

## **SAGIP PANGARAP PROJECT: Liberating Students At-Risk of Dropping Out**

**MICHAEL M. PERMEJO**

Leonarda D. Vera Cruz National High School  
Department of Education – Quezon

### **ABSTRACT**

This study focused on reducing the dropout rate of Leonarda D. Vera Cruz National High School in the District of Unisan, Division of Quezon. The primary aim of this venture was to reduce the current dropout rate through an intervention program called SAGIP PANGARAP. The study made use of descriptive survey method of research wherein analysis of data was employed. The researchers prepared the survey questionnaire and was utilized as a primary tool in gathering initial data about Students At-Risk of Dropping Out (SARDO). It involves a total of eighteen (18) student respondents who were chosen purposively and have been identified as at-risk of dropping out among Junior High School students. The results revealed that the school's dropout rate reduced by 2.33% after the intervention program was implemented. The provision of financial aid to students at risk of dropping out contributed to saving students from leaving the school with an overall mean rating of 3.62 or strongly agree. While, in terms of academic performances, respondents have an overall rating of 3.42 or strongly agree, which implies that the initiated project has a huge transformation in the academic achievement of the recipients. Finally, there was a significant difference in the student's dropout rate before and after SAGIP PANGARAP Project implementation. This proved that financial/material assistance extended to the SARDO's was of great help to sustain the students' needs in school.

**Keywords:** *Dropout, Intervention, Sagip Pangarap, SARDO*

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### **Introduction**

Understudies dropping out of school remained a tall figure amid numerous schools' battles to combat this diligent challenge in teaching the youthful minds. In 2017, almost 4.8 million learners chose to take off school – that was 11% increment since 2012. (Philippine Star June 25, 2017). For the most part, Destitution is faulted for all these leavers case, despite the reality that essential instruction in this nation is given free.

Clearly, Filipino families still require extra assets to keep their children at school since they are beneath favored. Too, there must be orderly giving of more assets to schools with tall dropout rate, and it may to offer assistance (Orbeta 2010). The suggestion is profoundly suggestive of the

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duty of both the school and the community in giving way better assets, such as materials to address the issue said so SARDO's may have full get to instruction without encourage obstacle indeed at topographical and marginalized financial conditions (Cuerdo 2017).

In this premise, the researchers thought of Leonarda D. Vera Cruz National High School increasing dropout rate. During the SY 2015-2016 the school has a dropout rate of 2%, equivalent to 10 students. School Year 2016-2017 revealed a 4% dropout rate with 19 students in the list. These numbers are not good indicators of school performance and alarming to both school heads and teachers.

In this regard, considering the prevalent reasons for dropping out, the researchers decided to develop a dropout reduction program called SAGIP PANGARAP Project. This program provides financial support and assistance from LDVCNHS teachers combined contributions to select students who are in dire need to prevent them from dropping out in school.

Eighteen (18) recipients of Sagip Pangarap Project were identified from among the list of SARDO's from grade 7 to grade 10. Their sponsors monitored Sagip Pangarap grantees in terms of absences, grades and participation in school activities. They were given guidance and advice when something undesirable about their schooling occurred. Their socioeconomic status was validated through the use of interviews and home visitation.

The poorest among the SARDO's became qualified beneficiaries. These identified recipients were assigned a teacher to help them with their weekly allowance and other needs that their parents are unable to provide, like uniforms, shoes, hygiene kits, and the likes. The researchers would like to find out the impact of Sagip Pangarap as an intervention in the increasing rate of dropout in LDVCNHS.

## **Literature Review**

Student's dropout could be a genuine issue of any nation. Understudies Dropout implies ceasing tutoring for budgetary and viable reasons and dissatisfaction with their social framework and examination comes about. By and large, dropping out states when understudies leave from school some time recently the completion of their graduation. It implies clearing out school without completing their essential early instruction and auxiliary instruction. This issue is confronted by all created and creating nations of the world. In creating nations dropout rate are surprisingly tall, indeed for the essential school-going children (Latif et al., J Glob Econ, 2015).

According to Orion, Forosuelo and Cavalida (2014) among the five (5) components that influence students' choice to drop out of school are monetary assets, which is the major reason understudies take off school. Based from their ponder, accessibility of money related assets appeared unusual as seen by the respondents. The discoveries of this consider were reliable with past discoveries by Sweeten (2004), who recognized financial reasons as one of the causes for

understudies to drop out of school. In 2009, destitute understudies were five times more likely to drop out of Tall School than tall wage understudy. (Chapman, Laird, Ifill & Kewal Ramani, 2011).

Dropouts confront amazingly somber financial and social prospects compared to tall school graduates, they are less likely to discover a work and gain a living wage and more likely to be destitute (Rumberger, 2011). Dropout could be an issue for numerous reasons. From the proficiency viewpoint, dropout is concerned in at slightest two measurements. One at the total economy level wherein instruction is known to be a vital determinant of financial development and untimely dropout implies misfortune of potential efficiency. And two, inside the instruction division, dropout raises the toll of accomplishing a focus on the extent of the populace having a few levels of tutoring (Hanushek, Lavy, and Hitomi 2006). The other range where dropout could be an issue and maybe the more vital one is from the value viewpoint. Dropouts may show up little in number, but they dominate the destitute, immediately turning the wheels of inter-generational transmission of destitution against them (The Filipino Child Approach Brief No.4 2010).

There are numerous variables related with dropouts; a few of which have a place to the person, such as destitute well-being or ailing health and destitute inspiration. Others developed from children's household's circumstances such as child labor and destitution. Moreover, school-level components play a part in expanding weight to dropout: teacher's non-appearance, school area, and poor-quality instructive arrangement (Sabates, et al. 2010). Understudy at hazard come from all socio-economic levels, but children of destitute, single-parent families are particularly likely to take off school sometime recently tall school graduation (Ormrod, 2010).

In Ghana, the presentation of programs such as capitation allows plot and school nourishing program at the fundamental school level show up to have made a difference diminish in general all rates of dropouts. Capitation could be a free-free arrangement that coordinates subsidizing to all open schools based on enrollment (Sabates et al, 2010). Dynarski, et al. (2008), thought that the antagonistic impact of destitution on school dropout can be relieved through two essential methodologies. One is to make strides in the scholastic accomplishment states of mind and behavior of destitute and other understudies at the hazard of dropping out through focused on mediation programs.

Considers on dropping out have credited the wonder primarily to destitution (Barton, 2006). One broad basic survey of almost 50 considers on open school instruction (Barsaga, 1995) depicted dropouts as coming from low-income families whose guardians had small or no instruction, and who were unemployed or had occupations that gave them small or unpredictable salary. It was concluded that the instruction framework at that point was “socially specific “since most dropouts were from socioeconomically distraught foundations.

Nava, (2009) clarified that money related reasons were a major cause for school clearing out among auxiliary dropouts. Numerous of them had to work (50%), needed of cash for ventures (50%) and for every day stipend or take cash (41%). Comparative components driven to dropping out in auxiliary school level. Most conspicuous, as anticipated, are monetary reasons such as work

and the need of cash for school necessities and commitments. Approximately one third of this bunch of dropouts pointed to commuting to school due to the need of transportation.

Given these scenarios, countless interventions focusing on different factors causing dropout have been made. Mostly, if not all of these intervening programs for dropout reduction are the product of careful studies. These dropout reduction programs are primarily made to address top student's problems, e. g. economic, lack of personal interest and distance of residence from school (Annual Poverty Indicators Survey 2004).

## **Methodology**

### **Research Design**

This study made use of a descriptive survey and descriptive comparative method of research. The descriptive survey method was used by the researchers in describing the status of dropout before and after the implementation of the project. Correspondingly, the descriptive comparative method was used to determine if the Sagip Pangarap Project helped in reducing the rates of students' dropouts. Hence, these became the basis of enhancing an intensive program for the dropout reduction of the school.

### **Research Site**

The study was conducted in Leonarda D. Vera Cruz National High School located at Barangay Ibabang Panaon, Unisan, Quezon. The school is one among the rural public secondary institution in the District of Unisan under the Schools Division Office of Quezon Province. The respondents of the study were eighteen (18) students that came from Junior High School identified and selected based on the validation and confirmation of family's economic status. In particular, the respondents comprised of twelve (12) male and six (6) female students who were purposively selected since they were at risk of dropping out due to financial problems.

### **Instrumentation**

The researchers' self-made questionnaire was used to measure the impact of Sagip Pangarap Project that brought significant changes to the respondents. A checklist was utilized with a 4-point Likert scale. It includes ten (10) statements for the first part that tackles about "financial subsidy" and fifteen (15) statements that focused on the "Academic Performances" of recipients in school. The questionnaire was written in English but is translated in Filipino during the actual conduct so that the respondents would be able to understand the statement better.

To establish the validity of the research instrument, the school principal who is also a part of the research-validated the content, correctness, appropriateness and relevance of the question. Moreover, the principal reviewed the research instrument in terms of sentence structure, grammar, word choice and punctuations to ensure clarity and coherence of idea. The suggestions were

considered for modification, rephrasing, and improvement of the research instrument. For further validation and to ensure the reliability of the instrument, selected students of Leonarda D. Vera Cruz National High School which were non-grantees were asked to serve as respondents to pilot test the instrument. The result of the pilot testing became the basis for the refinement of the instruments and construction of its final draft.

### **Data Collection**

After identifying the problem, the researchers formulated the research title and submitted the research proposal to the Division Office of DepEd Quezon. Upon approval, the researchers sought permission to the principal of Leonarda D. Vera Cruz National High School for the conduct of this research. Upon completing the necessary documents, the researchers administered the validated research instrument. After the retrieval of the research questionnaire, tallying, tabulation and analysis of data followed.

The collected data were tabulated, categorized, analyzed, and interpreted through statistical tables and graphs. The following statistical treatments were used: percentage rating, weighted arithmetic mean and T-test.

The researchers used percentage rating to answer the research question 1 to reveal the rate of the dropouts in Leonarda D. Vera Cruz National High School before and after the implementation of Sagip Pangarap. While weighted arithmetic mean was used for question 2 to identify the impact of the project in terms of financial subsidy and academic performance. The researchers also used the T-test in order to measure the significant difference on the rate of dropouts before and after the implementation of Sagip Pangarap.

## **Results and Discussion**

**Table 1. Results of Implementation of Sagip-Program program to SARDIS (S.Y.2017-2018)**

<b>Year</b>	<b>Total No. of Enrollees</b>	<b>Number of Dropouts</b>	<b>Percentage</b>
S.Y. 2016-2017	475	19	4%
S.Y. 2017-2018	478	8	1.67%

Table 1 shows the rate of dropouts in Leonarda D. Vera Cruz National High School for two consecutive school years wherein Sagip Pangarap Project has been implemented. From the above data, it can be observed that the percentage of dropouts decreased by 2.33 percent. It means that the program implemented by the school helped lessen the percentage of dropouts.

Nava (2009), in his study reported that financial reasons were a major cause of secondary students dropping out of school, and that was indeed a fact.

**Table 2. Impact of Sagip Pangarap Project to its Recipients in terms of Financial Subsidy**

Statement	Weighted Mean	Description
1. Covers the transportation expense from home to school and vice versa.	3.58	SA
2. Covers the daily allowances.	3.74	SA
3. No longer experience starvation.	3.68	SA
4. Enable to purchase school supplies to be used in activities.	3.37	A
5. Have enough money to complete school projects.	3.47	A
6. Pay mandatory school contributions. (School Paper, SSG, Red Cross, BSP/GSP, etc).	3.58	SA
7. Can buy shoes for schooling.	3.63	SA
8. Can buy school uniform.	3.74	SA
9. Attend regular classes in school.	3.63	SA
10. Manage the financial subsidy received.	3.79	SA
<b>TOTAL WEIGHTED MEAN</b>	<b>3.62</b>	<b>SA</b>

Table 2 presents the impact of Sagip Pangarap Project to its recipients in terms of financial subsidy. The recipients have an overall rating of 3.62 or strongly agree on the positive impact of financial subsidy in their schooling. It can be observed that students learned how to budget the allowances received from the project, which has the highest weighted mean of 3.79. Generally, recipients were strongly agreed that the financial subsidy helps them cover the daily transportation, no longer experience starvation, buy supplies to be used for activities and projects, pay mandatory school contributions, purchase school uniforms and shoes, and attend to class regularly. Thus, it can be synthesized that provision of financial aid to students at risk of dropping out was contributory in saving students from leaving the school.

Nava, (2009) clarified that money related reasons were a major cause for school clearing out among auxiliary dropouts. Numerous of them had to work (50%), needed of cash for ventures (50%) and for every day stipend or take cash (41%). Comparative components driven to dropping out in auxiliary school level. Most conspicuous, as anticipated, are monetary reasons such as work and the need of cash for school necessities and commitments. Approximately one third of this bunch of dropouts pointed to commuting to school due to the need of transportation.

**Table 2.1 Impact of the Sagip Pangarap Project to its Recipients Academic Performance**

Statement	Mean	Description
1. Exhibit enthusiasm in attending class regularly.	3.17	A
2. Exhibit interest in learning.	3.53	SA
3. Never late in class.	3.17	A
4. Maintain good performance across all subjects.	3.16	A
5. Render enough time studying lessons.	3.21	A
6. Avoid cutting classes.	3.68	SA
7. Did not find difficulty performing activities.	3.23	A
8. Maintain above average to excellent grades.	3.00	A
9. Exhibit discipline in his/her studies.	3.53	SA
10. Demonstrate respect to school head, teachers and non-teaching personnel.	3.68	SA
11. Participate in school-based activities.	3.53	SA
12. Pass assessment and examination.	3.22	A
13. Actively participate in discussions.	3.25	A
14. Demonstrate other skills and talents.	3.16	A
15. Establish good relationships with classmates and other students.	3.74	SA
<b>TOTAL WEIGHTED MEAN</b>	<b>3.42</b>	<b>SA</b>

Table 2.1 presents the impact of Sagip-Pangarap Project to its recipients in terms of academic performances. The respondents have an overall rating of 3.42 or strongly agree, which implies that the initiated project has huge transformation in the scholastic achievement of the recipients. Through this project, students learned to create a harmonious relationship towards their classmates and schoolmates with the highest mean percentage of 3.74 or strongly agree. Further, recipients had demonstrated respect towards school personnel and avoid cutting classes with a mean rate of 3.68. Moreover, they were exhibited interest, discipline, and participated in school-based activities with 3.53 mean rate. On the other hand, respondents agreed that the initiated project enables them to actively participate in discussions, no difficulties encounter performing task, pass assessment and examination, render enough time studying, never come late in school and feel excited attending to class. However, they were needing extra effort in demonstrating other skills and improving their performances across all subjects. In sum, recipients have positive academic performances with the aid of the Sagip Pangarap Project.

**Table 3. Significant difference in the number of School dropouts in Leonarda D. Vera Cruz National High School before and after the implementation of Sagip Pangarap Project.**

Variables Impression Being level Compared	Computed		Critical			
	df	Mean	t-value	Value	Decision	at 0.05
Number of School Drop outs in Significant Leonarda D. Vera Cruz NHS. Before and after the implementation of Sagip Pangarap Program	df=3	X1=4.57  X2=2.00	4.37	3.182	Reject  Ho	

From the statistical analysis of the data presented in Table 3, the researchers rejected the null hypothesis. There was a significant difference in the number of dropouts of Leonarda D. Vera Cruz National High School before and after the implementation of the Sagip- Pangarap Project. The statistical data imply that the project has been effective in reducing the dropout rate in the school, as evidenced by the computed absolute t-value of 4.37 and a critical value of 3.182. These findings were significant at 0.05 level.

Comparing table 2 and 3, the results were consistent in terms of the significance of the Sagip Pangarap Project. Although the students were already part of the program, the number of dropouts were never made zero due to the fact that not all SARDO'S need financial assistance. Some of them needs guidance and parental care to encourage them to stay in school and continue learning and growing.

### Conclusion

Leonarda D. Vera Cruz National High School's dropout rate was significantly high before the implementation of the Sagip Pangarap Project because financially challenged students were not given assistance of any sort. While there was a relevant decrease in dropout rate of LDVCNHS after the implementation of the intervention program SAGIP PANGARAP.

It can be synthesized that provision of financial aid to students at-risk of dropping out was contributory in saving students from leaving the school with an overall mean rating of 3.62 or strongly agree. While, in terms of academic performances, respondents have an overall rating of 3.42 or strongly agree, which implies that the initiated project has a huge transformation in the



scholastic achievement of the recipients. However, they were needing extra effort in demonstrating other skills and improving their performances across all subjects.

There was a significant difference on the student's dropout rate before and after SAGIP PANGARAP Project implementation. This proved that financial/material assistance extended to the SARDO's was of great help to sustain the students' needs in school. SAGIP PANGARAP kept SARDO'S in school and prevented them from dropping out, therefore the intervention program was effective.

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