstructured interview. The statistical tools utilized were frequency count, percentage, ranking and weighted mean. It involved a total enumeration of 168 respondents. It revealed that for three school years (2012-2013, 2013-2014, 2014-2015) implementation of S-DORP, eight secondary schools have established a varying trend of dropout rate, a decreasing trend of repetition rate and an increasing trend of promotion rate. The level of effectiveness of S-DORP in terms of dropout rate, repetition rate and promotion rate were evaluated as effective by the parents, teachers, students and school heads. The major difficulties encountered in achieving a zero dropout and repetition rates and 100% promotion rate were the lack of attention given to S-DORP and SARDO (student-at-risk of dropping out) and large number of students. It is highly recommended that the Department of Education should extensively re-orient S-DORP so that the standard zero-dropout, zero-repetition and 100% promotion rates may fully realized. The difficulties encountered should be given utmost intervention through provision of additional classrooms, involvement and participation of stakeholders in planning, developing, and implementation of S-DORP through meetings, forum and assembly. The proposed ***Rep****etition,* ***Pro****motion and* ***D****ropout Rates* **(RepProd)** *Program* has to be considered for implementation.

Keywords: dropout, repetition, promotion, DORP, SARDO

School Dropout Reduction Program (S-DORP) in secondary schools of Ticao Cluster, Masbate Province

1. Introduction

Education, an inalienable right of every individual, enables everyone to become productive citizen. It is essential for human and national development as it is needed to create a skilled workforce, promote economic growth, protect and preserve culture and foster civic participation and personal development. Thus, education is recognized as a basic human right.

> *"Everyone has the right to education". Education shall be free, at least in elementary and fundamental stages."* (U.N. Universal Declaration of Human Rights. art. 26)

The United Nations Educational, Scientific and Cultural Organizations (UNESCO) strengthens its advocacy by its declaration that education is not a privilege; rather the access to basic education is every child's birth right. Hence, the government and its institutions are obliged to respect, protect and fulfil the right to education of all children, youth and adults through ensuring that all barriers to education are removed. Recognizing that education must be provided to all children, members of the international community set the six Education for All (EFA) goals. Similarly, United Nations Millennium Development Goals (MDGs) and Beyond program catalyzed ways to ensure that the target by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

To achieve EFA and MDG goals, the stakeholders, people's representatives, community leaders, parents, learners, non-government organizations (NGOs) and civil society must be involved and sincerely uphold to a global commitment on the transparent and democratic change and processes in the educational system. Article XIV of the 1987 Philippine Constitution declares that the State provides for the protection and promotion of the right to quality education at all levels of every Filipino citizen. Also stated in the constitution is the mandate to the State to make education accessible to all its citizens. Likewise, the State shall also establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society. Other means of securing education such as non-formal, informal, and indigenous systems including self-learning and out-of-school program are to be provided to respond to the community needs.

In consonance with this provision, Education Act of 1982 or Batas Pambansa Blg. 232, provides that the, "State shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, racial or ethnic origin, political and other affiliation." The creation of Governance for Basic Education Act of 2001 or R.A. No. 9155 envisions a curriculum that shall be flexible to meet the learning needs of a diverse studentry and be relevant to the immediate environment and social and cultural needs of the learners.

In the United States, student dropout rate is considered a major social and economic problem (Burrus & Roberts, 2012). When too many students leave high school without graduating, this incident is costly not only for individual, also for the entire society. Hence, the United States desperately needs to improve high school promotion and graduation rates. To address such problems, researchers and educators develop promising interventions that can help lessen student's dropouts, if not eradicate this problem. One among the many is the What Works Clearinghouse at the Institute for Education Sciences (IES). It evaluates educational interventions on dropout prevention programs. Of the 28 dropout prevention programs described on the IES website, 13 of them have demonstrated some evidence or potentially positive effects for at least one improvement outcome. The result means that the intervention programs have demonstrated some effectiveness in helping students to stay in school or show improvement in school (Burrus & Roberts, 2012).

Education nowadays in the Philippines faces two serious problems: low student achievement and high dropout rate. To cite, in 2002-2003, only 90.32% of the total population of children 6-11 years old, enrolled at the start of the school year. The 9.68% of children who did not enrol constituted nearly 1.2 million. They had eventually joined the number of the increasing illiterate in the country. The Functional Literacy Education and Mass Media Survey (FLEMMS, 2003) disclosed that out of 57.4 million Filipinos who are 10 to 64 years old, 3.8 million of these Filipino whose ages range from ten years old and above, do not know how to read and write. A total of 9.2 million Filipinos are not functionally literate. Undeniably, dropout rate problem is a serious problem that every country must look into. There are several prevention and intervention programs that focus either directly or indirectly on reducing dropout rate and increasing graduation rates as a way to address the issue. Unless these problems are properly addressed, the EFA and MDGs goal of making every Filipino functionally literate will not be attained (DepEd - Bureau of Secondary Education, 2008). Hence, to address the problem on literacy and increasing number of out-of-school Filipinos, the Department of Education created a program named Dropout Reduction Program (DORP). It is an intervention program that aims to reduce the high dropout rate and improve learning outcomes in public and private schools in the country, using formal, non-formal and informal approaches (DORP Handbook, 2008).

These are the reasons why the government have placed high regard for education and pushed for educational reforms that promote inclusive education especially for the marginalized. In fact, in the Philippine Education for All Review Report the secondary completion rate, shows an average of 78% from S.Y. 2005-2006 to S.Y. 2012-2013, putting at least a 20-percentage point difference between the current rate (S.Y. 2012-2013) and the targeted 100% (EFA Report, 2015). In Region V, the Department of Education is assertive in curtailing the dropout rate in secondary schools. For the past years, the data from the Enhanced Basic Education Information System (E-BEIS) showed that for S.Y. 2012-2013 the dropout rate for secondary level was pegged at 4.32%. It is quite alarming since out of 397,002 students who enrolled, 17,150 of them dropped out from school and the promotion rate is only 95.68%. Masbate is one of the provinces in Region V, which comprises of three major islands - Masbate Island, Burias Island and Ticao Island. Among the three islands, Ticao is noted to be a cluster which dropout rate is high. Records from Enhanced Basic Education Information System, shows that for S.Y. 2012-2013, Camarines Sur has the highest dropout rate at 0.96%. It was closely followed by Masbate province which ranked second with 0.87% of dropout rate.

According to Education for All Report National Review (EFA, 2015), DORP would be positive program since, intervention is on the grassroots level making it easier for the DORP interventions to be realized. In addition, DepEd efforts on comprehensive programs, awareness campaigns, school-initiated interventions on dropout reduction and Alternative Delivery Modes in the achievement of the standard zero rates of dropout, repetition and 100% promotion rate, was still far enough. Moreover, the unachieved standard also happens in eight clustered secondary schools of Ticao, Masbate Province. Determining the status and effectiveness of S-DORP being implemented in Masbate and the problems encountered which hinder the realization and attainment of this plan is needed to give a clear description of how the DORP is implemented. The researcher became motivated to conduct this study in order to propose for a solution on the said problems relative to the school dropout rates in the local schools. The study would like to provide ways on how to strengthen the existing S-DORP and maintain zero dropout rates and repetition rates. This study would like to contribute in the increase of promotion rate in every school as the DepEd responds to the Millennium Development Goals framework.

1.1 Statement of the Problem

This study aimed to determine the effectiveness of School Dropout Reduction Program (S-DORP) of Secondary Schools, Masbate Province specifically in Ticao Cluster within the school years 2012-2013, 2013-2014 to 2014-2015. Specifically, the study sought answers to the following questions:

- What is the status of School Dropout Reduction Program (S-DORP) in terms of dropout rate; repetition rate; and promotion rate?

- What is the level of effectiveness of School Dropout Reduction Program as perceived by parents, teachers, school heads, and students as to identified variables?
- What are the difficulties encountered by the respondents in the achieving a zero dropout and repetition rate and 100% promotion rate?
- What could be proposed based on the findings of the study?

2. Related Literature

The United Nations Convention on the Rights of the Child as stated in its Article 28 emphasizes and recognizes the right of the child to education. The right to education is achieved on the basis of equal opportunity given to all persons. Undeniably, in all countries of the world, education is considered a basic right. In fact, in the Philippines, this right is provided through the free elementary, secondary and tertiary education. Filipino parents value education as it is considered by them as their legacy imparted to their children. They believe that having a better education opens opportunities that ensure good future and eventually lift them out of poverty. Thus, they are willing to make enormous sacrifices to send their children to school (Dolan, 1991; De Dios, 1995). However, with family's severely limited resources, education tends to be less prioritized than basic needs such as food and shelter. Given this scenario, the chances of the family to move out of poverty is uncertain. Therefore, it is important that the state should give an equitable access to education (Maligalig, 2011) in order to address the problem of the under privileged individuals.

The National Education for All Committee (NEC, 2006) reports the large number of Filipinos who are not basically literate, specifically, 3.8 million to 9.2 million Filipinos are not functionally literate. According to NEC, most students either do not complete the full 10 years of basic education or graduate without mastering the basic competencies. These Filipinos are educationally disadvantaged or handicapped to engage intelligently in various social, economic, civic and political activities to use their rights and privileges as members of society. The different literature discussed earlier bear relevance to the present study since they strengthen the fact that the child has rights to education. They also discuss parent's perception towards education and basic literacy. The country's literacy rates greatly affect individuals to fully participate and contribute to nation building. Realizing the country's vision of inclusive growth and development requires investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education (EFA Report, 2012).

The National EFA Committee (NEC) Conference in Manila, Philippines (2006) points out that the school system is disadvantaged because of its poor completion rate and low academic performance. At the secondary level, for every 1000 entrants to first year high school, 389 or 38.9% leave school without completing the prescribed four-year high school; 353 or 35.3% graduate after repeating two to three times; and only 248 or 24.8% graduate within the required four-year high school. The National Education for All Committee (NEC) further notes that it is highly probable that a very small number of these high school graduates have acquired the necessary competencies expected from ten years of schooling. This study was merely a reflection from the survey conducted by Functional Literacy Education and Mass Media Survey (2008). The survey shows that around 95.6% of Filipinos aged 10 to 64 years old possess the ability to read, write, and understand simple messages. This indicates a 2.0 percentage point improvement in the basic literacy rate from 93.4% in 2003.

What has been cited explains the statistics on the status of dropout, repetition and promotion rate that affects the literacy rate of the country. Although there are intervention programs implemented on curtailing dropout and repetition rates, and making promotion rates high, there are still prevailing problems on low literacy rate and dropout rates. Hence, the status and effectiveness of programs intended to address these problems need to be assessed. This would also explain the implementation in the local setting of such program. Edley (2004) and Powell (2008) noted that in the United States, school dropouts has been called a "crisis" or an "epidemic" by various sources who work closely with this issue. Regardless of the name given to the situation, there is no doubt that

dropping out of school is a widespread and serious problem in the US including the enormous consequences for students who choose to drop out. Many factors contribute to the dropping out of students from school such as poverty, low literacy and achievement levels, parenting responsibilities, and the need to earn money through employment. While these rates may differ by demographic characteristics, dropout is nonetheless a universal problem faced by nearly every school in the United States.

Burrus and Roberts (2012) stressed that there is no denying fact that student dropout rates is a major social and economic problem. Too many students leave high school without graduating. This is costly not only for the individual, but also for the entire society. The narrative surrounding of dropout problem is often one of doom and gloom. While it is clear that the United States desperately needs to improve high school graduation rates, citizens and policy makers demonstrate interest on possible tasks or measures to undertake in order to solve the problem on students who drop out. To strengthen the United States advocacy on dropout prevention, the Collaborative Dropout Prevention Task Force of Texas Education Agency (2009) created "Action Teams" to work on enhancing Texas dropout prevention efforts. Team was formed to work on this strategic focus area. First, the external evaluator for TEA completed a study of best practices for dropout prevention; second, the team analyzed the research and identified the impact of policies on best practices in dropout prevention programs; third, they worked to integrate best practice research. Lastly, the Best Practice Clearinghouse at TEA catalogues programs with effective policies and researched-based model programs replicated successful programs or policies.

As cited by the literature in the earlier paragraphs, the status of the dropout intervention program in the United States is considered national issue. The assessment of the effectiveness of some educational intervention on dropout reduction appears to be promising and seem to be on the right track; however, more researches are needed. Anchored on this, the present study focused on the status and effectiveness of S-DORP along dropout rate, repetition rate and promotion rate on clustered secondary school in the local setting. School Dropout Reduction Program (S-DORP) is the Philippine counterpart program through DepEd that aims to curtail the dropout rate in the country. It is implemented in 2008 and has been noted for its success. In fact, as stipulated in DepEd Order No. 74 s. 2010, the effectiveness of the DORP in reducing dropout rate, attainment of zero dropout rates, increasing participation rate and improving learning outcomes using formal, non-formal and informal approaches has been proven in many schools across the region. The challenges posed by Project ReACH inspired the implementers of DORP in the secondary schools to perform better. Project ReACH through DORP successfully reaching 3.4 million youth aged 12-15 years old.

In addition, a report specifically aired GMA News.TV on June 4, 2010 cited the efforts made of DepEd that reduced HS dropouts in the provinces of Zamboanga Sibugay, Cotabato, Southern Leyte, and Romblon for school years 2009-2011. The province of Masbate is not far behind, with its record of only 0.95% dropout. The reported success in these four regions is part of the DepEd's intensified efforts through its Dropout Reduction Program (DORP).

> *"We have experienced remarkable success in reducing the dropout rate in many high schools because of our effective intervention programs through DORP. DepEd has to work extra hard to be able to reach and bring back to school some 5 million more school-age children who are out of school and not only the drop-outs."Valisno, June 4, 2010 during the nationwide conference of DepEd officials.*

DepEd's target is to cut dropout rate in Philippine public schools to 7.13% for school year 2009-2010. This is far lower than the national dropout rate of 12.51% when DORP started in 2005-2006. The 2010 target reflects a consistent decline from the 8.35% dropout in SY 2006-2007 and 7.45% in 2007-2008. Due to this remarkable improvement the on educational system, Philippine Education for All Report (2015) highly recommended that schools should intensify implementation of the proven effective Dropout Reduction Program (DORP) in partnership with communities and LGUs for the marginalized/ vulnerable particularly those in the poorest and conflict- affected areas as well as in the island provinces.

This said literature bear importance on the study since this presents the status of DORP in past years of implementation. Likewise, proven effectiveness of the S-DORP program along dropout, repetition and promotion rate was also discussed. This could transform into highly effective by scaling up good practices, benchmarking practices, enhancing and re-orientation of the program.

2.1 Related Studies

After exhaustive readings and researches, the following studies are considered related to the present undertaking. The study of Belen (2013) derived at the findings that there was an increase-decrease in dropout rates from school years 2007-2008 to 2011-2012 among six secondary schools in Castilla, Sorsogon. The level of effectiveness of instructional and non-instructional-related SIDRI described as moderately effective for both teachers and parents while students described it as effective. The cited study of Belen (2013) focused on the status and effectiveness of school initiated drop out reduction intervention which is under the DORP strategic components or sub-programs. The cited study used a documentary analysis such that the drop out percentage of four (4) secondary schools of Castilla, Sorsogon was determined. Similarly, the present study determined the effectiveness of the intervention conducted by DORP. In terms of the scope, this study includes the eight (8) secondary schools within the four municipalities of Ticao.

Manacorda (2006) pointed out that the systems in many developing countries are characterized by remarkably high failure and dropout rates and overall low school attainment. Uruguay is no exception to this: repetition rates in public schools in the compulsory school cycle (grades 1-9) are in the order of 20-25% and about a fourth of individuals aged 25-29 fail to have completed compulsory education. The mentioned study used administrative micro data on around 100,000 students in junior high school in Uruguay to assess the casual impact of grade failure on dropout and later school outcomes. Comparing the participants included, the present study covered only on the local setting particularly eight clustered schools with 168 respondents including parents, teachers, students and school heads in the municipalities of San Jacinto, San Fernando, Monreal, and Batuan.

Agasisti and Cordero (2012) analyzed a large set of factors potentially associated with the probability for European students to be retained in early stages of their educational career. The main findings suggested that there were common factors that made a student at-risk to be retained. Among these factors are the family's socioeconomic background, the early childhood activities and skills, the availability of economic and cultural resources, and the student composition of the school attended. Similarly, this study and that of Agasisti and Cordero (2012) concentrated on the intervention program along repetition rate among students. The study of Agasisti and Cordero focused on bigger scope in which there are 16 European countries where the factors of students' retention were identified. Meanwhile, the present study focused on the local setting of clustered eight secondary schools in Masbate province to determine the status of the S-DORP along repetition rate.

Otieno (2015) conducted a study to determine promotion rates among pupils in primary schools in Suba Sub-County. Results showed that promotion rate in classes for cohort 2013/2014 decreased from 82.15% in class four to 62.92%. Further, it was observed that only 67.20% children in class seven were promoted to next class in 2013/14 compared to 82.15% in case of class four. The study strongly recommended to increase the productivity of their proficiency and to reduce the rate of repetition and dropout by preparing and updating programs, designing practical strategies such as training, and retraining of head teachers were the vital steps to take. Relating it to the current study, it also involved an investigation on the status, performance and effectiveness of the school's programs on promotion rate. However, the present study focused on cluster of secondary schools where S-DORP is implemented. Findings of both studies agreed that that schools must actively implement an intervention program to cater student's needs.

Alzaga et al. (2008) evaluated the school dropout reduction plan of Secondary Schooling Alternatives SEDIP Divisions and determined common risks factors affecting SARDO. The result of the analysis revealed that only one of 240 schools implemented Open High School Program (OHSP), four of 240 implemented Effective

Alternative Secondary Education (EASE) but all schools implemented School Initiated Intervention (SII). Both studies considered the importance of the evaluating the S-DORP. The study of Alzaga et al. (2008) emphasized on the sub-components of DORP namely ADM, OHSP and EASE of 15 (SEDIP) Division comprising of 240 schools; however, it did not consider the effectiveness of dropout reduction program as implemented in the respondents' school. The present study concentrated on S-DORP of formal schools along dropout, repetition and promotion rate of clustered eight secondary schools of Ticao Cluster and determined the status and level of effectiveness of S-DORP implementation.

The study of Salvadora (2012) determined the trend of enrolment in Region V from S.Y. 2003-2003 to S.Y. 2011-2012 as the basis for intervention program. It identified also what transition grade or level required an intervention program as shown by the enrolment trend and determined the reasons for students leaving the school. Similar study conducted by Lagata (2012) used the dropout rate in the Region V as the basis of the implementation of the Alternative Delivery Modes (ADM). It identified the most common risk factors why pupil and students dropped out of school before the school year and the intervention utilized by the schools to curtail the dropout rate. The foregoing local studies conducted by Salvadora (2012) and Lagata (2012) concentrated mainly on the dropout reduction program of the schools. The study of Lagata focused on the ADM and the trends of dropout both in Region V. Salvadora look into the S-DORP on formal schools and utilized the trends of enrollment. Meanwhile, the present study dealt with the trends of dropout, repetition and promotion rates along S-DORP and assessed the status and effectiveness.

Castillo (2013) identified the effectiveness of the intervention named Project EASE in reducing dropout and failure rate. It determined how many students were at-risk of dropping out and the level of performance enrolled in the said intervention. The present study considered the level of effectiveness of DORP similar with Castillo's (2013). In the study of Castillo, it determined the level of performance of ADM students of Project EASE on informal schooling. In the present study, the researcher focused on S-DORP on dropout, repetition, and promotion rate under formal schooling. De Guzman et al. (2011) determined three risk factors among SARDOs namely family, school, and community. In the study, the school-initiated interventions in preventing dropouts. The interventions included the creation and implementation of programs that empowered parents to financially support their children's educational needs, improved school-NGO linkage to support financial needs of students, provided affirmative and positive teachers, intensified programs to increase academic performance and school involvement of students, intensified values education subjects and motivated students to involve in worthwhile recreational activities. What have been highlighted on both studies are the intervention programs for students who are at-risk of dropping out from school. The present study focused on status and the level of effectiveness of S-DORP along dropout rate, repetition rate and promotion rate.

Shannon and Bylsma (2005) noted a variety of promising programs and practices for dropout prevention. First Things First (FTF) is a major comprehensive school reform model implemented in Kansas City, Kansas. It has been used in 12 middle schools and high schools in four other districts. Positive effects were found in the Kansas City school district. The academic outcomes included the increased rates of student attendance and graduation, the reduction on student dropout rates, and the improvement on student performance on the Kansas state tests of reading and Mathematics. The study of Shannon and Bylsma (2005) and the present study determined the effectiveness of programs for school dropout reduction. The cited study focused on the increase rates of student attendance and graduation, the reduction of student dropout rates, and the improvement of student performance using the First Things First (FTF) tool. However, the present study concentrated on the measures on how repetition rates would be achieved to gain the 100% promotion rate in eight secondary schools of Ticao Cluster using S-DORP tool.

The study of Kemple et al. (2005) on Talent Development High School (TDHS) provided several interventions that supported students as they made transition from middle to high school. The key results for first time ninth grade students were the improvement of attendance for first time ninth graders, the increase in total number of credits earned by first-time ninth-grade students, the substantial gains in academic course credits earned by first

time ninth- grade students. Other key results included the improvement of overall promotion rate to the tenth grade and the slight improvement in students' performance on state standards assessment in Math. The study of Kemple et al. (2005) focused on the dropout reduction program as it determined the effectiveness using the tool Talent Development High School (TDHS) implemented in various school that has been proven effective. Similarly, the present study determined the status and the level of effectiveness of dropout reduction program using S-DORP that was implemented in eight clustered secondary school of Ticao Island.

2.2 Synthesis of the State-of-the-Art

Dolan (1991), De Dios (1995) and Maligalig (2011) believed that having a better education opens opportunities that ensure a good future and eventually lift Filipinos out of poverty. It is therefore, important that the poor be given equitable access to education as reiterated in Article 28 of the United Nations Convention on the Rights of the Child. Data from National EFA Committee and FLEMMS shows that the education is disadvantaged because of its poor completion rate and low academic performance. Edley (2004), Powell (208), Burrus and Roberts (2012) considered that in United States, school dropout is considered a "crisis" or an "epidemic" and is classified as a major social and economic problem.

DepEd Order No. 74, s. 2010 and GMA News.TV Reports, noted the effectiveness of S-DORP in attaining the zero dropout rates. In increasing participation rate and in improving learning outcomes using formal, non-formal and informal approaches. Due to this remarkable improvements, Philippine EFA highly recommended that schools should intensify implementation of the proven effective program. Belen (2013) studied on the level of effectiveness of instructional and non-instructional-related SIDRI in public secondary schools while Castillo (2013) identified the effectiveness of Project EASE in reducing dropout and failure rate. Alzaga et al. (2008) and De Guzman et al. (2011) evaluated the school dropout reduction plan and determine three risk factors among SARDOs namely family, school, and community. Salvadora (2012) determined the trend of enrolment in Region V as the basis for intervention program. Lagata (2012) used the dropout rate in the Region V as the basis of the implementation of the ADM. Monacorda (2006) stressed that in many developing countries remarkably have high failure and dropout rates and overall low school attainment. Agasisti and Cordero (2012) analyzed factors associated with the probability of European students to be retained in early stages of their educational career. Otieno (2015) conducted a study to determine promotion rates among pupils in primary schools. Shannon and Bylsma (2005) and Kemple et al. (2005) both studied on comprehensive school reform model for dropout prevention.

2.3 Gap Bridged by the Study

Several researchers presented their findings which emphasized the effectiveness of DORP in curtailing dropout rate. Most studies performed evaluation and assessment on dropout intervention program on school or district level and recommended possible solutions to address the problem. Other study focused on the effectiveness of DORP sub-programs such as Alternative Learning System (ALS), Alternative Delivery Modes (ADM) such as Open High School Program and Effective Alternative Secondary Education (EASE) and School Initiated Dropout Reduction Interventions (SIDRI). However, based on the researcher's review and analysis, these studies have not assessed the status of dropout rate, repetition rate and promotion rate of clustered secondary school covering four municipalities for particular consecutive school years. Also, they have not considered assessing the level of effectiveness of S-DORP as perceived by parents, teachers, school heads and the students. Furthermore, based on the unstructured interview conducted by the researcher, it was found that there are difficulties encountered in achieving a zero dropout and repetition rate and 100% promotion rate. These were not considered in the reviewed studies. These are the gaps that the present study would like to bridge.

2.4 Conceptual Framework

The study used the input – process – output (IPO) model. The input components are the status of school

dropout reduction program in terms of dropout rate, repetition rate and promotion rate, the level of effectiveness of school dropout reduction program as perceived by parents, teachers, school heads, and students as to identified variables, and the difficulties encountered by the respondents in achieving a zero dropout and repetition rates and 100% promotion rate. The process component is done through documentary analysis, survey, and unstructured interview. In all the phases, a continuous process of feedback and reflection is made. To give a feedback is to give information as to whether the three phases were appropriately done and give good results. The output of the study is the proposed action plan on dropout rate, repetition rate.

3. Research Design

This study used the descriptive-survey method of research to determine the status of school dropout reduction program in terms of dropout rate, repetition rate and promotion rate of eight (8) secondary schools of Ticao Cluster, Masbate Province for school year 2012-2013, 2013-2014, 2014-2015. The said research design was appropriate to be used since the main goal of the study was to describe S-DORP and the level of effectiveness of its implementation as perceived by the parents, teachers, school heads and students. The respondents of the study included the parents, teachers, school heads, and students from the eight schools. Questionnaire, documentary analysis, and unstructured interview were the instruments used to gather data. Perceptions taken from the different respondents were used to describe the effectiveness of S-DORP in each school. Statistical measures such as frequency count, percentage, ranking, and weighted mean were then used to analyze, classify and interpret the gathered data. The findings of the study were used as basis for a proposed solution to effectively implement the S-DORP.

3.1 Participants

The primary source of data was eight (8) public secondary schools of Ticao Cluster. The respondents were one (1) secondary school in Monreal namely Monreal National High School; two (2) secondary schools in San Jacinto specifically San Jacinto National High School, and Bagahanglad National High School; three (3) secondary schools in San Fernando namely Andres Clemente Jr. National High School, Ipil National High School and Buyo National High School; and two (2) secondary schools in Batuan namely F. Alindogan National High School, and Burgos National High School. The sample has a total enumeration of one hundred sixty-eight (168) respondents. These included school heads, teachers, students, and parents. The sample size was statistically determined using Slovin's Formula based on the current population of the said schools. Eight (8) and sixty-five (65) school heads and teacher-questionnaire were retrieved, respectively. For students and parents, fifty (50) and forty-five (45) questionnaires were retrieved, respectively as shown in Table 1. There were eight (8) school head-respondents representing the eight schools. There were 65 or 38% teacher-respondents. Fifty (50) or 30% were respondents from group of students. There were 45 or 27% parent-respondents completing a total of one hundred sixty-eight (168) respondents.

Table 1

The Respondents

Respondents	F	%
School Heads	8	5
Teachers	65	38
Students	50	30
Parents	45	27
Total	168	100

3.2 The Instrument

In order to get the needed data, the researcher followed the sequence in conducting the study. The research instrument was a survey questionnaire. Before distributing the copies of questionnaire to the respondents, the content was reviewed by the panel of examiners, the Dean of the School of Graduate Studies, and the adviser of

the researcher. The questionnaire was reformulated based on the comments and suggestions of the review committee. After the committee approved the questionnaire, the researcher determined the sample size of the respondents. The questionnaire included a cover letter informing the respondents on objective of the study. The instrument has two parts. The first part contained a list of school dropout reduction program indicators for dropout rate, repetition rate, and promotion rate. There were thirteen indicators for dropout rate, repetition rate, and promotion rate. Likert scale was shown in a tabular form which served as the basis for rating the indicators. The second part included the difficulties encountered by the respondents in achieving a zero dropout and repetition rates and in accomplishing the 100% promotion rate. There were ten indicators which the respondents were to select. Copies of the questionnaire were presented to the panel members for checking. After incorporating their comments, final copy was produced. Through dry run, the test of validity and reliability of the questionnaire was done in Mobo National High School since this school is not part of the Ticao cluster. With the dry run, the questionnaire was reviewed and revised. After securing the approval of the panel, the researcher prepared a final copy of the questionnaire. The copies of the questionnaire were distributed to the different respondents namely the school heads, teachers, students and parents.

3.3 Data Collection Procedures

The researcher sought for the approval of the Dean of Graduate School of Sorsogon State College to gather data to the identified schools on October 21, 2016. Also, the researcher secured permission from the Schools Division Superintendent of the Masbate Province on October 24, 2016. Days after the approval, the researcher personally visited the respective school heads and obtained permission for the distribution of the questionnaire. Correspondingly, the researcher also gathered the school's dropout rate, repetition rate and promotion rate for the past three years based on their respective year-end statistical data. The copies of the questionnaires were distributed personally by the researcher to the school heads, teachers, students and parents on October 26, 2017. They were provided enough time to answer the instrument. During distribution, an explanation was given regarding the details and objective of the study. The retrieval of answered questionnaire was made on November 3-4, 2017. An unstructured interview was also conducted on the problem and difficulties encountered and on the possible causes of the ineffective implementation of S-DORP. A total of 168 questionnaires were retrieved. Eight of which were from school heads, sixty-five from teachers, fifty from students, and forty-five from parents.

3.4 Data Analysis Procedures

The data gathered from the respondents were interpreted and quantified using descriptive statistics namely frequency count, percentage, ranking and weighted mean. Frequency and percentage were used to determine the status of school dropout reduction program in terms of dropout rate, repetition rate, and promotion rate of secondary schools of Ticao Cluster from school year 2012-2013 to school year 2014-2015. Weighted mean was used to determine the level of effectiveness of school dropout reduction program as perceived by parents, teachers, school heads and students as to identified variables such as the dropout rate, repetition rate and promotion rate. Likert scale was utilized to interpret the result. Ranking was also used to determine difficulties encountered by the respondents in achieving a zero dropout and repetition rates and 100% promotion rate. The indicator which has the highest frequency was ranked first and the lowest frequency was ranked last.

4. Findings

4.1 Status of School Dropout Reduction Program

Dropout Rate. Table 2-A presents the enrollment, number of dropouts and dropout rate of the different secondary schools from 2012-2015. It can be gleaned from the table that in school year 2012-2013, San Jacinto National High School has 19 or 1.46% student-dropouts from the 1300 enrolled students. Bagahanglad National High School has eight or 1.70% student-dropouts from the 450 students enrolled. Likewise, the Andres Clemente

Jr. National High School has 0.64% dropout rate, out of 1091 enrollees. Buyo National High School has 13 or 5.14% dropout rate from the 253 enrollees. On the other hand, Ipil National High School has 31 or 8.86% dropout rate from the 350 students who were enrolled in this year. Francisco Alindogan National High School has 6.33% dropout rate out of the 490 enrollees. Similarly, the Burgos National High School has 5 student-dropouts or 1.70% dropout rate from the 270 enrollees. In Monreal National High School, 22 students dropped from school or 3.80%. On the average, the eight secondary schools have 3.70% dropout rate.

Table 2A

Dropout Rate in the Secondary Schools, Ticao Cluster in School Year 2012-2015

Secondary Schools	2012-2013			2013-2014			2014-2015		
	E	D	DR	E	D	DR	E	D	DR
San Jacinto NHS	1300	19	1.46	1276	33	2.59	1254	35	2.79
Bagahanglad NHS	450	8	1.70	422	10	2.30	447	12	2.63
Andres Clemente Jr. NHS	1091	7	0.64	1141	9	0.79	1175	27	2.29
Buyo NHS	253	13	5.14	252	9	3.57	220	2	0.91
Ipil NHS	350	31	8.86	388	2	0.52	363	4	1.10
Francisco Alindogan NHS	490	31	6.33	505	3	0.59	509	27	5.30
Burgos NHS	270	5	1.70	281	4	1.44	271	0	0
Monreal NHS	590	22	3.80	605	22	3.60	611	10	1.70
Average	599	17	3.70	609	11	1.93	606	15	2.09

Legend: E – Enrollment D – Dropouts DR – Dropout Rate

By school year 2013-2014, San Jacinto National High School has 33 student-dropouts from the 1276 enrollees. Meanwhile, the Bagahanglad National High School has 10 student-dropouts out of the 422 students who enrolled. Likewise, the Andres Clemente Jr. National High School recorded 0.79% dropout rate while Buyo National High School recorded a 3.57% dropout rate. In Ipil National High School, there were only 2 students who dropped from the 388 enrollees. Francisco Alindogan National High School noted a 0.59% dropout rate and the Burgos National High School noted 1.44% dropout rate. In Monreal National High School, 22 students dropped from school from the 605 enrollees. On the average, the eight secondary schools got 1.93% dropout rate.

Additionally, in the school year 2014-2015, San Jacinto National High School has 35 student-dropouts from the 1254 enrollees. Bagahanglad National High School noted 12 student-dropouts out of the 447 students-enrollees. Likewise, the Andres Clemente Jr. National High School recorded a 2.29% dropout rate in which there were 27 student-dropouts from the 1175 enrolled. Buyo National High School got a 0.91% dropout rate which was equivalent to 2 students who dropped from the school. On the other hand, Ipil National High School has four students-dropouts from the 363 student-enrollees. Francisco Alindogan National High School noted a 5.30% dropout rate equivalent to 27 students who dropped from school. Similarly, the Burgos National High School reached a zero dropout rate and Monreal National High School noted only 1.70% which is equivalent to 10 student-dropouts from 611 student-enrollees. On the average, the eight secondary schools in Ticao Cluster got 2.09% dropout rate, equivalent to 15 students.

It can be inferred from the data that San Jacinto National High School and Andres Clemente Jr. National High School have large number of enrollees while the Buyo National High School and Burgos National High School have small number of enrolled students for the three school years. In terms of number of dropouts, the Jacinto National High School has the largest number of students while the Burgos National High School has the lowest number of students and even attained a zero dropout rate. The Buyo National High School, Burgos National High School and Monreal National High School were able to record a decreasing dropout rate while the other schools have varying rates. It can be concluded that the eight secondary school have established a varying trend of dropout rate.

The data implies that the statistics on dropout rate among the schools in Ticao Cluster were still far from the zero dropout rate plan of the Department of Education. Hence, the findings suggest the fact that even if the schools are implementing S-DORP in addressing dropouts, there are still some factors and situations that occur which are uncontrollable particularly on the aspect of personal reasons, like change of residence, health problems and

financial constraints which force students to leave school.

Based on the unstructured interview conducted, there are major reasons for students to drop from school. Among the reasons are they are forced to work at an early aged and are engaged in menial jobs because of the need to support their family. Some of them are even discouraged by their parents to continue schooling since there is a need to financially support the family's daily living. Early marriage is another reason that forced students to drop from school. Since they been confronted with the responsibilities as parents at their young age, male students tend to focus on providing the basic needs of the family while female students concentrate on taking care of the children. Another factor that forced them to drop from school is the different problems within their family. Problems includes separation of parents, financial incapacity and conflict among the siblings. The distance between home and school is also another factor that discourages them to continue schooling. Some of them travel eight to 10 kilometers along risky terrains and cross rivers each day before they reach school. Lastly, the armed conflict in Masbate province particularly in Ticao Island is another factor that increases dropout rate.

These findings were supported by Belen (2013), as he pointed that there was an increase-decrease in dropout rates from school years 2007-2008 to 2011-2012 among the six public secondary schools in Castilla, Sorsogon. Among cited factors on the increasing and decreasing trend of dropout were the early marriage/pregnancy, parent's attitude towards schooling, family problems, illness, poor academic performance, lack of interest, peer influence, distance between the school and home, and financial related-problems.

Repetition Rate. The enrollment, number of repeaters and repetition rate of the secondary schools from school year 2012-2013 to school year 2014-2015 are contained in Table 2B. It can be gleaned from the table that in school year 2012-2013, San Jacinto National High School has a zero-repetition rate while Bagahanglad National High School has 1.00% repetition rate, equivalent to five student-repeaters out of the 450 enrollees. Likewise, out of the 1091 student enrolled, Andres Clemente Jr. National High School recorded 0.46% or five student-repeaters. In Buyo National High School, there were 19 student-repeaters or 7.98% from 253 students.

Table 2B

Repetition Rate in the Secondary Schools, Ticao Cluster in School Year 2012-2015

Secondary Schools	2012-2013			2013-2014			2014-2015		
	E	R	RR	E	R	RR	E	R	RR
San Jacinto NHS	1300	0	0	1276	0	0	1254	0	0
Bagahanglad NHS	450	5	1.00	422	4	0.94	447	4	0.95
Andres Clemente Jr. NHS	1091	5	0.46	1141	10	0.87	1175	8	0.68
Buyo NHS	253	19	7.98	252	8	3.16	220	0	0
Ipil NHS	350	15	4.29	388	12	3.09	363	0	0
Francisco Alindogan NHS	490	37	7.55	505	18	3.56	509	8	1.57
Burgos NHS	270	3	1.00	281	0	0	271	0	1.42
Monreal NHS	590	6	1.00	605	6	0.94	611	6	0.95
Average	599	11	2.91	609	7	1.57	606	3	0.70

Legend: E – Enrollment R – Repeaters RR – Repetition Rate

Also, there were 15 repeaters or 4.29% in Ipil National High School while 37 student-repeaters or 7.55% in Francisco Alindogan National High School. Similarly, the Burgos National High School has three student-repeaters or 1.00% of the 270 enrolees. Monreal National High School rated six student-repeaters or 1.00% out of the 590 student-enrollees. On the average, the eight secondary schools were able to get an average total of 2.91% repetition rate, equivalent to 11 students. For school year 2013-2014, San Jacinto National High School and the Burgos National High School have zero repeaters while Bagahanglad National High School has four student-repeaters or 0.94%. In Andres Clemente Jr. National High School, there were 10 student-repeaters from the 1141 enrolees. In Buyo National High School 3.16% repetition rate or eight students were noted to be repeaters in that particular school year. Ipil National High School has 12 repeaters or 3.09% from the 388 students enrolled; however, Francisco Alindogan National High School identified 3.56% repetition rate, equivalent to 18 students, out of the 505 enrollees. Monreal National High School noted 0.94% repetition rate or six student-repeaters out of the 605 enrollees. On the average, the eight secondary schools were able to get 1.57% repetition rate.

Additionally, in the school year 2014-2015, San Jacinto National High School, Ipil National High School, Burgos National High School have zero percent repetition rate. This means that in the three schools in Ticao Cluster, there have been no identified student-repeaters in the specific school year. However, the five other secondary schools have been noted for a percentage of rating on student-repeaters. In particular, Bagahanglad National High School has noted 0.95%; Andres Clemente Jr. National High School has 0.68%; Francisco Alindogan National High School has 1.57%; and Monreal National High School has noted 0.95% repetition rate. On the average, the eight secondary schools got 0.70% average repetition rate. Significantly, the data revealed that among the secondary schools in Ticao cluster, San Jacinto National High School achieved the zero-repetition rate in the three school years identified. The Alindogan National High School showed a decreasing repetition rate while the other schools had varying rates. It can be concluded that on the average, the eight secondary school established a decreasing trend of repetition rate. Based from the data gathered, the secondary schools in Ticao cluster have declining percentage of repeaters. The decrease of the repetition rate in the schools are significant for it reflects the positive implementation of S-DORP; however, the DepEd's target of zero-repetition rates has yet to be achieved.

From the unstructured interview, the major reasons for repetition of students in the academic years they were enrolled included poor academic performance, lack of interest, family problems and poverty. Other factors are the irregular attendance of students in classes and the lack of support from the school heads, subject teachers, other students, parents, and other key stakeholders. Surprisingly, another reason is the lack of information on S-DORP of the teachers themselves. They, being unaware of the support and assistance that should be given to student-at-risk of dropping out, may not provide appropriate intervention or measures to prevent students from leaving the school. UNESCO Institute of Statistics (2009) supports the findings of this study. They pointed out that high repetition rates reveal problems in the internal efficiency of the educational system and possibly reflect at poor level of instruction. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies.

Promotion Rate. Table 2C consists of the enrollment, number of promoted and promotion rate for three school years of the secondary schools. Relative to the promotion rate of students in the secondary schools in Ticao cluster for school year 2012-2013, 2013-2014, and 2014- 2015, the table shows an increasing percentage of promotion in all identified secondary school. San Jacinto National High School indicated consistency in its high rate of promoted students for each identified school year.

Table 2C

Promotion Rate in the Secondary Schools, Ticao Cluster School Year 2012-2015

Secondary Schools	2012-2013			2013-2014			2014-2015		
	E	P	PR	E	P	PR	E	P	PR
San Jacinto NHS	1300	1278	98.30	1276	1250	98.00	1254	1234	98.40
Bagahanglad NHS	450	434	96.38	422	369	87.5	447	423	94.59
Andres Clemente Jr. NHS	1091	1004	92.00	1141	1028	90.09	1175	992	84.43
Buyo NHS	253	217	85.77	252	239	94.84	220	218	99.09
Ipil NHS	350	283	80.86	388	340	87.63	363	315	86.78
Francisco Alindogan NHS	490	422	86.12	505	484	95.84	509	474	93.12
Burgos NHS	270	242	89.71	281	244	86.83	271	264	97.42
Monreal NHS	590	562	95.20	605	578	95.46	611	595	97.35
Average	599	555	90.54	609	566	92.02	606	567	93.90

Legend: E – Enrollment P – Promoted PR – Promotion Rate

In school year 2012-2013, Ipil National High School has the lowest percentage of promoted students in which out of 350 students, only 280 of them proceeded to the next year level. In 2013-2014, Burgos National High School has the lowest rate among the eight secondary schools. As rated, there are 281 enrolees but only 244 were promoted for the next level. In school year 2014-2015, Andres Clemente National High School noted 84.43% promotion rate which is quite lower than those other secondary schools in Ticao cluster. Likewise, two of the schools particularly the Burgos National High School and Monreal National High School showed increasing promotion rate significantly.

Deduced from the data are the highest promotion rates in San Jacinto National High School and Monreal National High School while there are varying promotion rates in other schools for this school year included. It can be concluded that the eight secondary school have increasing trend of promotion rates. As inferred, none of the eight secondary schools obtained a 100% promotion rate. It clearly implies that the one hundred percent promotion rate standard has to be thoroughly worked out by the eight secondary schools in Ticao cluster. From the interview, the causes of why some students are not promoted included the fact that they are being forced by their parents to work to support and augment the daily needs of the family. In terms of peer influence, the students choose to mingle with friends outside the school. This tends to commit cutting classes. Teachers are also factor for this condition. Many of them do not create and conduct remedial programs that may help students cope with their academic deficiencies and requirements. Allen (2009) have found similar results and created an indicator variable to designate whether ninth-grade students were "on track" to be promoted. Students were classified as not "on track" if they had low numbers on at least two of the following risk factors such as attendance, grade point average, credits earned, and individual grades.

4.2 Level of Effectiveness of School Dropout Reduction Program

Dropout Rate. Relative to dropout rate, it can be deduced from the table that the parents, teachers, students and school heads assessed the indicator stating that *identification of SARDO by subject area and year level* with weighted mean of 3.51, 4.15, 3.74, and 4.25 and quantitatively interpreted as *effective*. Among the listed variables, the preparation of the *SARDO monitoring sheet* was rated by the respondents to be effective with a weighted mean of 3.69. How students are diagnosed of their strengths, *weaknesses, interests and learning difficulties* is another indicator which has been rated effective by the respondents as seen the weighted mean in the Table 3A.

Designing the appropriate intervention with colleagues and SARDO as another indicator was rated effective by the respondents with the weighted mean of 3.62, 3.77, 3.88, and 3.88, respectively. The implementation of the intervention programs received varied rating. The school heads rated this indicator highly effective with a weighted mean of 4.50; while the parents, teachers, and students rated the implementation effective given the weighted mean of 3.56, 3.85 and 3.94, respectively. The tracking and evaluating of the progress of SARDO was rated by the parents, teachers, students and school heads effective with the weighted mean of 3.64, 3.77, 3.78, and 4.38, respectively. Then, assisting the school head in formulating DORP plan is another indicator evaluated highly effective by the school head while the parents, teachers and students rated this indicator effective with the weighted mean of 3.69, 3.75, and 3.94, respectively. In conducting *advocacy to the parents, students, community and LGUs,* the respondents rated this indicator effective with the varying weighted mean in the table.

All respondents gave a rating of effective for the submission of a regular progress report on SARDO to the school head. Also, the attendance on the training-workshop on DORP was rated by the parents, teachers, students, and school heads effective with weighted mean of 3.67, 3.62, 3.76, and 3.88, respectively. Other indicators that have been rated effective by the respondents include the assistance given in the conduct of in-service trainings for DORP implementation, the planning of DORP classroom action plan with other stakeholders, and the updating of the information about SARDO. Over-all weighted mean shows that parents, teachers, students and school heads rated all variables related to SARDO effective.

The data implies that even though the indicator for dropout rates are proven to be effective, there could have been loopholes in the implementation of the S-DORP. The results do not conform to the zero-dropout rate standard of DepEd. Teachers, parents, students, and school heads thought that indicators appear to be effective in addressing the dropout problem, but the data on dropout rate, repetition rate and promotion rate indicate some issues and concerns on the implementation of the SARDO. Based on the unstructured interview to the respondents, there are certain factors pointed out that hinders the effective implementation of S-DORP along dropout rate in secondary schools of Ticao Cluster. The main concern that teachers brought out was the fact that the school DORP and SARDOS have not been given enough attention due to the large number of students. Parents and students are not actively involved in the planning, developing, and implementing of the S-DORP which made them become

uncooperative during the conduct of home visitation activities. Thus, the awareness of the respondents should be increased through the re-orientation of the program. Belen (2013) supports these findings as he stressed that the school heads, students and parents, should work together in the intervention program. Their active participation will help achieve the level of effectiveness of the program from planning to implementation.

Table 3A

Level of Effectiveness of S-DORP along Dropout Rate as Perceived by the Respondents

	Parents		Teachers		Students		School Heads	
Indicators	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Identify student-at-risk of dropping-out (SARDO) by subject area and year level	3.51	E	4.15	E	3.74	E	4.25	E
2. Prepare SARDO monitoring list	3.69	E	3.86	E	3.86	E	4.25	E
3. Diagnose students' strengths, weaknesses, interests and learning difficulties.	3.64	E	3.97	E	4.00	E	4.63	HE
4. Design appropriate interventions with colleagues and the SARDO	3.62	E	3.77	E	3.88	E	3.88	E
5. Implement the interventions	3.56	E	3.85	E	3.94	E	4.50	HE
6. Track / evaluate progress of SARDO	3.64	E	3.77	E	3.78	E	4.38	E
7. Assist the School Head in formulating DORP Plan	3.69	E	3.75	E	3.94	E	4.63	HE
8. Conduct advocacy to the following stakeholders: parents, students, community and LGUs	3.76	E	3.98	E	4.06	E	4.25	E
9. Submit a regular progress report on SARDO to the school head	3.67	E	3.89	E	3.96	E	4.00	E
10. Attend training – workshop on DORP	3.67	E	3.62	E	3.76	E	3.88	E
11. Assist in the conduct of in-service trainings for DORP implementors	3.64	E	3.58	E	3.84	E	3.63	E
12. Plan with the other stakeholders especially students the DORP classroom action plan	3.62	E	3.83	E	4.02	E	3.63	E
13. Update information about the SARDO	3.62	E	3.97	E	3.90	E	4.00	E
Over-all weighted mean	3.64	E	3.85	E	3.90	E	4.14	E

Legend: VI – Verbal Interpretation HE – Highly Effective E – Effective

Repetition Rate. Table 3B includes the weighted mean and verbal interpretation of the indicators as perceived by the respondents. In terms of repetition rate, the indicator stating the reduction of class sizes was rated effective by the parents, teachers, students and school heads with weighted mean of 3.62, 3.92, 3.82, and 3.75, respectively. However, the indicator stating the maximization of the school calendar for school year as provided for in Republic Act No. 7797 was assessed effective with weighted mean of 3.62, 3.85, 4.04, and 4.13, respectively. On the level of effectiveness of the S-DORP in terms of the repetition rate, four indicators have consistently been rated effective by all cohorts of respondents. The parents, students, teachers and school heads rated these indicators effective, in particular, the reduction of class sizes, the maximizing of school calendar as provided in R.A. No. 7797. The raising of teacher's qualification and providing them incentives for in-service training and other trainings, and the generation of school financial and material resources and support the implementation of the S-DORP are indicators rated effective. They are shown in Table 3B with the weighted mean of 4.25.

Other indicators rated highly effective by the school heads include the strengthening of parents' involvement in school management with weighted mean of 4.63; the scheduling of home visitation activities a weighted mean of 4.50; the strengthening of local control of school finance with a weighted mean of 4.63; and the strengthening of students' involvement in school management such as the active participation of the Supreme Student Government. On the other hand, the students, parents, and teachers rated these indicators effective as confirmed by the weighted mean indicated in the Table 3B. However, there are a number of indicators which are rated differently by the respondents. Observable are the similarities of the rating of the parents, students, and teachers on these indicators while school heads rated them highly effective. To mention, the indicator that states the increasing of supervision of the school heads and teachers and enforcing 180 days non-negotiable contact time and the increasing of the number of learning materials including its distribution have been rated effective with the weighted mean of 3.67, 4.11, 4.04, 3.58, 3.85, and 3.90.

School heads rated highly effective the indicators such as the enforcement of compulsory attendance and remedial classes with a weighted mean of 4.63 and the introduction of incentives and other measures when teachers

are deployed to remote areas. However, parents, students and teachers rated these indicators effective as shown in the weighted mean of 3.64, 4.22, 3.98, 3.58, 3.74, and 3.88. The data gathered implies that the cited indicators for repetition rate are effective as perceived by the parents, teachers, students and school heads. However, it may not be sufficient enough since it does not conform standard zero-repetition rate. Based on the researcher's unstructured interview certain factors were pointed out as the hindrances to the effective implementation of S-DORP along repetition rate in secondary schools of Ticao Cluster. The main problem identified by the teachers is the student's irregularity of attendance. Another problem is the lack of support from school heads, subject teachers, students and parents and other key stakeholders. It is also noted that some teachers are not aware of the S-DORP especially those new in the teaching service. Therefore, revisiting and re-orientation of the S-DORP is deemed necessary. UNESCO Institute of Statistics (2009) supports this finding that repetition rate ideally should approach zero percent. High repetition rate reveals problems in the internal efficiency of the educational system and possibly reflect a poor level of instruction.

Table 3B

Level of Effectiveness of S-DORP along Repetition Rate as Perceived by the Respondents

Indicators	Parents		Teachers		Students		School Heads	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Reduce class sizes	3.62	E	3.92	E	3.82	E	3.75	E
2. Maximizing school calendar for school year as provided for in Republic Act No. 7797	3.62	E	3.85	E	4.04	E	4.13	E
3. Raise teachers' qualification and provide incentives for in-service and school level training/enhancement such as INSET, TIP and others	3.67	E	4.11	E	4.04	E	4.25	E
4. Increase school heads and teacher's supervision enforcing a 180-day non-negotiable contact time for teachers and physical presence of school heads every school day	3.58	E	3.85	E	3.90	E	4.75	HE
5. Increased learning materials, free textbooks supply and distribution especially for poor learners	3.62	E	3.95	E	4.00	E	4.50	HE
6. Enforce compulsory attendance laws and remedial classes	3.64	E	4.22	E	3.98	E	4.63	HE
7. Strict implementation of "no collection policy")	3.60	E	4.23	E	3.98	E	4.75	HE
8. Introduce incentives and other measures when teachers are deployed to remote areas	3.58	E	3.74	E	3.88	E	4.50	HE
9. Generates school financial and material resources to support implementation of DORP	3.58	E	3.77	E	3.90	E	4.25	E
10. Strengthen parent involvement in school management	3.64	E	4.03	E	3.98	E	4.63	HE
11. Scheduled home visitation activities	3.58	E	3.98	E	3.84	E	4.50	HE
12. Strengthen local control of school finance	3.64	E	3.85	E	3.98	E	4.63	HE
13. Strengthen student involvement in school management such as active participation of the Supreme Student Government	3.67	E	4.05	E	4.10	E	4.50	HE
Over-all Weighted Mean	3.62	E	3.96	E	3.96	E	4.44	E

Legend: VI – Verbal Interpretation HE – Highly Effective E – Effective

Promotion Rate. The weighted means and verbal interpretation of the assessment of the indicators by the respondents were contained in Table 3C. It can be gleaned from the table that in terms of promotion rate, the indicator stating the revitalization of project *REACH and ECARP* was perceived to be *effective* by the parents, teachers, students, and school heads with the weighted mean of 3.62, 3.91, 4.00, and 4.00, respectively. Another indicator stating *the pathways planning and quality careers guidance and counselling* was rated effective by the parents, teachers and students with weighted means of 3.64, 3.98, and 4.06, respectively, while the school heads rated this indicator highly effective with a weighted mean of 4.63.

Similar with the results presented in Table 3-A, 3-B, there are indicators in Table 3-C which are rated highly effective by the school heads. The utilization of team-based approaches to teaching-learning and pastoral care is rated highly effective with a weighted mean of 4.50. Also, student profiling and case management and conducting mentoring, tutoring, and peer-tutoring were rated highly effective with 4.6 weighted mean. Another indicator which has a weighted mean of 4.50 or highly effective as indicated by the school heads includes the implementation

of program to improve students' social skills and self-esteem. However, students, parents, and teachers rated these indicators effective as revealed in the table presented in previous page. Similarly, the *collaborative and effective implementation of anti-truancy policy* was seen *effective* by the parents, teachers, students and school heads with weighted mean of 3.58, 4.06, 3.82, and 4.38, respectively.

Table 3C

Level of Effectiveness of S-DORP along Promotion Rate as Perceived by the Respondents

Indicators	Parents		Teachers		Students		School Heads	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Revitalize Project ReACh (Reaching All Children) and strengthen ECARP (Every Child a Reader Program)	3.62	E	3.91	E	4.00	E	4.00	E
2. Pathways planning and quality careers guidance and counselling	3.64	E	3.98	E	4.06	E	4.63	HE
3. Strategic use of teaching resources by teachers that can help schools improve student outcomes	3.69	E	4.11	E	4.16	E	4.63	HE
4. Smaller class sizes for better relationships between teachers and students	3.58	E	3.98	E	4.00	E	4.25	E
5. Team-based approaches to teaching, learning and pastoral care	3.67	E	3.78	E	4.02	E	4.50	HE
6. Student profiling and case management	3.62	E	3.92	E	3.88	E	4.63	HE
7. Mentoring, tutoring and peer-tutoring	3.64	E	3.89	E	3.92	E	4.63	HE
8. Project-based learning programs for disengaged students attempt to re-engage school students	3.67	E	3.82	E	3.98	E	4.38	E
9. Implementation of programs to improve students' social skills and self-esteem	3.67	E	4.09	E	3.94	E	4.50	HE
10. Pathways planning for at risk students' needs to begin early such as Student-at-Risk of Dropping-out (SARDO) Tracking Program	3.76	E	3.78	E	3.92	E	4.25	E
11. Initiatives to improve harmonious relationship with parents	3.76	E	4.23	E	4.00	E	4.38	E
12. Collaborative and effective implementation of anti-truancy policy	3.58	E	4.06	E	3.82	E	4.38	E
13. Reduce push-out factors such as expensive projects and attendance at field trips	3.58	E	4.23	E	3.98	E	4.75	HE
Over-all Weighted Mean	3.65	E	3.98	E	3.98	E	4.45	E

Legend: VI – Verbal Interpretation HE – Highly Effective E – Effective

Consequently, the indicator *reduce push-out factors* was evaluated by the school heads as *highly effective* with a weighted mean of 4.75 while the parents, teachers and students evaluated this as *effective* with weighted mean of 3.58, 4.23, and 3.98, respectively. The entire indicators for this variable was perceived as *effective* by the parents (3.65), teachers (3.98), students (3.98) and school heads (4.45) based on their respective weighted mean. The data implies that even though S-DORP along promotion rate marks effective, schools must not be contented to this result to achieve the one hundred percent promotion rate. The schools must focus on intensifying the S-DORP from its planning to implementation.

From the researcher's unstructured interview, there are several aspects noted as the impediments to the effective implementation of S-DORP along promotion rate in secondary schools of Ticao Cluster. First, the remedial and enrichment classes have not been implemented regularly. Second, the lack of commitment of teachers towards students, and lastly, the S-DORP appears to be not a priority program of the institution. To revitalize the program, it is essential that the S-DORP be strengthened and the implementers need to be re-orientated on the principles of S-DORP. UNESCO Institute of Statistics (2009) supports these findings that ideally, the promotion rate should approach 100%. A high rate reflects high internal efficiency of the educational system.

4.3 The Difficulties Encountered by the Respondents

Table 4 presents the difficulties encountered by the respondents in achieving a zero dropout and repetition rates and 100% promotion rate. This was the response made by one hundred sixty-eight (168) respondents. Revealed on the table are the difficulties encountered by the by the respondents in achieving a zero dropout and repetition rates and 100% promotion rate. Ranking first among the difficulties is the indicator stating that *school DORP and SARDOs* are not given enough attention. One hundred forty-eight (148) respondents agreed on this.

One hundred thirty-six (136) of the respondents admitted that the *large number of students* is the second problem that contributes to the difficulties encountered by the respondents. Third among the problem identified is the non-involvement of school, home and community in the planning, developing, and implementing of the S-DORP. From the frequency, there are 122 respondents agreed to consider this as one of the difficulties. One hundred fifteen (115) of them confirmed that *irregularity of students' attendance* is also a problem; hence, it ranks fourth. One hundred twelve (112) of them considered the *uncooperativeness of parents during the conduct of home visitation activities* as one of the difficulties that hindered the achievement of the objective of the S-DORP; hence, this problem ranks fifth.

Furthermore, one hundred four (104) of the respondents considered that *the S-DORP is not a priority program of Division, Regional and Central offices.* This difficulty identified and encountered by the respondents occupy the sixth rank. Ninety-eight (98) of them signified that the *remedial and enrichment classes are not implemented regularly.* This problem encountered by them ranks seventh. Ninety-two (92) of them admitted that the lack *of support for school heads, subject teachers, students, parents and other key stakeholders* is another among the many difficulties identified. This problem ranks eight. The *unawareness of teachers about S-DORP* ranks nine with frequencies of sixty-eight (68). The *lack of commitment of teachers toward students* ranks last with fifty-six frequency count.

Findings imply that the majority of the respondents agreed that major problem encountered by them in achieving a zero dropout and repetition rates and 100% promotion rate is that the school DORP and SARDOs have not been given enough attention. According to the interview conducted by the researcher to the teachers, these problems occur due to the huge class sizes. Other ancillary services such as teachers are assigned coordinators, advisers and other officer-designation deter them from giving enough attention to S-DORP and SARDOs. Teachers admitted that instead of spending much of their time to remediation and enrichment activities so that the previous lesson and basic competencies be fully mastered, their remedial teaching is being lessened because of additional workload given by the school heads. On the parent's side, the involvement and support of home and community in the planning, developing, and implementing of the S-DORP and other key stakeholders is weak; therefore, many parents became uncooperative during the conduct of home visitation activities. Congruently, on the students side the irregularity of their attendance is accounted to their lack of interest, distractions and peer influence, thus the likelihood of leaving the school is of higher chance. Added to these difficulties is the unawareness of new teachers about S-DORP, being not a priority program of Division, Regional and Central offices and the lack of commitment of teachers toward students.

Table 4

Difficulties Encountered by the Respondents

Indicators	(f)	Rank
Zero dropout rate		
1. Large number of students	136	2
2. School DORP and SARDOs are not given enough attention.	148	1
3. School, home and community are not involved in the planning, developing, and implementing the S-DORP.	122	3
4. Uncooperative parents during the conduct of home visitation activities.	112	5
Zero repetition rate		
5. Irregularity of students' attendance.	115	4
6. Lack of support for school heads, subject teachers, students, parents and other key stakeholders.	92	8
7. Unawareness of teachers about S-DORP.	68	9
100% promotion rate		
8. Remedial and enrichment classes are not implemented regularly.	98	7
9. The S-DORP is not a priority program of Division, Regional and Central offices.	104	6
10. Lack of commitment of teachers toward students.	56	10

Legend: Rank 1 – Most Rank 10-Least

The mentioned difficulties were the barriers in the achievement of a zero dropout and repetition rates and 100% promotion rate. As long as these difficulties are not properly addressed and be given significant solutions, it would be difficult to attain the target and meet the standard of Department of Education. Moreover, the re-orientation of school dropout reduction program (S-DORP) is deemed necessary for it would strengthen the

program, establish links with stakeholders, increase promotion rate, and eradicate drop out and repetition rates. Kinyanjui (2002) lend support in this study since he found that the effectiveness of education system is severely affected by the absenteeism, repetition and dropout rates. The three challenges were identified as the main difficulties facing the production in education system.

4.4 Action plan

The Basic Education sector in the Philippines through the years has improved in terms of school participation and completion as manifested in the delivery of quality education. However, it is still important to examine why Filipino children remain out of school, continue dropping out, retaining in the same year level, and lessening number of completers. These situations are relatively alarming on the part of the education sector particularly the Department of Education that continuously implement programs such as school dropout reduction program (S-DORP) that will help in the realization of zero dropout rate, zero repetition rate and full completion rate.

DepEd Order No 74, s. 2010 or "Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools" is anchored on the targets of Education for All (EFA) 2015 and the Millennium Development Goals (MDG) 2015. The DORP aims to contribute to the achievement of improved performance indicators in basic education. The effectiveness of DORP in reducing dropout rate, attainment of zero dropout rates and in increasing participation rate and improving learning outcomes using formal, non- formal and informal approaches has been proven in many schools across the regions. Hence, the program was institutionalized through DepEd Order No. 62, s. 2008, 33 and 44 s. 2009, and 74 s. 2010.

Despite of its notable success, there are some gaps in the implementation of the program that even up to this time zero rates of dropout and repetition and 100% promotion rates have not been realized yet. Thus, the Department of Education through the school heads, teachers, students and stakeholders such as parents and community leaders should take collective efforts for the revisiting and re-orientation of the program so that DORP effectiveness will be attained at its highest extent. The formulated action plan provides activities that would greatly help in preventing school age students from dropping out, and interventions for zero failure rate and encouraging learners to complete formal secondary education. It utilizes the Family, Individual, Community and School (FICS) Analysis to facilitate the students-at-risks. This program would contribute greatly to the School Improvement Plan (SIP).

The proposed action plan was designed in order to enhance the level of effectiveness of the school dropout reduction program (S-DORP). The proposal was presented in the matrix form which contains key results area (KRA), objectives, activities, strategies, person's responsible, target participants, target outcome, resource requirement, means of verifications (MOVs) and time table.

OBJECTIVES:

The proposed **RepProD** ***(Repetition, Promotion and Dropout Rates)*** **Program** will be able to:

- enhance the attainment of zero dropout rate, zero repetition rate, and 100% promotion rate;
- increase significantly learner's participation, achievement level and mastery of learning competencies;
- increase retention rate and retrieve learners who are at-risk of dropping out and out of school;
- encourage parents and community involvement and participation in schools; and
- re-orient education stakeholders to strengthen S-DORP practices for the realization of the DepEd trusts and programs.

KRA	Objectives	Activities	Strategies	Person's Responsible	Target Participants	Target Outcome	Resource Requirements		MOV's	Time Table
							Cost	Source of Fund		
Dropout Rate	Provide relevant information on the S-DORP in terms of plans, roles and functions of stakeholders	Orientation	Forum Discussion Lecture Dialogue Meeting	School Heads (Principal/ Supervisor)	Teachers Parents Students	Attain a zero-dropout rate	Php 30,000.00	MOOE External Fund SBM Fund	School Improve-ment Plan School Report Card Lesson Plan Daily Lesson Log Teacher's Journal Minutes of the Meetings Home Visitation Files Documen-tation such as Pictures	School –Year-Round (June – April)
	Address specific needs of students Improve learners' competency and achievement	Mentoring / Tutoring	One-to-One One-to-group	Teacher-Adviser	Students-At-Risk					
	Establish links and networks with other organization, department, & division, agency and professionals	Collaboration Family Engagement	Referral System	Teacher-Adviser Guidance Counselor Parents Stakeholders	Students-At-Risk					
	Provide professional and appropriate assistance Establish a relationship with parents/guardians and their children while, simultaneously, providing important information	Home Visitation	Interview Dialogue	Teacher-Adviser School Head	Students Parents					
	Assess the teachers' and other stakeholders' understanding of the program	Monitoring and Evaluation Referral	Survey Interview Dialogue	School Heads	Teachers Parents Students					
	Provision of additional classroom for teaching	Forum Request Follow up	Parents Assembly	Teacher School Heads	Teachers					
	Diagnosed students' strengths, weaknesses, interest and learning difficulties	Orientation Guidance & Counselling	One-to-One One-to-group Dialogue	Teacher-Adviser	Students					
	Formulated DORP classroom action plan and submit learners progress report	Orientation	Conference Meeting Dialogue	Teacher-Adviser	Students Parents					
Repetition Rate	Provide clear statements on failure problems, their causes and corresponding issues on the grassroots level.	Orientation General Assembly	Dialogue Lecture Discussion Meetings	School Heads Teacher-Adviser	Students Parents	Attain a zero-repetition rate	Php 30,000.00	MOOE External Fund SBM Fund	School Improvement Plan School Report Card Lesson Plan Daily Lesson Log Teacher's Journal Minutes of the Meetings Home Visitation Files Documenta-tion such Pictures School Form 2	School –Year-Round (June – April)
	Improved learner's retention rate	Mentoring / Tutoring	One-to-One One-to-group Differentia-ted Instruction Back to school campaign	Teacher-Adviser School Heads Teacher	Students-At-Risk Parents Parents Students					
	Revitalized Project ReACH (Reaching All Children) and strengthen FCARP (Every Child a Reader Program)	Home visitation Mentoring/ Tutoring	Dialogue Survey Interview							
	Assessment on the implementation of "No Collection Policy"	Monitoring and Evaluation	Dialogue	Supervisor Cluster Head	Parents Students					
	Enforcing compulsory remedial/enrichment classes and team-based teaching	Monitoring Evaluation	Classroom Observation	School Heads	Teachers Students					
	Maximized school calendar by providing varied activities for the entire school year	Monitoring Evaluation	School visitation	Supervisor Cluster Head	Teachers Students					
Promotion Rate	Increased significantly the achievement level of student-at-risk	Mentoring / Tutoring Peer Tutoring Big Brother/ Sister	One-to-One One-to-group Differentia-ted Instruction	Teacher-Adviser	Students-At-Risk	Attain 100% promotion rate	Php 30,000.00	MOOE External Fund SBM Fund	School Improvement Plan School Report Card Lesson Plan Daily Lesson Log Teacher's Journal Minutes of the Meetings Home Visitation Files	June - March
	Assessed the capability of the schools to implement, monitor, evaluate and continuously improved the S-DORP	Monitoring and Evaluation	Survey Interview Dialogue	Supervisor Cluster Head	School Heads Teachers Parents Students					
	Introduce project-based learning program for disengaged students attempt to re-engage in school	Home visitation Mentoring/ Tutoring	Back to school campaign Dialogue	Teacher-Adviser	Students-At-Risk Parents					
	Profiling of students and	Family	Dialogue	Teacher-	Students-At-					

	proper handling of student case management Provide guidance to improve students' social skills and self-esteem Implement programs on anti-truancy policy Monitored implementation of "Child Protection Policy"	Engagement Home Visitation Guidance & Counselling Orientation Family Engagement Home Visitation Monitoring	 Dialogue One-to-One One-to-group Career Guidance Dialogue Classroom observation	Adviser Teacher-Adviser Teacher-Adviser School Heads	Risk Parents Student Student Teacher-Adviser Students				Documentation such Pictures Anecdotal Records	

5. Conclusion

Based on the findings of the study, the researcher arrived at the following conclusions:

- In the three school years of implementing the S-DORP, on the average, the eight secondary school have established a varying trend of drop-out rate, a decreasing trend of repetition rate and an increasing trend of promotion rate.
- The level of effectiveness of S-DORP in terms of dropout rate, repetition rate and promotion rate were evaluated as effective by the parents, teachers, students and school heads.
- The major difficulties encountered by the respondents in achieving zero dropout and repetition rates and 100% promotion rate were the lack of attention given to school DORP and SARDOs and the absence of the involvement of students, school, home and community in the planning, developing, and implementing the S-DORP.
- The action plan has to be considered for implementation.

5.1 Recommendations

Based on the findings and conclusions, the following recommendations are made:

- Parents, teachers, students and school heads should extensively re-orient and strengthen the S-DORP so that the standard zero dropout, zero repetition and 100% promotion rates plan of DepEd may be fully realized.
- The school, with the collaborative participation and involvement of the parents, teachers, students and school heads should work together in the school dropout reduction program along dropout rate, repetition rate and promotion rate so that level of effectiveness may be attained from effective to highly effective.
- Difficulties encountered and experienced should be given utmost priorities and intervention through (a) reorientation with the teachers, students and parents on S-DORP to eliminate number of students-at-risk of dropping out, (b) provision of additional classrooms which are conducive to learning, and (c) direct involvement and participation of stakeholders in planning, developing, and implementation of S-DORP through PTA meeting, forum and assembly.
- The proposed action plan has to be implemented in order to enhance the level of effectiveness of the S-DORP.
- Similar studies on dropout rates, repetition rates and promotion rates from the clustered public secondary schools should be conducted.

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