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Drop-out determinants that influence the out-of-school youth in Iligan City and Lanao Del Norte in the Philippines

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Abstract

The youth represent a significant source of hope for a developing country such as the Philippines. Adolescents show a lack of interest in pursuing education leading to high dropout rates. Many researchers have conducted several studies to determine why students stop schooling. This study aimed to investigate the dropout determinants that influence out-of-school youth in Iligan City and Lanao Del Norte. Purposive sampling was used. Two hundred (200) out-of-school youth from Iligan City and Lanao Del Norte were the participants of this study. The researchers used a Likert scale survey questionnaire to collect the data. In addition, the researcher used descriptive analysis to calculate the median and frequency. The results found that academic experience especially boredom in the classroom was the leading dropout determinant influencing out-of-school youth. The other factor was family financial support. The study recommends that the government, non-government organizations and all stakeholders not only focus on providing financial assistance to students but also consider the students' learning experience inside the classroom. Academic boredom is a serious issue that requires immediate solutions.

Keywords: Boredom, Deviance, Dropping out, Family relationship, Financial support, Out of school youth.

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1. Introduction

In the first quarter of 2021, Lanao Del Norte will have the highest poverty rate among provinces and highly urbanized cities in region X of the Philippines. According to estimates, 62,900 families in Lanao del Norte are expected to live in poverty in the first quarter of 2021 whose income is less than the monthly poverty threshold of 11,710 for a family of five during the equivalent period [1].

There are numerous, diverse and interconnected causes of poverty. However, we can consider education as a risk-reduction component of high poverty [2]. Unfortunately, education is free from primary to secondary school. The Philippines has a soaring dropout rate among all Association of Southeast Asian Nations with 6.38 percent of elementary students and 7.82 % of high school students dropping out [3].

According to the [Philippine Statistic Authority](#) [4], 90.3% or 3.53 million, of the approximated 39.2 million Filipinos aged six (6) to twenty-four (24) were classified as out-of-school youth in 2017 (OSYs). 83.1% of those surveyed were between the ages of 16 and 24, 11.2% ranged between the ages of 12 and 15 and 5.7% varied between the age group of 6 and 11. In the same report from the Philippine Statistics Authority 2018, the usual reasons for OSYs leaving the school were early marriage or household issues, an absence of personal enjoyment expensive education or money problems [4]. About half of OSYs come from families with the lowest income (30% of residents' per capita income) [5].

According to the Functional Literacy, Education and Mass Media Survey (FLEMMS) 2013, in northern Mindanao, the percentage of individuals not attending schools in the area was more significant among youth than children. In 2013, 2.6 % of children aged 6-14 were absent from school (boys had the most absences) [6].

The youth represent a significant source of hope for a developing nation like the Philippines. However, a concerning issue arises as a considerable number of young individuals display a lack of interest in pursuing education, leading to high dropout rates. Many researchers have conducted several studies to determine why students stop schooling. Although there are multiple reasons why students leave school, each student's situation may be unique in every place. This study aimed to investigate the dropout determinants that influence out-of-school youth in Iligan City and Lanao Del Norte, Philippines.

1.1. Theoretical Framework

This study was guided by [Battin-Pearson, et al.](#) [7] who tested the five different theories that explore the factors contributing to school dropout. These theories encompass various predictors including individual and structural factors, the academic mediation theory, general deviance theory, deviant affiliation theory, family socialization theory and structural strain theory.

1.2. Academic Mediation Theory

The academic mediation theory was used as the first theory in this study which focuses on the relationship between academic achievement and the likelihood of dropping out. It suggests that a negative academic experience and poor academic performance serve as significant predictors of students leaving school prematurely. So, the possibility of the youth dropping out was examined by the researchers in relation to their academic experience.

1.3. General Deviance Theory

The second theory employed in this study is concerned with the association between deviant behavior and dropout rates. The researcher used the theory to explore whether the youth's engagement in deviant activities such as drug abuse, pregnancy and involvement in criminal activities, contributed to their decision to drop out of school. By applying this theory, the study aimed to investigate the potential link between deviant behavior and dropout rates among the youth population.

1.4. Deviant Affiliation Theory

The researchers used this theory to explore the possibility that the youth's decision to leave school is influenced by a lack of family support, both academically and in their social lives.

1.5. Family Socialization Theory

The fourth theory employed in this study is family socialization theory. Family, being the primary and fundamental social institution in children's lives plays a crucial role in their growth and development. The level of support and bonding experienced by learners within the family can influence their engagement in general deviant behaviors. This theory emphasizes poverty as a primary motivator for children's decisions to drop out of school. Therefore, the researchers used this theory to investigate whether these factors also contribute to the dropout rates among the youth in Iligan City and Lanao Del Norte.

1.6. Structural Strain Theory

The final theory employed in this study examines the influence of demographic data such as gender, race and ethnicity on the socioeconomic status of the family. According to the study by [Battin-Pearson, et al.](#) [7], this demographic profile is considered a contributing factor to the decision of learners to leave school. By exploring the role of demographics, the researchers aimed to gain insights into how these factors may influence the dropout phenomenon among the respondents.

2. Materials and Methods

A descriptive research design using quantitative approaches was used in determining the causes and problems faced by the 'out-of-school' youth in Iligan City and Lanao Del Norte. A quantitative design was used for the demographic profile and for determining the dropout determinants that influence out-of-school youth.

Purposive sampling was used. Two hundred (200) out-of-school youth from Iligan City and Lanao Del Norte were the participants of this study. In the Philippines, "youth" refers to those ages ranging from fifteen (15) to thirty (30) years old (R.A. 8044). So, the researchers looked at youth aged 15 to 30 in this study.

2.1. Ethical Considerations

The researcher intends to follow some generally accepted ethical practices in conducting research. Therefore, the researchers sent letters through the entry protocol asking permission from the Mayors of Iligan City and different municipalities in Lanao Del Norte. After the request was approved, data was gathered by meeting with the groups of 'out-of-school' youth in a municipality with the help of Barangay officials who will lead the 'out-of-school' youth. First, the respondents were given "informed consent" explaining the motive of the study. It also explained the researcher's responsibility throughout the study to keep the data collected, their rights to decline participation, answer any or all questions, terminate their involvement at any time, how the results will be used and so on. Then, they were asked to sign an agreement to participate in this study. Following the completion of the agreement form, they are still allowed to quit at any time and for any reasonable reason. The researcher conducted the study after the respondents signed the form and agreed to participate.

3. Results and Discussion

3.1. Drop-Out Determinants

This study explores the different factors that influence the 'out-of-school' youth in Iligan City and Lanao Del Norte. Table 1 shows the reasons the respondents quit schooling.

Table 1.
Frequency and median of respondents in their academic experience.

Reasons for quitting school	S.A.		A.		N.		D.		S.D.		Median	Interpretation
	F	M	F	M	F	M	F	M	F	M		
Activities in the classroom are boring.	4	2	49	57	9	12	31	31	3	2	4	Agree
The school does not provide me with adequate facilities.	4	2	5	3	25	27	53	61	9	11	2	Disagree
My teacher degraded or publicly humiliated me.	2	0	3	3	18	21	64	63	9	17	2	Disagree
Many activities made me exhausted.	1	1	37	31	4	15	45	47	7	10	2	Disagree
My school last attended was not a child-friendly school.	2	3	5	3	18	26	54	54	17	17	2	Disagree
I always fail my exam.	2	3	4	7	13	16	70	58	7	20	2	Disagree
I always get into trouble with my teacher and administrators.	0	1	1	3	16	22	68	65	11	13	2	Disagree
My teacher has unfair rules for the class and is highly biased when giving grades.	1	1	2	3	20	22	64	61	9	17	2	Disagree
My teacher did not appreciate my efforts, achievements and good performances in our class.	2	1	1	4	19	17	63	63	11	19	2	Disagree
I am always late or absent.	5	0	6	17	17	15	58	53	10	18	2	Disagree
I dislike my course.	0	2	1	6	9	12	72	76	14	8	2	Disagree
I got bullied in school.	1	1	6	3	6	11	69	76	14	13	2	Disagree
I am not happy in school.	0	4	33	41	3	8	53	47	7	4	2	Disagree
I feel I do not belong in the classroom.	1	1	5	4	14	27	60	58	16	14	2	Disagree
I am not academically good enough.	1	0	7	19	22	26	59	51	7	8	2	Disagree

Note: S.A. means strongly agree. A means agree. N means neutral. D means disagree S.D. means strongly disagree. F means female. M means male.

Table 1 shows the respondent's answers regarding their academic experience and they agree mostly that activities in the classroom are boring since it is the topmost frequency of 106 and has a median of 4.

Based on the findings of Amoroso, et al. [8], most of the reasons given by students who dropped out from grades 7 to 12 during the school year 2018–2019 were personal, mainly due to a lack of interest. According to Özerk [9], academic boredom can negatively affect school-based learning. According to the research, almost half of the 470 people claimed that they stopped going to school because they were bored with their classes and thought the education they were receiving was not relevant to their ideal careers. [10]. Learners' engagement and academic fatigue are good determinants of students' intention to drop out [11].

Table 2.

Frequency and median of respondents in their general deviance.

Reasons for quitting school	S.A.		A.		N.		D.		S.D.		Median	Interpretation
	F	M	F	M	F	M	F	M	F	M		
I am already a mother or father.	4	1	30	7	1	3	55	77	6	16	2	Disagree
I got married at an early age.	2	1	42	25	2	3	47	61	3	14	2	Disagree
I got addicted to drugs.	0	0	2	3	1	5	86	81	7	15	2	Disagree
I just got out of the rehabilitation center.	0	0	0	0	1	2	87	81	8	21	2	Disagree
I have poor financial management due to my vices, such as gambling and overspending.	0	1	0	4	0	6	92	81	4	12	2	Disagree
I feel embarrassed about my parents' criminal acts.	0	1	0	1	0	1	92	82	4	19	2	Disagree
I got expelled from school due to a severe violation.	0	0	0	1	1	2	90	86	5	15	2	Disagree
I got addicted to alcohol.	0	1	0	2	0	4	91	81	5	16	2	Disagree
I am shy about my record of stealing.	0	0	0	0	0	2	89	82	7	20	2	Disagree
I have a scandal.	0	1	0	0	0	1	91	89	5	13	2	Disagree
I am influenced by the bad company of friends who are dropout students.	0	2	1	5	0	3	89	85	6	9	2	Disagree
I was involved in a gang fight.	0	2	0	0	1	1	88	92	7	9	2	Disagree
I am physically ill.	0	0	1	0	1	2	89	89	5	13	2	Disagree
I am shy about my disability.	0	0	0	1	0	0	91	91	5	12	2	Disagree
I am already old enough to study.	0	1	25	34	0	0	66	63	5	6	2	Disagree

Note: S.A. means strongly agree. A means agree. N means neutral. D means disagree S.D. means strongly disagree. F means female. M means male.

Table 2 shows the respondents' answers about general deviance. The data shows that all respondents disagree that they did not leave school because of their general deviance. However, a significant number of respondents (42 females and 25 males, or the equivalent of 33.5% claimed that they quit school because they married early. Another 30 females agreed that they stopped schooling because they were already mothers. 29.5% or equivalent to 25 females and 34 males said they left school because they felt they were already old enough to study.

Table 3.

Frequency and median of respondents in terms of their parents-students relationship.

Reasons for quitting school	S.A.		A.		N.		D.		S.D.		Median	Interpretation
	F	M	F	M	F	M	F	M	F	M		
My parents told me to stop.	0	1	19	11	6	12	64	68	7	12	2	Disagree
This is my way of rebelling against my parents.	1	1	1	2	2	6	82	77	10	18	2	Disagree
I ran away from the house.	1	2	1	4	8	7	76	72	10	19	2	Disagree
I feel neglected by my parents.	1	0	1	1	10	9	73	79	11	15	2	Disagree
My parents did not appreciate my efforts and achievements at school.	1	0	0	1	10	11	74	79	11	13	2	Disagree
I need to take good care of my parents.	0	2	0	4	3	6	84	81	9	11	2	Disagree
I need to take good care of my siblings.	2	1	0	2	4	4	83	84	7	13	2	Disagree
My parents are strict and disciplinarian towards me that I become so isolated and depressed.	0	0	0	0	3	5	84	84	9	15	2	Disagree
My parents did not support my course.	0	0	0	1	2	10	86	77	8	16	2	Disagree
My parents are pressuring me to get perfect grades.	1	1	0	0	3	9	83	77	9	17	2	Disagree
My parents physically abuse me when I do not make them proud.	0	0	0	2	4	8	85	77	7	17	2	Disagree
My parents emotionally abuse me when I do not make them proud.	1	1	0	4	9	12	81	74	5	13	2	Disagree
My parents do not have time to attend my activities at school.	2	1	3	8	12	11	75	75	4	9	2	Disagree
My parents lack emotional support for my studies.	2	1	2	4	13	10	74	76	5	13	2	Disagree
My parents do not give me breaks or rewards for my studies.	1	0	1	2	7	7	81	76	6	19	2	Disagree

Note: S.A. means strongly agree. A means agree. N means neutral. D means disagree S.D. means strongly disagree. F means female. M means male.

61.9% of the 2.97 million school dropouts in the Philippine were females between the ages of 16 and 24 who were pressured into marriage or family matters [4]. A 60% dropout rate among young females was mostly attributed to early adolescent pregnancy [12]. According to Cruz, et al. [13], numerous factors cause teenagers to stop schooling. They discovered that the mother's history of teenage pregnancy was a significant factor. According to Masterson, et al. [14], teenage parenthood and dropping out among adolescent girls in Arkansas are connected. According to G.H. Ambat, the Assistant Secretary for Public Affairs Service and Alternative Learning System at the Department of Education (DepEd), it might be challenging for some female students in the Philippines who decide to get pregnant or marry early to manage their education with their parental duties, most of them drop out of high school [15].

Age has been linked to school dropout in certain research studies. In higher education, older students departed school more frequently than younger students [16-19].

Table 3 shows the respondent's answers about their relationship with their parents. This data shows that most respondents disagree that they left schools due to a lack of good parent-student relationships. Among the given factors, 15% (19 females and 11 males) of the total respondents agreed that they left school because their parents told them to stop.

Due to financial and family problems respondents' parents told them to stop schooling and find a job for their new families. Many students work to support their families [20].

According to the Philippine Statistic Authority [4], the prevalent reasons for OSYs stopping schooling were marital or family issues, an absence of intrinsic motivation, an expensive education or a lack of money. Motivation and emotional support from family members are essential to a child's desire to continue his or her studies.

According to Monga, et al. [21], family problems contribute to the student's decision to stop attending school because parents are unable to encourage their children to stay in school and avoid dropouts. Moreover, they are busy earning a living and cannot attend their child. From an institutional viewpoint, it is believed that children who experience academic failure often come from families that do not actively engage in school activities or provide support for school goals at home.

Table 4.
Frequency and median of respondents in terms of their family financial support.

Reasons for quitting school	S.A.		A.		N.		D.		S.D.		Median	Interpretation
	F	M	F	M	F	M	F	M	F	M		
I am the breadwinner.	0	3	32	25	7	12	47	60	10	4	2	Disagree
I cannot afford a complete requirement in school.	0	1	50	43	2	5	37	51	7	4	3	Neutral
The school is too far away from our home and I do not have enough money for transportation.	1	4	48	36	3	6	38	50	6	8	2	Disagree
I sacrificed my desire to study to help my siblings continue their studies.	1	1	10	3	2	6	75	86	8	8	2	Disagree
My parents cannot support me financially in my studies.	1	1	39	40	0	0	48	58	8	5	2	Disagree
I am the only one left in the family and I need to work to support my family.	0	0	5	7	1	2	81	84	9	11	2	Disagree
I am not satisfied with my daily allowance.	0	1	36	39	0	3	52	56	8	5	2	Disagree
My parents cannot give me enough money for my projects and activities in school.	0	1	33	34	4	7	54	58	5	4	2	Disagree
I feel worried about my payments at school.	1	1	2	6	0	4	84	89	9	4	2	Disagree

Note: S.A. means strongly agree. A means agree. N means neutral. D means disagree S.D. means strongly disagree. F means female. M means male.

Table 4 shows the respondent's answers regarding their family's financial support. Most of the respondents disagree with the given reasons. However, they left school because they could not afford the complete requirement which has a median of 3 which means neutral or most of the respondents neither agree nor disagree. Among the respondents, 46.5% agreed which comprises 50 females and 43 males.

According to the findings of Orion, et al. [22], financial resources are the leading cause of student dropout. The family monthly average income of the respondents is less than 10,957 pesos. In the Philippines, a monthly income below P10,957 is considered poor [23]. The study of Amoroso, et al. [8] discovered that most students dropped out for personal reasons, mainly a loss of interest due to poverty.

Table 5.

Percentage and median of the overall drop-out determinants influencing the 'out-of-school' youth in Iligan City and Lanao del Norte.

Reasons for quitting school	S.A.	A.	N.	D.	S.D.	Total	Median	Interpretation
Academic activities in the classroom are boring.	3%	53%	10.5%	31%	2.5%	100%	4	Agree
Family financial support	0.5%	46.5%	3.5%	44%	5.5%	100%	3	Neutral

Note: S.A. means strongly agree. A means agree. N means neutral. D means disagree S.D. means strongly disagree. F means female. M means male.

Table 5 shows the overall drop-out determinants influencing the 'out-of-school' youth in Iligan City and Lanao del Norte. Among the factors, respondents agreed on academic experience. They left school and it had a median of 4. In addition, they agreed that activities in the classroom were boring, so they decided to stop schooling.

Another factor is the family's financial support; they left school because they could not afford a complete education. Although it has a median of 3 which means neutral or neither of the respondents agrees nor disagrees. There are still 46.5% who agree. The respondents thought their class activities were boring. The study discovered that teachers struggled to deliver class materials and had poor teaching strategies or skills [24]. According to an Indiana University study, secondary school learners in the United States are bored in the classroom and most consider stopping schooling [25]. To prevent students from dropping out, we must consider their learning experiences. It is becoming clear that learners at the secondary level have a perspective on learning and classroom experiences are crucial factors to consider in education. The students indicated that they preferred lessons and activities that included their interests and needs and wanted to be involved in classroom decision-making. The student valued establishing a student-teacher relationship based on trust, encouragement, support and honesty [26]. Adolescent deviant behavior is related to peers because adolescents who engage in deviant behavior seek out others who engage in the same behavior. According to Kukundakwe [27], negative peer interactions, sexual intercourse timing, and harmful friendships increase the chance of teenage pregnancy. In contrast, good peer engagement set back sexual intercourse and healthy teen friendships decreased the feasibility of adolescent pregnancy. She concludes that peer pressure influences teenage pregnancy rates. According to Sagita [28], peer group attachment and religion have a direct impact on teenagers' inclination towards early marriage. The other factor is family financial support. However, this factor may be the least contributing among the others because most Filipino children attend public schools funded by the government. In addition, governments and non-governmental organizations (NGOs) provide educational assistance in various ways such as scholarships, school uniforms, school supplies, project materials, transportation subsidies and board and lodging. The Pantawid Pamilyang Pilipino Program (4Ps) is another program of the Philippine government that gives beneficiaries conditional grants. The grants include P6000 a year or P500 every month for every family for health and nourishment, P3000 for one school term or ten (10) months, or 300 every month for every child for educational expenditure [29]. Another assistance is the Voucher Program for Senior High School learners (SHS VP), assistance in vouchers will be provided to certified SHS students participating in non-public or privately owned senior high schools [30]. In addition, the government has R.A No. 10931, otherwise known as the "Universal Access to Quality Tertiary Education Act," which provides free tuition. The universities and colleges such as State Universities and Colleges (SUC), universities and colleges run by the local government units or Local Colleges and Universities (LCUs), and of course, the Technical-Vocational Institutions (TVIs) in the country for higher education students. It also covers the program providing subsidies for tertiary education student loan programs for Filipino students. Another program is the Department of Social Welfare and Development Educational Assistance which extends only to qualified indigent learners through assistance for the person in crisis [31].

4. Conclusion

According to the results of this study, it is crucial to emphasize the learner's preferred method of learning inside the classroom and academic support. Their entire academic experiences are crucial in determining whether they will stay in school or not. It is important for the government and other stakeholders to make an investment and concentrate on how schools and instructors can be successful in stimulating students' interest in attending class and paying attention to the conversation [32]. Academic boredom is a complicated and underrated issue in many countries. The current approach of providing educational assistance to the students will not be enough if they lose the motivation to go to school due to boredom and burnout. We are in the 4th industrial revolution and the digital revolution is changing how children learn. Teachers must update the learning environment for students and adopt new pedagogies and technologies that may create new bonds between instructors and students. Teachers must evolve their teaching strategies to unlock individual students potential and minimize boredom.

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