Contributory Factors to the Dropout Rates on National Program – Civic Welfare Training Service Course in Baguio City, Republic of the Philippines

Dr. Steve Salamat Guansi

ABSTRACT

The main objective of this research is to find out the contributory factors affecting the dropout rates of students enrolled in the National Service Training Program – Civic Welfare Training Service in Baguio City, Philippines. The respondents of the study included one hundred thirty-nine (139) males and two hundred twenty-five (225) females who are enrolled in the NSTP – CWTS course during the first semester of Academic Year 2015 – 2016. The questionnaire was used as the main data gathering tool. Data were subject to frequency count, weighted means, and comparison through t-test.

Based on the findings of the study, it was concluded that students understood the importance of Civic Welfare Training Service to the community and to themselves. Students perform better in some areas of the course due to some factors such as adequacy of materials to use, their motivation, field of interest, and level of knowledge on the certain area. Students drop out from the course CWTS because of time management problems, teacher – related issues, subject – related factors, and family – related issues. In particular, it was revealed that these issues have contributed in the dropout rates such as lack of financial support or low educational attainment of parents; time management issues such as lack of time for working students or inability to manage time for others; lack of motivation and low performance. It was concluded that these factors contribute to the dropout rates from CWTS course.

Based from the conclusions, it was recommended that students should continue to appreciate the contents and benefits they obtain from Civic Welfare Training Services. Students should be flexible enough to adapt to the areas of the program that were required for them to complete. Students should understand that motivation and determination can help them in their pursuit of their career while parents should always guide their children in their battle of the challenges of college education. Teachers should help students in developing a positive self – knowledge and schools should support the strategies of teachers. The school should promptly and responsibly carry out their part to help students overcome the problems and challenges for college life while students should be open to advices and intervention from these people.

Keywords:--- Factors on Dropout rates, NSTP, CWTS

I. INTRODUCTION

Background of the Study

The major concern in basic education is ensuring that students stay in school until they complete their education. Dropping out is a serious problem because it denies individual students their fundamental human right to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for all (UNESCO 2000). There is general consensus that the school dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry round the world (Patrick 2008; Wotherspoon2004; Bridgeland et al., 2006; Oghuvbu, 2008).

The students who withdraw from school prematurely end up not obtaining any certificate of graduation (Ajaja, 2012). The major social costs of dropping out of school include reduced political participation, increased demand for social services, increased crime rates and poor levels of health (Azam, 2007). Individual costs include lower earnings, unemployment prospects, and greater likelihood of health problems (Thurton et al. 2006). It is clear from the foregoing, that by dropping out of school, most students severely limit their chances of economic and social well-being in the future.

In this regard, a UNESCO report (2000) on the state of the world’s children, points out, that about 130
involved in crime (Jamilet al., 2010). Community as it has been noticed that certain dropouts get involved in crime (Jamilet al., 2010).

Therefore, a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in secondary schools, especially in rural communities.

As the Philippine society becomes driven by fast-paced technology and quick gratification, convincing today’s youth to participate in community-based outreach/extension projects and other similar endeavors becomes more challenging than ever. The fact is what does it take to keep young people and students invested in their communities, and what can the educators do to assist these students in continuing the legacy that has transformed communities nationwide.

The 1987 Philippine Constitution provides that, “The state recognizes the vital role of youth in nation building. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs”(Art. II, Sec. 13). Also enshrined in the Constitution, in its Declaration of Principles that, “The prime duty of the Government is to serve and protect its people. The Government may call upon the people to defend the State and, in fulfillment thereof, all citizens may be required, under conditions provided by law, to render personal military or civil service.

These constitutional mandates and tenets served as the bases for the enactment of Republic Act No. 9163, otherwise known as the National Service Training Program (NSTP) Act of 2001 that aims to motivate, train, organize and mobilize the youth in military training, literacy, civic welfare and other similar endeavors in the service and patriotism while undergoing training.

The program shall be undertaken for an academic period of two (2) semesters where the first part, as prescribed in the guidelines established by the Commission on Higher Education is more on classroom instruction which is meant to equip the student-trainees with the skills, knowledge, attitude and values in meeting the community immersion requirements in the second phase of the NSTP training.

The NSTP community immersion is an approach to link community and students at the local in a community development process involving three phase:

1) Improving youths’ understanding of their community and how it works through several hands-on activities;
2) Conducting needs assessment survey of residents; and
3) Implementing a project to address an issue identified through the needs assessment.

At each phase, the students are provided with opportunities to develop and to contribute in meaningful ways. Through this process, student will better understand the issues and problems facing their community, feel capable of addressing community problems, and aspire to be involved in future community affairs. The needs assessment process, in particular, is a win-win project for everyone. Every community can use information from surveys and youth can assume responsibility and make significant contributions in a number of ways. Through this project, it is expected that youth can begin the transition from student to adult member of the community and help them become more active contributors in solving community problems.

The penultimate end of community service learning programs is to create an environment of learning-by-doing and to begin the process of helping youth assume roles of social responsibility. Community service learning includes a broad array of activities: mentoring the adults and the pre-schoolers, peer tutoring for other students, health teaching, assisting the disadvantaged groups/individuals, developing a community day care program for children, raising funds for a cause, school based activities, entrepreneurship and livelihood programs, counseling, leadership training and teambuilding, and so much more.

Well-designed community service programs are reported to increase teamwork among teachers and students. This approach to learning corresponds more closely than traditional student projects to the collaborative methods recommended by a number of community action models. School-based service has changed attitudes, values, and relationships and made education come alive. Partnerships have also been developed with the business sector, civic and social organizations and other governmental agencies as projects were undertaken.

Throughout the country, many community-based organizations and initiatives are reaping the benefits of youth involvement in their work especially now that students in the technical-vocational schools, colleges and universities undergoing NSTP are tapped for outreach activities: deeper engagement with the communities they serve, reenergized staff and volunteers, and unique insights that give their work greater impact. Indeed, schools, those in urban and rural areas, have an important role to play in community and leadership movement.

Data from the CHED revealed in 2000 that one in three Filipino drops out of college. There is an increase from the 1960s when one in five discontinued his or her studies. There are many reasons for children to have a lack of motivation, including parental expectations that are set too high or too low, social problems, including difficulties at home or at school, and behavior problem (Delfrings, p. 234).
Importance of the Study

An in-depth study on the factors affecting the drop-out rates of students enrolled in National Service Training Program- Civic Welfare Training Service in Baguio Central University is viewed with the advantages, merits, and importance to the following key publics:

**Administration.** The conduct of this research can be a medium for all implementers, heads, directors, coordinators and facilitators of NSTP to have an in-depth understanding and knowledge on the different factors that could affect the attendance of students in NSTP-CWTS subject which is aimed at enhancing the youth through values education and spirit of servant hood and service-orientedness. This can also be a link for these administrators to acknowledge their in-depth participation in the community extension program, outreach activities and social involvements as a result of the extension objectives of all schools towards nation building. This study through its context is one way of influencing and challenging all the instructors and students to get-involved in the extension campaigns and community services which in turn is a realization of social responsibilities. In this way, students would be able to appreciate the importance of the NSP-WCTS as one of their subjects.

**Baguio Central University.** The result of this study can be used as an instructional material concerning community extension and conduct of outreach programs relative to schools’ objectives on social involvement and social participation toward nation building. The institution can be uplifted by this program tantamount to promoting social responsiveness and meeting social responsibilities as expected by the Government and the community as a response to ultimate participation to nation’s building.

**Community and the Government.** This research study can be very influential to the community since its ultimate objective is holistic in approach. The purpose of the program is centered at strengthening the community through extension projects, activities, and programs related to improving health, education, sports and recreation, livelihood, safety, environment, morale of the citizenry and other social services. It is indeed in a great contribution that NSTP is included as a curriculum to our tertiary students that they can be utilized and trained to be effective and productive leaders as well as assets and great contributors to the society’s claim, fight and prayer towards national peace, order, solidarity, growth, social mobility and total development.

**Guidance Services.** The outcome of this study can be used as a reference in providing counseling to the drop-out students in NSTP-WCTS.

**Instructors.** This research study can serve as an eye opener in providing quality service to the students. It can also be used as a basis in devising their teaching strategies.

**Students.** It is through this research study that the drop-out rates of Baguio Central University students will lessen. It will also help the students can have a clearer understanding on the vital play of National Service Training Program as a curriculum to their respective courses so that they will be more aware of their ultimate duties and functions to the community they are involved in and that through this program, they will be able to better their participation as citizens in community-based programs and nation building.

**Scope and Delimitation of the Study**

The study was conducted in the different colleges and universities in Baguio City that offer Civic Welfare Training Service. Three hundred sixty-four (364) respondents composed of one hundred thirty-nine (139) male and two hundred twenty-five (225) female students served as the respondents in this study who are enrolled during the first semester on Academic Year 2014 - 2015.

**Statement of the Problem**

In general, the study sought to find out the contributory factors affecting the dropout rates of students enrolled in the NSTP-CWTS in Baguio City. Specifically, it aimed to answer the following questions:

1. What is the level of attainment of the objectives of NSTP-CWTS in Baguio City?
2. What is the degree of satisfaction of the academic performance of students in NSTP-CWTS in Baguio City?
3. What is the degree of impact of the factors to the number of dropouts in NSTP-CWTS in Baguio City?
4. What is the degree of seriousness of the factors that contribute to the number of dropouts in NSTP-CWTS in Baguio City?
5. What is the degree of effectiveness of the measures to lessen the number of dropouts in NSTP-CWTS in Baguio City?

**Null Hypotheses**

The following were the null hypotheses of the study:

1. There is no significant difference on the perceptions between the male and the female students on the level of attainment of the objectives of NSTP-CWTS in Baguio City.
2. There is no significant difference on the perceptions between the male and the female students on the degree of satisfaction of the academic performances of students in NSTP-CWTS in Baguio City.
3. There is no significant difference on the perceptions between the male and the female students on the degree of impact of the factors to the number of dropouts in NSTP-CWTS in Baguio City.
4. There is no significant difference on the perceptions between the male and the female students on the degree of seriousness of the factors that contribute to the number of dropouts in NSTP-CWTS in Baguio City.
5. There is no significant difference on the perceptions between the male and the female students on
the degree of effectiveness of the measures to lessen the number of dropouts in NSTP-CWTS in Baguio City.

II. DESIGN AND METHODOLOGY

This chapter shows the presentation, analysis and interpretation of data gathered through the questionnaire that resolved and clarified issues raise in this study. The data gathered in this research will be tabulated and statistically analyzed using statistical tools.

Research Design
This study utilized the descriptive approach as it attempted to provide objective, reliable and scientifically valid descriptions of what respondents perceived. In addition, it helped answer what, who and how things and criteria are assessed against set standards. The descriptions emphasized in this research study were based upon qualitative and quantitative method. The qualitative method permits a flexible and iterative approach making the data supplemental to the findings and allows data to be concrete and absolute based upon criteria. The quantitative research method permits specification of dependent and independent variables and allows treatment of data based upon numerical findings (Subong, 2005).

The research is objectively processed through questionnaire as the main instrument in gathering the needed data. It is augmented by observation and informal interviews with reliable resources. The study particularly sights some factors that may contribute to the number of drop-out students in NSTP-CWTS subject.

Locale and Population of the Study
This study was conducted in the different colleges and universities in Baguio City, Republic of the Philippines. The respondents of this study were one hundred thirty-nine (139) male and two hundred twenty-five (225) female students who are enrolled in NSTP-CWTS subjects during the first semester on academic year 2014-2015.

<table>
<thead>
<tr>
<th>COLLEGES AND UNIVERSITIES</th>
<th>Ni</th>
<th>Pi</th>
<th>ni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippine Women’s University</td>
<td>Male</td>
<td>161</td>
<td>0.04</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>328</td>
<td>0.08</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>Male</td>
<td>1039</td>
<td>0.26</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1857</td>
<td>0.46</td>
</tr>
<tr>
<td>Baguio Central University</td>
<td>Male</td>
<td>119</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>252</td>
<td>0.06</td>
</tr>
<tr>
<td>Baguio School of Business and Technology</td>
<td>Male</td>
<td>189</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>74</td>
<td>0.02</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4,019</td>
<td>100%</td>
</tr>
</tbody>
</table>

\[
n = \frac{N}{1 + N(e)^2} = \frac{4019}{1 + 4019 (0.05)^2} = \frac{4019}{11.05} = 364
\]

Data Gathering Tool
A constructed questionnaire was the main data – gathering tool of this study. It was constructed based from readings, interactive search in the net, observations on the factors affecting the dropout rates of NSTP-CWTS students.

To test the validity and reliability of the instrument, the questionnaire was administered to 10 students for pilot testing and they were not part of the final survey.

The questionnaire consists of five parts, which gathered information on the following:
1. Level of attainment of the objectives of NSTP-CWTS;
2. Degree of satisfaction of the academic performance of students in NSTP-CWTS;
3. Degree of impact of the factors to the number of dropouts in NSTP-CWTS;
4. Degree of seriousness of the factors that contribute to the number of dropouts in NSTP-CWTS; and
5. Degree of effectiveness of the measures to lessen the number of dropouts in NSTP-CWTS.

The items in the questionnaire were collated by the researcher from his reading of books, constitutions, theses, dissertations and surfing the net.

The three-point scale was used to quantify the ideas of the respondents on the issues raised in the study.
The level of attainment of the objectives of NSTP-CWTS were rated and interpreted by the following scale:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.34- 3.00</td>
<td>Highly Attained</td>
<td>HA</td>
</tr>
<tr>
<td>2</td>
<td>1.67- 2.33</td>
<td>Moderately Attained</td>
<td>MA</td>
</tr>
<tr>
<td>1</td>
<td>1.00- 1.66</td>
<td>Least Attained</td>
<td>LA</td>
</tr>
</tbody>
</table>

The level of satisfactoriness of the academic performance of the students in NSTP-CWTS were rated and interpreted by the following scale:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.34- 3.00</td>
<td>Very Satisfactory</td>
<td>VS</td>
</tr>
<tr>
<td>2</td>
<td>1.67- 2.33</td>
<td>Satisfactory</td>
<td>S</td>
</tr>
<tr>
<td>1</td>
<td>1.00- 1.66</td>
<td>Poor</td>
<td>P</td>
</tr>
</tbody>
</table>

The degree of impact of the factors to the number of dropouts in NSTP-CWTS were rated and interpreted by the following scale:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.34- 3.00</td>
<td>Great Impact</td>
<td>GI</td>
</tr>
<tr>
<td>2</td>
<td>1.67- 2.33</td>
<td>Fair Impact</td>
<td>FI</td>
</tr>
<tr>
<td>1</td>
<td>1.00- 1.66</td>
<td>No Impact</td>
<td>NI</td>
</tr>
</tbody>
</table>

The degree of seriousness of the factors that contribute to the number of dropouts in NSTP-CWTS were rated and interpreted using the following scale:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.34- 3.00</td>
<td>Very Serious</td>
<td>VS</td>
</tr>
<tr>
<td>2</td>
<td>1.67- 2.33</td>
<td>Moderately Serious</td>
<td>MS</td>
</tr>
<tr>
<td>1</td>
<td>1.00- 1.66</td>
<td>Least Serious</td>
<td>LS</td>
</tr>
</tbody>
</table>

The degree of effectiveness of the measures to lessen the number of dropouts in NSTP-CWTS were rated and interpreted using the following scale:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Statistical Limit</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.34- 3.00</td>
<td>Very Effective</td>
<td>VE</td>
</tr>
<tr>
<td>2</td>
<td>1.67- 2.33</td>
<td>Moderately Effective</td>
<td>ME</td>
</tr>
<tr>
<td>1</td>
<td>1.00- 1.66</td>
<td>Least Effective</td>
<td>LE</td>
</tr>
</tbody>
</table>

**Reliability and Validity of Research Tool**

The questionnaire was the main tool in gathering the information needed in the conduct of this study. The reliability and validity of the questionnaire was tested by conducting pilot test to 10 students but they were not included in the final floating of the questionnaire. Equivalent – Form method was used to determine the reliability of the questionnaire. Content validity was also used by the adviser to validate the questionnaire.

**Data Gathering Procedure**

The collection and gathering of data using questionnaires were executed with utmost confidentiality through the approval and high recommendation of the adviser of the researcher of this study. Basically, draft of questionnaires were submitted to the adviser subject for critiquing and checking and then finalized for distribution. On the preparation of the final text material, approval from the Dean of Graduate School was sought to give her “go signal” and so as flow of research goes on smoothly and in place. Endorsement letter was sought by the researcher form the Registrar’s office. The constructed questionnaire indicated on the front cover the letter of intent why research was conducted as well as the instructions on how questions were to be answered. Directions were all clear that every respondent could intelligently respond to the choices. Approval from the Director of the NSTP and Extension service was also sought with which questionnaires were floated at were secured before the scheduled date of data gathering.

**Statistical Treatment of Data**

All collected and gathered data were classified, tallied, processed, and treated using appropriate statistical tools or techniques to generate concrete, valid conclusion and findings. The study considered statistical treatments consisted of weighted mean and of frequency count. The responses of each item in the tables were subjected to the weighted mean treatment to determine the weight of each response. The ranking was used to order items in each table based on computed weighted mean for facility of interpretation.
In calculating the weighted mean, the formula is:

\[
WM = \frac{TWV}{N}
\]

Where:
- \(WM\) = Weighted Mean
- \(TWV\) = Total Weighted Value
- \(N\) = Number of respondents

The t-test was used to compare the perceptions of the two groups of respondents. The formula was:

\[
t = \frac{X_1 - X_2}{\sqrt{\frac{\sum X_1^2}{N_1} + \frac{\sum X_2^2}{N_2} - \frac{2}{N_1 + N_2}}}
\]

Where:
- \(X_1\) = the mean of the group 1
- \(X_2\) = the mean of the group 2
- \(N_1\) = the number of respondents of group 1
- \(N_2\) = the number of respondents of group 2

### III. ANALYSIS AND INTERPRETATIONS

This chapter presents the results and discussions of the study based on the data gathered.

**Summary and Comparison of the Perceptions Between the Male and the Female Students on the level of Attainment of the Objectives of NSTP-CWTS**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Level of Attainment</th>
<th>Combined Level of Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td></td>
<td>WM</td>
<td>DE</td>
</tr>
<tr>
<td>1. To teach students the values and skills in Community Organization and Development through management, empowerment, and social mobilization</td>
<td>2.49 HA</td>
<td>2.49 HA</td>
</tr>
<tr>
<td>2. To immerse students in activities that will arm them with the capability</td>
<td>2.58 HA</td>
<td>2.39 HA</td>
</tr>
<tr>
<td>3. To contribute to the upliftment of the quality of life of the community and the enhancement of its facilities</td>
<td>2.50 HA</td>
<td>2.50 HA</td>
</tr>
<tr>
<td>4. To encourage the youth to contribute in improving the general welfare and the quality of Filipino life</td>
<td>2.40 HA</td>
<td>2.46 HA</td>
</tr>
</tbody>
</table>

\[t_{comp} = 0.429\]

\[t_{0.05, 362df} = 1.960\]

Result: Not Significant

Decision: Accept the null hypothesis
The table showed the summary of perceptions of the two groups of respondents, comparison of the perceptions between the two groups, and the comparison of the computed “t” value of their perceptions to the tabular “t” value. The summary of perceptions showed that the Average Weighted Mean of the perceptions of the male students was 2.49 while that of the male students was 2.46 which were both equivalent of highly attained.

Likewise, the combined Average Weighted Mean of the perceptions of the two groups was 2.47 which was also equivalent to highly attained.

In the comparison of “t” values, the computed “t” value which was 0.429 was observed to be lower than the tabular “t” value at 5% level of significance with 362 degree of freedom which was 1.960. This comparison resulted to a decision to an observation of not significant leading to the decision to accept the null hypothesis. This showed that there is no significant difference on the perceptions between the male students and the female students on the level of attainment of the objectives of NSTP-CWTS.

It further implied that understanding and awareness of students on the significance of NSTP-CWTS to their life and to the community contributes on the attainment of the objectives of NSTP-CWTS since students were the best instrument to attain the said objectives.

It was discussed that the Civic Welfare Training Service program requires the students to carry out projects and activities contributory to the general welfare and the betterment of life of community members or the enhancement of its facilities, especially those devoted to improving health, education, safety, livelihood, environment, entrepreneurship, recreation, moral, patriotism, and nationalism of the citizenry, and other social welfare services.

Meanwhile, it was pointed out that NSTP hopes to facilitate processes where first-year students may learn to nurture the values of patriotism, love of country, personal relationship with God, respect for the dignity of persons, academic excellence and sense of service (wordpress.com, 2011).

**Summary and Comparison of the Perceptions Between the Male and the Female Students on the Level of Achievement of the Academic Performance of the Students in NSTP-CWTS**

Table 3 presents the summary and comparison of the perceptions of between the male students and the female students on the level of attainment of the academic performance of the students in NSTP-CWTS.

The summary of perceptions showed that the Average Weighted Mean of the perceptions of the male students was 2.17 while that of the female students was 2.25 which were both equivalent to Satisfactory. The combined Average Weighted Mean which was 2.22 with a descriptive equivalent of satisfactory.

The comparison of the perceptions showed that the computed “t” value which was 1.013 was lower than the tabular value of “t” at 5% level of significance with 362 degree of freedom which was 1.960.

This comparison resulted to an observation of not significant leading to a decision to accept the null hypothesis. This signified that the perceptions of the two groups of respondents have no significant difference. The finding further implied that the performance of students in NSTP-CWTS depends on the ability of students to do the enumerated activities.

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males WM</td>
</tr>
<tr>
<td>1. Mentoring the adults and the preschoolers</td>
<td>2.13</td>
</tr>
<tr>
<td>2. Peer tutoring for other students</td>
<td>2.18</td>
</tr>
<tr>
<td>3. Health teaching</td>
<td>2.35</td>
</tr>
<tr>
<td>4. Assisting the disadvantaged groups/individuals</td>
<td>2.26</td>
</tr>
<tr>
<td>5. Developing a community day care program for children</td>
<td>2.14</td>
</tr>
<tr>
<td>6. Raising funds for a cause</td>
<td>2.34</td>
</tr>
<tr>
<td>7. School-based activities</td>
<td>2.35</td>
</tr>
<tr>
<td>8. Entrepreneurship and livelihood program</td>
<td>2.04</td>
</tr>
<tr>
<td>9. Counseling</td>
<td>1.84</td>
</tr>
<tr>
<td>10. Leadership training and teambuilding</td>
<td></td>
</tr>
</tbody>
</table>

N= 139 Males = 225 Females
Students of CWTS were to implement activities that benefit the community. Manalili (1990) argued that if the project development and management must be participatory, it must be viewed in the context of the lives, experiences and aspirations of the people, especially the poor. It must not be divorced from the overall process of community organizing and development directed towards the building of self-reliant communities where the people are continuously building their capabilities and promoting their empowerment. To be really people-centered and participatory, project development and management must help in the pursuit of the overall community development goals.

Summary and Comparison of the Perceptions Between the Male and the Female Students on the Degree of Impact of Factors to the Number of Drop-outs in NSTP-CWTS

Table 4 presents the summary and comparison of the perceptions between the male and the female students on the degree of impact of the factors to the number of drop-outs in National Service Training Program- Civic Welfare Training Service.

The summary of perceptions showed that the perceptions of the two groups of respondents have an Average Weighted Mean of 2.20 and 2.15 which was an equivalent of fair impact. The combined Average Weighted Mean was 2.17 which was also an equivalent of fair impact.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Degree of Impact</th>
<th>N = 139 Males</th>
<th>= 225 Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WM</td>
<td>DE</td>
<td>WM</td>
</tr>
<tr>
<td>1. Subject-related factors</td>
<td>2.14</td>
<td>FI</td>
<td>2.06</td>
</tr>
<tr>
<td>2. Teacher-related factors</td>
<td>2.12</td>
<td>FI</td>
<td>1.98</td>
</tr>
<tr>
<td>3. Time management</td>
<td>2.47</td>
<td>GI</td>
<td>2.48</td>
</tr>
<tr>
<td>4. Family related issues</td>
<td>2.06</td>
<td>FI</td>
<td>2.06</td>
</tr>
<tr>
<td>AWM</td>
<td>2.20</td>
<td>FI</td>
<td>2.15</td>
</tr>
</tbody>
</table>

Many studies have identified predictors and variables associated with dropout, and among these is gender. Students who drop out are more likely to be male. Females who drop out often do so due to reasons associated with pregnancy (Lehr, et al., 2004).

Research has shown that the impact of dropping out is more severe for females than for males. For females, dropping out has had more negative effects on academic achievement, employment, and future education opportunities (Ekstrom, et al., 1986). Based on these findings, Fine (1991) concluded, “the dropout decision was
relatively final and almost devastating for young women”. Kaplan, Damphouse, and Kaplan (1996) found a stronger relationship between dropping out of school and psychological dysfunction for females than for males even after controlling a wide range of demographic and school-related variables.

**Summary and Comparison of the Perceptions Between the Male and the Female Students on the Degree of Seriousness of the Factors that Contribute to the Number of Drop-outs in NSTP-CWTS**

Table 5 presents the summary and comparison of the perceptions between the male and the female students on the degree of seriousness of the factors that contribute to the number of drop-outs in National Service Training Service (NSTP) – Civic Welfare Training Service (CWTS).

The summary of perceptions and their comparison was shown on the table. The summary of perceptions showed that the Average Weighted Mean of the perceptions of the male students was 2.10 while that of the female students was 2.01 which was equal to moderately serious. The combined Average Weighted Mean was found to be 2.04 with a descriptive equivalent of moderately serious.

It was further observed that the computed value of “t” which was 1.286 was lower than the tabular value of “t” at 5% level of significance with 362 degree of freedom which was 1.960; hence the result was not significant leading to a decision to accept the null hypothesis. This denoted that there is no significant difference on the perceptions between the male students and the female students on the degree of seriousness of the factors to the number of drop-outs in NSTP-CWTS. This implied that the seriousness of the factors enumerated depend on each individual student.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Degree of Seriousness</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males WM</td>
<td>DE</td>
<td>Females WM</td>
<td>DE</td>
<td>Combined WM</td>
</tr>
<tr>
<td>1. Subject-related factors</td>
<td>2.14  MS</td>
<td>1.98 MS</td>
<td>2.04 MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher-related factors</td>
<td>2.06  MS</td>
<td>2.00 MS</td>
<td>2.02 MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Time management</td>
<td>2.18  MS</td>
<td>2.14 MS</td>
<td>2.16 MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Family related issues</td>
<td>2.02  MS</td>
<td>1.92 MS</td>
<td>1.96 MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AWM</strong></td>
<td>2.10  MS</td>
<td>2.01 MS</td>
<td>2.04 MS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ t_{comp} = 1.286 \]
\[ t_{0.05, 362df} = 1.960 \]
Result: Not Significant
Decision: Accept the null hypothesis

In the study of Lund (2009), he found out that the problem of dropping out of school exist because of factors such as family structure, income, substance abuse, residential location, and motivation.

Tyler (2013) discussed that a common reason students drop out of college is a lack of money. She added that work/life balance is another problem because colleges usually require a minimum course load, because they often juggle several classes a week on top of jobs, family, and other commitments.

**Summary and Comparison of the Perceptions Between the Male and the Female Students on the Degree of Effectiveness of the Measures to Lessen the Number of Drop-outs in NSTP-CWTS**

Table 6 presents the summary and comparison of the perceptions between the male and the female students on the degree of effectiveness of the measures to lessen the number of drop-outs in NSTP-CWTS.

The summary of perceptions showed that the perceptions of the two groups of respondents were 2.41 and 2.39 which were both equal to very effective. The combined Average Weighted Mean which was 2.40 was also equal to very effective. It was further observed that the computed value of “t” which was 0.25 was lower than the tabular value of “t” at 5% level of significance with 362 degree of freedom which was 1.960; hence the result was not significant leading to the decision to accept the null hypothesis. This denoted that there is no significant difference between the perceptions of the male students...
and the female students on the degree of effectiveness of the measures to lessen the number of drop-outs in NSTP-CWTS.

N= 139 Males  
= 225 Females

<table>
<thead>
<tr>
<th>Measures</th>
<th>Degree of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
</tr>
<tr>
<td></td>
<td>WM DE</td>
</tr>
<tr>
<td>1. The university should provide other schedules for NSTP-CWTS such as MWF or TTH schedule.</td>
<td>2.50 VE</td>
</tr>
<tr>
<td>2. The instructors should make the subject interesting to the students.</td>
<td>2.37 VE</td>
</tr>
<tr>
<td>3. The instructors should maintain a scholarly and healthy interaction with their students.</td>
<td>2.37 VE</td>
</tr>
<tr>
<td>4. The university should provide the cleaning materials needed during the extension services.</td>
<td>2.40 VE</td>
</tr>
<tr>
<td>5. The Guidance services should provide a seminar on how to manage time well for the students.</td>
<td>2.37 VE</td>
</tr>
<tr>
<td>6. The NSTP Director and Instructors should monitor closely the students with several absences.</td>
<td>2.40 VE</td>
</tr>
<tr>
<td>7. Parents should encourage their children to attend to their classes.</td>
<td>2.45 VE</td>
</tr>
<tr>
<td><strong>AWM</strong></td>
<td><strong>2.41 VE</strong></td>
</tr>
</tbody>
</table>

\[t_{comp} = 0.25\]
\[t_{0.05, 362df} = 1.960\]

Result: Not Significant
Decision: Accept the null hypothesis

Use instructional time efficiently, provide multiple means of engagement, and provide frequent reinforcement and acknowledgement. Maximize use of active or direct teaching procedures with groups of students.

Smith (2008) argued that effective strategies implemented across environmental, instructional, and behavioral systems help ameliorate classroom effects faced by students who are at risk of dropping out. Teachers are invaluable and the implementation of effective classroom practices represents a key and vital dropout prevention strategy at the local level. However, dropout prevention is not primarily a teacher issue, it is a systems issue: whereas, school-wide systems should ensure success for both students and teachers. As such teachers must receive support when implementing strategies within the classroom (i.e., across environmental, instructional, and behavioral systems) to effectively address dropout and related factors. Teachers’ efforts should not go unnoticed, but instead should be acknowledged, reinforced, and rewarded. As a result, teachers will feel empowered, as will their students.

Teaching and promoting civic consciousness among the youth is a challenge to the teacher especially if there is a need to link their course in doing service to the nation. The teacher needs to be resourceful in finding ways for the students to explore and develop their career and at the same time be able to volunteer their time, talent, and knowledge for the betterment of the members of the society (Almeda, 2007).

**IV. CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and recommendations of the study based on the findings. **Conclusions**

1. Students understood the importance of Civil Welfare Training Service to the community and to themselves.
2. Students perform better in some areas of the course due to some factors such as adequacy of materials to use, their motivation, field of interest, and level of knowledge on the certain area.

3. Students drop out of the course CWTS because of time management problems, family-related issues, subject-related factors, and among others.

4. Family problems such as lack of financial support or low educational attainment of parents; time management issues such as lack of time for working students or inability to manage time for others; lack of motivation, and low academic performance are some of the indicators that greatly cause the great number of dropouts of students on the said course.

5. Family problems such as lack of financial support or low educational attainment of parents; time management issues such as lack of time for working students or inability to manage time for others; lack of motivation, and low academic performance are some of the indicators that greatly cause the great number of dropouts of students on the said course.

5. Students, teachers, parents, and schools could help in lessening the impact of the factors that cause the students to dropout from CWTS.

Recommendations

1. Students should continue to appreciate the contents and benefits they obtain from Civic Welfare Training Services.

2. Students should be flexible enough to adapt to the areas of CWTS that were required for them to complete.

3. Students should understand that motivation and determination could help them in their pursuit of their career while parents should always guide their children in their in overcoming the challenges of being a college.

4. Teachers should help students in developing a positive self-knowledge and schools should support the strategies of teachers and the activities of students to attain the aims of CWTS.

5. Parents, teachers, and the school should promptly and responsibly carry out their part to help students overcome the problems and challenges of college life while students should be open to advices and intervention from these people.

REFERENCES


