



**The Student Dropout Rate**  
**at De La Salle University-Dasmariñas, Dasmariñas, Cavite**  
**from SY 1995-1996 to SY 1997-1998:**

**An Analysis**

**A Master's Thesis**

**Presented to**

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**Arts and Sciences**

**De La Salle University-Dasmariñas**

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**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Arts in Education**

**Major in Educational Management**

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ABSTRACT

NAME OF INSTITUTION : De La Salle University-Dasmariñas  
ADDRESS : Bagong Bayan, Dasmariñas, Cavite  
TITLE : The Student Dropout Rate at  
De La Salle University-Dasmariñas,  
Dasmariñas, Cavite from SY 1995-  
1996 to SY 1997-1998: An Analysis  
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OBJECTIVES OF THIS STUDY :

General:

The aim of this study is to analyze the student dropout rate at De La Salle University-Dasmariñas from School Year 1995-1996 to School Year 1997-1998 by knowing and finding out in-school and out-of-school factors causal to this problem. Likewise, it attempted to determine the perceptions of parents to be able to identify remedies to increase the holding power of the school.



**Specific:**

1. To determine the student dropout rate for a three-year period.
2. To determine the demographic profile of 326 dropout students in terms of gender, age, marital status, type of family and socio-economic status.
3. To determine whether there is a difference in the dropout rates of students when grouped according to gender, age, marital status, and type of family and socio-economic level.
4. To determine the causes of student dropout from school as influenced by out-of-school factors and in-school factors.
5. To determine the remedies that school should undertake to minimize the increase of dropout rate as suggested by concerned people in this study.

**SCOPE AND COVERAGE:**

The respondents of this study were 326 dropout students in this institution from School Year 1995-1996 to School Year 1997-1998. The parents of these respondents were also involved in this study.

**METHODOLOGY:**

The descriptive method was used to conduct this study. A checklist was used to gather data to determine the factor causal to dropping out among students. The same checklist was used to parents to validate responses of the dropouts.



In the analysis of the data gathered, the frequency count, percentage, ranking and chi square test of association were used in order to know from the 326 dropout students the causes of student dropout and to analyze the perceptions of parents whose children dropped out.

**MAJOR FINDINGS:**

There was a 0.64 increase from school year 1995-1996 to school year 1996-1997 and a 0.63 decrease from school year 1996-1997 to school year 1997-1998. It was not so recognizable due to a steady increase on the number of enrollees.

There were 175 females and 151 males; more dropouts with ages ranging between 16-20 than the other age groups; 272 single dropouts and 54 married dropouts; 304 dropouts belonging to in-tact families and 22 from broken families; and, more dropouts belonging to middle-income and lower-income families than the upper-income families.

There was no significant difference between male and female dropout rate; there was no significant difference between dropout rate of age group 16-20 and the other age group; there was a significant difference between the student dropout rate between single and married; there was a significant difference between the student dropout rate between in-tact and broken



families; there was a significant difference between the student dropout rate between middle-income, lower-income, upper-income families.

The main factor causal to dropping out is an out-of-school factor followed by two in-school factors

There should be proper dissemination of information regarding scholarships offering financial assistance to let them be aware of what the school can offer them; parents should be more encouraged to attend parent-teachers association; proper placement of students should also be considered once they are given the chance for admission; offering night classes or more time slots should be considered to give working students the chance of schooling after work; problems about dropout students should follow up to see if they are being properly given guidance; the teachers should properly motivate students to keep them from leaving school by letting them be more critical to know the value of education; the teacher must call the attention of the students before he incurs the maximum number for absences, and if possible with the parents; the teacher must be fair in treating their students and focus to the needs of every student; and, the teacher should know more how to handle different personalities inside the classroom.



**CONCLUSIONS:**

The student dropout rate steadily increases due to financial problems that start at home. But it was not recognized due to the steady the increase in enrollment rate.

Gender and age do not influence the student dropout rate. But marital statuses, type of family and socio-economic status do somehow influence decision of dropping from school.

Although the main factor causing student dropout is an out-of-school factor, there are also in-school factors that need to be given enough attention.

**RECOMMENDATIONS:**

The government must do all effort to minimize if not to solve economic problems. Economic stability means more job opportunities which will give stable working condition and source of income for parents to be able to keep their children in school.

The school administrators, teachers, guidance counselors and parents must work together to design alternative courses to minimize school dropout and to further enhance the environment of the learner and lead him to live a life of quality.

The teachers should feel responsible in shaping the student's behavior and should be instrumental in putting out the best that a student can be. They





should also realize that they play an important role in molding his mental health so that he can get along happily in this world.

The parents should be involved in any form-as teacher, supporter, or reinforcer- to give their children the feelings of security and let them know the value of education.

The student should have the patience, determination and perseverance to finish school in whatever circumstances they may be in. The school is one best place to learn how to decide wisely and be able to make a good destiny in life.

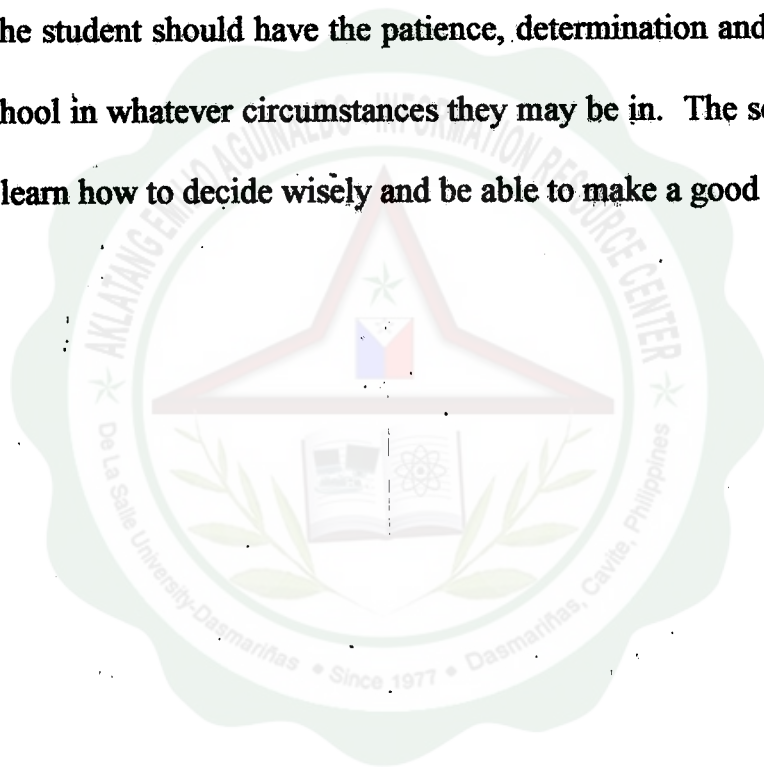




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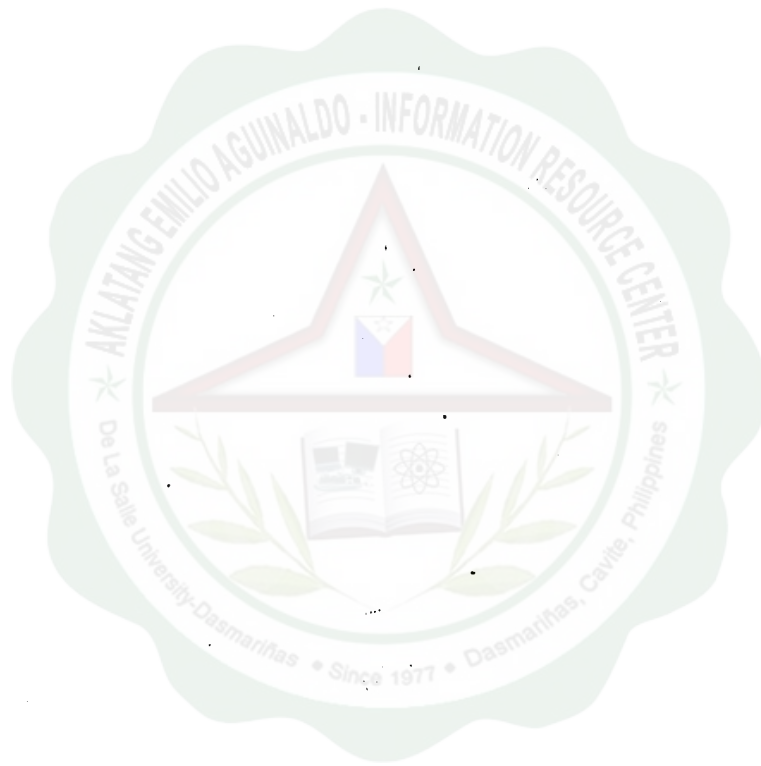


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