

STATUS AND CAUSES OF DROPOUTS OF ALS BENEFICIARIES IN LILOY AND TAMPILISAN DISTRICTS

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ABSTRACT: This study aimed to determine the status of 107 ALS beneficiaries of Liloy and Tampilisan Districts and the causes of dropouts. The questionnaire-checklist was used in gathering the data and became the basis to generate answers to questions on the causes of dropouts of ALS beneficiaries in Liloy and Tampilisan Districts. To determine the status of ALS beneficiaries, the data gathered were described using the frequency count and percentage. To identify the extent on the causes of dropouts of ALS beneficiaries, frequency count, weighted mean, and ranking were utilized. To find the significant difference that existed on the status of ALS beneficiaries of Liloy and Tampilisan Districts, School Years 2010-2011 to 2012-2013 in terms of enrollment to college and not proceeding to college, Chi-square of independence was employed. Based on the findings of the study, it could be concluded that majority of the ALS beneficiaries did not proceed to college and only few enrolled in technical/vocational courses. The main cause of ALS dropouts is a financial problem. The findings also revealed that there is no significant association between the causes of dropouts in Liloy and Tampilisan Districts. Furthermore, there is no significant difference on the status of ALS beneficiaries of Liloy and Tampilisan Districts, School Years 2010-2011 to 2012-2013 in terms of not proceeding to college, and finally, there is a significant difference on those who did not proceed to college in terms of districts and school years.

Keywords: Alternative Learning System (ALS); Bureau of Alternative learning System (BALS); ALS beneficiaries; status of ALS beneficiaries; causes of dropouts

1. INTRODUCTION

Some who wish to attend college to become professionals are financially disabled, who carry adult-like responsibilities, scouting of means in order to live and finish a degree. A number of them are mentally capacitated but stopped schooling due to poverty.

In relation to this dilemma, Alternative Learning System (ALS) was implemented by the Department of Education (DepEd) under the Bureau of Alternative Learning System (BALS) which is intended for those who cannot afford formal schooling. The program provides a viable alternative to the existing formal education instruction, encompassing both non-formal and informal sources of knowledge and skills [1]. The Bureau of Alternative Learning System (BALS) of the Department of Education (DepEd) in its present form was created on September 2004 under Executive Order No. 356 – Renaming the Bureau of Non-Formal Education to Bureau of Alternative Learning System.

Non-formal education (now ALS) is a supplement and complement of lifelong system as it plays a vital role in national development. It is providing education to the millions of out-of-school youths and adults to enable them to participate effectively in the development programs of the government [2].

Meanwhile, many commented that ALS passers cannot sufficiently catch up in the college subjects because of their limited knowledge since the means of teaching are performed by module in a limited time and this sometimes leads to leaving school earlier than expected due to the insufficiency of knowledge in the basic education. Many students who dropped are expressing an extreme form of disengagement from school that has been foreshadowed by indicators of withdrawal (e.g. poor attendance) unsuccessful school

experiences (e.g. academic or behavioral difficulties) and also pointed out that parents' educational attainment, family structure and size, and socioeconomic status have strong influences on the probability that a student will drop out from school [3].

This study was done to gather facts about the status of ALS beneficiaries who enrolled in college, particularly in technical/vocational course and professional course and those who passed the said program but do not continue in the tertiary level. It also sought to find the causes of dropouts of ALS beneficiaries at Liloy and Tampilisan Districts during School Years 2011 – 2013.

The Alternative Learning System complements the effort of the formal education system in addressing the basic learning needs of every Filipino, particularly those who are disadvantaged and marginalized. ALS is a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills. Currently, the DepEd provides ALS programs through the Bureau of Alternative Learning System (BALS). One of these is called Accreditation and Equivalency (A&E) Program, which is offered for literates who have not completed ten years of basic education. A & E is a certification of learning for out-of-school youth and adults aged 15 years old and above, who are unable to avail of the formal school system, or who have dropped out of formal elementary or secondary education. After passing the A & E examination, passers have the opportunities to enter college/university; enter other non-formal training programs; enter formal training programs; enter/re-enter the world of work; enter/re-enter elementary or secondary formal school system; and learn essential life skills

to participate more fully and actively in the political, social, and economic lives in the community [4].

Alternative Learning System (ALS) is a non-formal and informal education which requires personal facts of the enrollee with qualified average grade. Ten months of schooling or 800 hours in the classroom is required in order to qualify the beneficiary to take Accreditation and Equivalency (A and E) Test. The passers of this program are qualified to enroll in the tertiary level without attending formal basic education systems.

2. OBJECTIVES

This study determined the status and the extent of the causes of dropouts of Alternative Learning System (ALS) Beneficiaries in Liloy and Tampilisan Districts, School Years 2011 – 2013.

Specifically, it sought to find the following: 1) Status of ALS beneficiaries in terms of: enrollment to college a.1. Technical/Vocational Course, and a.2. Professional Course, b. did not proceed to college; 2) Extent of the causes of dropouts of Alternative Learning System (ALS) Beneficiaries in Liloy and Tampilisan Districts, School Years 2011 – 2013 in terms of: a. Personal problem, b. Academic problem, c. Family problem, d. Health problem, e. Economic-related problem, f. Pregnancy, g. Marriage, and h. Financial problem; 3) Significant association between the extent of the causes of dropouts of ALS Beneficiaries in Liloy and Tampilisan Districts; and 4) Significant difference on the status of ALS beneficiaries in terms of: a. district, and b. school year

3. METHOD

This study used a descriptive-survey method of research using the questionnaire as the data gathering tool. This approach suits in determining the status of ALS beneficiaries in terms of those who enrolled to college and those who did not proceed to college and the causes of dropouts at Liloy and Tampilisan Districts, Zamboanga del Norte.

This was conducted in the different barangays of Liloy and Tampilisan Districts of Zamboanga del Norte at identified places with the assistance of the District ALS Personnel. The ALS in Liloy was implemented in 2009 with two mobile teachers tasked to visit in the different barangays to conduct classes. Meanwhile, ALS in Tampilisan was implemented in 2008 with three mobile teachers designated to conduct classes in the said district. The beneficiaries are elementary and high school dropouts, out – of – school youths and adults who wish to continue and finish their basic education.

The subjects were the 51 Alternative Learning System (ALS) passers at Liloy and 56 in Tampilisan Districts from School Years 2011 – 2013 or a total of 107 respondents.

The research tool is composed of 2 parts. Part I contains personal information of the respondents such as name, address, status and the year they dropped and stopped. Part II contains the causes of dropouts of the respondents containing 8 problems with five-item statements each. Respondents checked the box that corresponds to their answer with the following descriptions: 5-very strongly felt, 4-strongly felt, 3-moderately felt, 2-slightly felt, and 1-not felt at all.

The researchers sought approval for the conduct of the study in the offices of the Alternative Learning System (ALS) particularly Liloy and Tampilisan, Zamboanga del Norte. The list and records of ALS beneficiaries/passers were secured to determine the target population and traced their residence.

The study was performed by visiting their homes. Some of the respondents who went abroad were communicated through social media as a secondary source of information. As the data gathering procedure was completed, the results were tallied and computed.

The following statistical tools were used:

1. To find the status of ALS beneficiaries in terms of enrollment to college and not proceeding to college, frequency and percentage counts ws used.
2. To find the extent of the causes of dropout from school as caused by Personal, Academic, Family, Health, Economic – related, Pregnancy, Marriage and Financial Problem of ALS Beneficiaries, frequency count, weighted mean and ranking were used.
3. To determine the significant association between the extents of the causes of dropouts of ALS Beneficiaries, the data were subjected to Spearman Rho Correlation.

The Formula:

$$P = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

4. To determine the significant difference of the status of ALS Beneficiaries in terms of district and school year, the data were subjected to Chi – square test of independence.

The formula:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

4. RESULTS AND DISCUSSION

Table 1. Status of ALS Passers at Liloy District

Beneficiaries	School Year							
	2010-2011		2011-2012		2012-2013		Total	
	Freq	%	Freq	%	Freq	%	Freq.	%
a. TVC	2	100	2	5.9	1	6.7	5	9.8
b. PC	0	0	10	29.4	0	0	10	19.6
Not Proceed College	0	0	22	64.7	14	93.3	36	70.6
Total	2	100	34	100	15	100	51	100

Legend:

PC - Professional Course TVC - Technical Vocational Course
 NPC - Not Proceeding to College

In 2011, two passed the ALS examination or 100% and enrolled to college particularly in a technical vocational course. In 2012, the total number of passers is 34, 22 or 64.7% did not proceed to college, 10 or 29.4% enrolled in professional course while 2 or 5.9% enrolled in technical vocational course. In the year 2013, there were 15 passers, 14 or 93.3% did not proceed to college and 1 or 6.7% enrolled in a technical vocational course. Out of the 51 ALS passers from years 2011 to 2013 only 10 or 19.6% enrolled in the professional course and 5 or 9.8% enrolled in the technical vocational course. The remaining 36 or 70.6% did not proceed to college.

This implies that most of the ALS beneficiaries did not proceed to college. Presumably, time preference, economic status and family concerns hinder their enrollment to college. Such that, they only intend to have ALS accreditation certificate to land a job. This is in consonance with the study

of Hunt (2008) which concludes that poverty in its various guises often influences schooling retention. This appears to influence schooling demand (e.g. inability to pay school fees and other costs, pressure on children to work/free others to work, lower health indicators) [5] .

Table 2. Status Of ALS Passers at Tampilisan District

Beneficiaries	School Year							
	2010-2011		2011-2012		2012-2013		Total	
	Freq	%	Freq	%	Freq	%	Freq.	%
Enrolled in								
a. TVC	2	100	2	5.9	1	6.7	5	9.8
b. PC	0	0	10	29.4	0	0	10	19.6
Not Proceed to College	0	0	22	64.7	14	93.3	36	70.6
Total	2	100	34	100	15	100	51	100

Meanwhile, in the year 2011, Tampilisan District has 16 passers, 10 or 62.5% did not proceed to college, 4 or 25% enrolled in professional course and 2 or 12.5% of them enrolled in technical vocational course. In the year 2012, there were 19 ALS passers, 10 or 52.6% did not proceed to college and 9 or 47.4% enrolled in professional course. In 2013, there were 21 passers, 16 or 76.2% did not proceed to college, 4 or 19% enrolled in professional course and 1 or 4.8% enrolled in technical/vocational course. Out of the 56 ALS passers from years 2011 to 2013, 36 or 64.2% did not proceed to college, 17 or 30.4% enrolled in professional course and 3 or 5.4% enrolled in technical/vocational course. This implies that higher percentage of ALS beneficiaries in Tampilisan District did not proceed to college. This is notably due to financial, time and family constraints. The result conforms to the study of Chirtes (2010) which found out that the risk of school dropouts is much higher in families with a low standard of living or in the poverty and marginalization level [6] .

Table 3. The Causes of Dropouts of Students Enrolled in ALS in Liloy District

Causes of Dropouts	xw	Description	Rank
1. Personal Problem	2.02	Slightly Felt	3 rd
2. Academic Problem	1.53	Slightly Felt	4.5 th
3. Family Problem	1.53	Slightly Felt	4.5 th
4. Health Problem	1.25	Not Felt	7 th
5. Economic – related Problem	2.85	Moderately Felt	2 nd
6. Pregnancy	1.00	Not Felt	8 th
7. Marriage	1.50	Not Felt	6 th
8. Financial Problem	3.79	Strongly Felt	1 st
Range of weighted mean		Description	
4.20 – 5.00		Very Strongly Felt	
3.40 – 4.19		Strongly Felt	
2.60 – 3.39		Moderately Felt	
1.80 – 2.59		Slightly Felt	
1.00 – 1.79		Not Felt	

In Liloy District, results show that financial problem ranks first in the causes of dropouts of ALS with a weighted mean of 3.79 or strongly felt by the respondents, economic-related problem ranks second with a weighted mean of 2.85, or moderately felt by them and personal problem ranks third as cause of dropouts with a weighted mean of 2.02 or slightly felt by them, family problem ranks fourth with 1.53 as its weighted mean and is slightly felt by the respondents. However, the following causes are not felt by the respondents: marriage with a weighted mean of 1.50, health problem with a weighted mean of 1.25 and the pregnancy with a weighted mean of 1, respectively.

This implies that the major cause of dropouts of ALS beneficiaries is on financial problem. This confirms the study of Kantrowitz (2009) on Public Agenda for the Bill & Melinda Gates Foundation which reveals that 31 percent of 22 – 30 years old college dropouts stated that their major reason for leaving college is inability to afford education [7].

Table 4. The Extent on the Causes of Dropouts of ALS Beneficiaries in Tampilisan District

Causes of Dropouts	Xw	Description	Rank
1. Personal Problem	1.57	Not Felt	7 th
2. Academic Problem	1.64	Not Felt	6 th
3. Family Problem	1.87	Slightly Felt	4 th
4. Health Problem	1.94	Slightly Felt	3 rd
5. Economic – related Problem	3.37	Moderately Felt	2 nd
6. Pregnancy	1	Not Felt	8 th
7. Marriage	1.7	Not Felt	5 th
8. Financial Problem	3.57	Strongly Felt	1 st

Relatively, in Tampilisan District financial problem ranks first with a weighted average of 3.57 or described as strongly felt by the respondents, economic-related problem ranks second with a weighted mean of 3.37 or described as moderately felt, health problem was third in rank with a weighted average of 1.94 or slightly felt, and family ranks fourth with a weighted mean of 1.87 or slightly felt. This implies that financial problem is the major cause of dropouts of ALS beneficiaries in Tampilisan District.

The result coincides with the statement of Sabates, et al. (2010) in their study about poverty. They concluded that poverty appears to influence the demand for schooling not only because it affects the inability of household to pay school fees and other cost associated with education, but also because it is associated with high opportunity costs of schooling [8] .

Table 5. Association of the Extent of the Causes of Dropouts of ALS Beneficiaries in Liloy and Tampilisan Districts

Causes of Dropouts	N	df	R – value	P – value	Interpretation
ALS Beneficiaries of Liloy and Tampilisan	8	7	0.578	0.136	Not Significant

The result shows that there is no significant association between the extent on the causes of dropouts of ALS beneficiaries in Liloy and Tampilisan districts with the r – value of 0.578 and P = value of 0.136 at α 0.05 level of significance, respectively.

Table 6. ALS Passers’ Enrollment to College according to Districts and School Years

School Years	Districts		N	df	x ² value	P- value at α 0.05	Interpret
	Liloy	Tampilisan					
2010	2	6					
2011							
2011 - 2012	12	9	35	2	4.472	.107	not sig.
2012 - 2013	1	5					
	15	20					

The result shows that there is no significant difference on the status of enrollment to the college of the Alternative Learning

System (ALS) beneficiaries according to districts and school years with an χ^2 value of 4.472 and P-value of 0.107 at α 0.05 level of significance.

Table 7. ALS Beneficiaries Not Proceeding to College according to Districts and School Years

School Years	Districts		N	df	χ^2 value	P- value at α 0.05	Interpret
	Liloy	Tampilisan					
2010 2011	0	10	72	2	14.633	0.001	sig.
2011 2012	22	10					
2012 2013	14	16					
	36	36					

The table indicates that there is a significant difference on the status of ALS beneficiaries who did not proceed to college according to districts and school years as it has an χ^2 value of 14.633 and obtained a P- value of 0.001 at α 0.05 level of significance, respectively.

5. FINDINGS

Based on the data gathered and analyzed, the following are the findings of the study:

On the status of ALS beneficiaries in Liloy District School Years 2011 – 2013, the result of the study revealed that among 51 ALS passers, there were only 5 or 9.8% who enrolled in the technical/vocational course, 10 or 19.6% enrolled in the professional course, and 36 or 70.6% did not proceed to college. On the other hand, the status of ALS beneficiaries in Tampilisan District School Years 2011 – 2013 showed that among 56 ALS passers, there were only 3 or 5.4% who enrolled in the technical /vocational course, 17 or 30.4% enrolled in the professional course and 36 or 64.2% did not proceed to college.

To the extent of the causes of dropouts of ALS beneficiaries in Liloy District, School Years 2011 – 2013, financial problem was found out to be the main cause of dropouts with the weighted mean of 3.79. It was followed by economic-related problem or the second cause of dropouts with a weighted mean 2.85. Tampilisan District on the other hand also revealed that financial problem was the main cause of ALS beneficiaries' dropouts with 3.57 as its weighted mean, closely followed by economic-related problem as the second cause of dropouts with 3.37 weighted mean.

There is no significant association on the causes of dropouts of Liloy and Tampilisan Districts with the r – value of 0.598 and P-value of 0.136 at α 0.05 level of significance, respectively.

There is no significant difference on the enrollment to college of ALS beneficiaries in terms of districts and school year having an χ^2 value of 4.472 and with a P – value of 0.107 at α 0.05 level of significance, respectively. On the other hand, there is a significant difference on not proceeding to college, having an χ^2 value of 14.633 and a P – value of 0.001 at α 0.05 level of significance, respectively.

6. CONCLUSION

Based on the findings of the study, it could be concluded that in terms of status, majority of the ALS beneficiaries did not proceed to college. There were just few of them who enrolled

in college courses or pursue their studies. The main cause of ALS dropouts is a financial problem. It is further concluded that there is no significant association of the causes of dropouts in Liloy and Tampilisan Districts, as well as on the enrollment to college of ALS beneficiaries in terms of districts and school years, and finally, there is a significant difference on those who did not proceed to college in terms of districts and school years.

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