

Cohort Survival of the K to 12 Student Entrants Towards the Development of Strategic Interventions Supportive to CBEA-MMSU Programs

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Abstract

The study was undertaken to determine the cohort survival rate of the pioneer batch of the K to 12 student entrants of the eight (8) degree programs at the College of Business, Economics and Accountancy (CBEA), identify the underlying factors triggering the student dropout and institutionalize an intervention program to support the successful retention and graduation of all students. The Reconstructed Cohort Method was used and places less demand on the availability of detailed data over time. This method makes three assumptions: dropouts never return to school; the promotion, repetition and drop-out rates observed in the last two years remain constant over the entire period in which the cohort is enrolled in school and the same rates apply to all students enrolled in a given year level, regardless of whether they previously repeated a subject. A comprehensive analysis on the data gathered was done to process the underlying factors which will serve as valuable inputs in the design of programs and policies to reduce the dropout rate and support the successful retention and graduation of students.

Findings showed that the survival rate of the pioneer batch of the K to 12 student entrants of the different programs range from 55.5% (BS Accountancy) to 97.5% (BSBA HRM) or an average of 81.62%. Overall, the survival rate among the males is 84.14% and the females is 80.86%. Majority (81.03%) of the respondents who were not able to finish their schooling on time indicated academic-related as their reason. Others mentioned about personal/family concern (17.24) and one indicated career concern.

Some of the suggested interventions supportive to CBEA programs include: the implementation of an institutionalized Academic Advising Program, conduct of series of Academic Advising workshop, Academic Counseling, referral, group counselling, a more aggressive admission interview, parent/guardian conference, peer tutorial, financial assistance program and documentation of academic advising and counseling sessions. In addition, Guidance counselors must be one of the signatories in the dropping out and shifting forms. A replication research study involving different programs in the university is recommended.

Keywords: Cohort Survival Rate, K to 12 Student Entrants, Development of Strategic Interventions

Introduction

Academic life entails a lot of challenges but is fulfilling. Being a college graduate means more opportunities in the employment world. An undergraduate could be hired but not as promising as the bachelor's degree holder or even with a much higher educational attainment or additional degree. It is empirically proven that degree holders can find a job easily and hold on it more easily as compared to their non-graduate counterparts (Zaheer et.al., 2016). Indeed, education is an investment of a lifetime. It has a great impact to individuals as well as to the society. This puts people on a path towards good health, empowerment, and employment. Thus, it helps to build more peaceful societies (UNICEF, 2015). Although, there are a handful number who are so pessimistic in going through college, a bigger percentage still believe that finishing a degree could lay the foundation that they need to be successful in life or the skill that will further qualify them for a good job. Reality check says however that every year, a few of those who decided to attend college often fail or drop out within less than three years. Dropping out is a serious problem because it denies individual students their fundamental human right to education (Cavalida, et. al, 2014).

Survival rates measure the holding power and internal efficiency of an education system. It illustrates the situation regarding retention of students from year to year in universities, and conversely the magnitude of dropout every semester. In this study, Survival Rate refers to the percentage of a cohort of students enrolled in the first-year level who are expected to reach each successive semester in their respective degree programs.

In the Philippines, despite being a middle-income country with sufficient resources to support children's education, many Filipino children miss opportunities to learn (UNICEF.2014). For the last 10 years, it has been found out that only half of children 3 to 4 years old are enrolled in day care, and only 78 per cent complete basic education. ACT Rep. Antonio Tinio added that almost 8 percent of Grade 6 pupils do not graduate and reach Grade 7, while 18 percent of Junior High School students do not reach Senior High School. It has also revealed an alarming 83.7 percent, meaning the country is producing 2.13 million college dropouts annually (Cervantes, 2018).

The phenomenon of dropout is being experienced in any tertiary academic institutions of the world according to Staiculescu, et. al. (2019). They further added that the effect of the phenomenon of dropout could be manifested at the economic level, at the level of society and at the personal level of students who have left the university. Factors leading to university dropout may be of a social nature (student background, income level and many other, psycho-pedagogical (inadequate academic training, inconsistency between prior training and university studies, lack of counseling services) and personal (poor adaptability to the university, low levels of socio-emotional intelligence). Other researches relative to cohort survival support this claim and have showed that the main reason for dropout is financial, followed by other personal concerns.

The Inter-Agency Committee on Education Statistics glossary of official definitions for statistical purposes defined the Cohort Survival Rate as the proportion of enrollees at the beginning year who reach the final year at the end of the required number of years of study while Dropout Rate is the percentage of students who leave school during the year for any reason as well as those who complete the previous year level but fail to enroll on the next year level the following semester or school year to the total number of students enrolled during the previous school year. High cohort survival rates are indicators of efficiency

since both government resources and individual investments are wasted when students start college but drop out before graduating or take a longer time to finish what should have been taken in four years only. Mariano Marcos State University, as a leading academic institution of the northern side of the Philippines is not exempted to experience dropout phenomenon. Despite the existence of Republic Act (RA) 10931 or the free tuition subsidy for all students in the tertiary level, still one of the causes of dropout is financial. This is based on the conducted individual counseling to students who either transferred to another school or stopped schooling for the mean time. Other reasons would be academic in nature or due to family problems, which rebound to financial concerns. Moreover, most of those who were referred due to poor academic performance were males who eventually dropped out from the roster of enrollees.

For a university to enhance retention rates and control dropout rates, intervention programs are highly indispensable. To be able to identify students who might be susceptible to dropping out and to provide appropriate interventions to support them are important challenges faced by schools (Dockery, 2012). These preventive measures have been effective in assisting students from dropping out or transferring to other schools.

It is in this context that this study has been undertaken to evaluate the cohort survival rate of the College of Business, Economics and Accountancy students and institutionalize intervention programs to support their successful retention and graduation. The eight degree programs of CBEA includes: Bachelor of Science in Accountancy; Bachelor of Science in Business Administration major in Human Resource Management; Bachelor of Science in Business Administration major in Marketing Management; Bachelor of Science in Cooperative Management; Bachelor Science in Economics; Bachelor of Science in Entrepreneurship; Bachelor of Science in Hospitality Management; and Bachelor of Science in Tourism Management.

Figure 1 provides the structure and content of the study that shows the interrelatedness among the identified issues and its expected output and outcomes. The study evaluates the cohort survival rate of the students enrolled in the various degree programs of the College of Business, Economics and Accountancy. The evaluation shall delve into the factors that caused the dropping out of students in the respective degree programs which will provide a comprehensive analysis on the identified factors in order to design, strategize, and plan for an institutionalized, sustainable intervention programs and policies and at the same time increase the retention and survival rates of the college students and have a responsible and resilient academic environment.

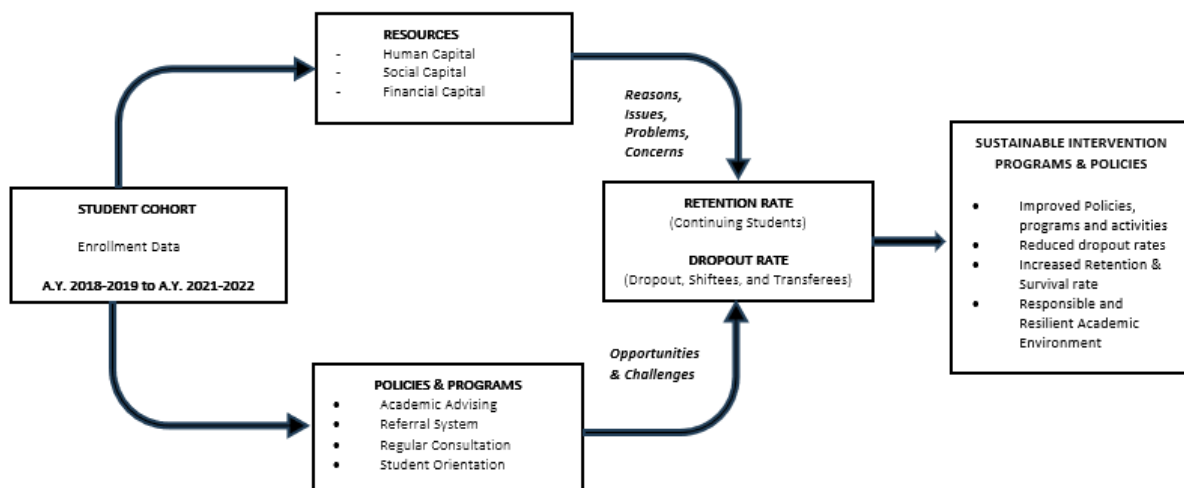


Figure 1. Conceptual Framework

Review of literature

Causes of University Dropout

Studies on the causes of university dropouts are diverse. In all higher education systems, the phenomenon of academic dropout was seen as a withdrawal of a person in the form of education in which he / she was enrolled before obtaining a diploma or qualification. The university dropout is an extreme form of school failure and the necessity of diminishing it is imposed by at least four reasons (Staiculescu, 2012) such as economic, social, psychological, and pedagogical. It was stated that economic yield is low due to the professional incompetence of individuals. There is also an unprofitable growth in education spending. In terms of social, poor workforce induces social effects such as: marginalization, unemployment, social exclusion, delinquency, dependence on social protection services and so on. School failure also has psychological effects, such as: adaptability difficulties, distrust in their own forces, anxiety, and stress; and school failure is an indicator of the lack of pedagogical performance, of the inadequacies encountered in the educational system.

The risk is dependent also on social and personal factors such as: the environment in which the student has grown up, the performance level achieved in high school, being member of a vulnerable group or not and low level of interpersonal and emotional intelligence (Staiculescu, C. , 2019).

A study on student retention and graduate destination at seven higher education institutions in South Africa, focusing on the University of the Western Cape which caters for a large proportion of impoverished students showed that many students left before completing a qualification because they were too poor to stay. It suggests that finances play a very important role for those in the lower socio-economic groups, not only in choice of institution and study program, but also in leading to premature departure after registration, either because of unexpected financial demands or because the student underestimated the full cost of higher education (Breier, A., 2010).

A number of other factors influencing university dropout as stated by Jia and Maloney (2015) are ethnicity, gender, form of schooling and age. It was mentioned that majority of the students are more likely than minority students to complete their studies. In terms of gender, women have higher completion rates (Paura, Arhipova, 2014). The students from the higher education have higher rates of completion of the studies than those from other forms of education and students who are aged 2 to 3 years older than the average are more likely to drop out of studies. The genre of students, the educational level of parents, the academic failure of students, or the fact that they have a child during their studies are not statistically significant explanatory variables for abandonment. Bonaldo (2016) added that age and change in civil status are also factors or reasons to abandon schooling.

Research on the association between individual characteristics of undergraduate students, drop-out and delayed graduation is still evolving. The study on this, observes that students who commute to university perform better than those residing on campus. Other factors increasing the probability of completing the undergraduate program on time include individual characteristics (e.g. gender and age), student background (family income, education), institutional environment (teaching and research quality) and student satisfaction (Bussu et.al., 2019).

Gender-Based Analysis on the Cause of Dropping Out

First-year students are susceptible to experiencing burnout if the coping mechanism being used is inadequate; therefore, employing effective coping mechanisms could help students to minimize burnout. There was no significant relationship between gender and burnout. However, maladaptive/dysfunctional

coping had a positive correlation with emotional exhaustion and cynicism. On the other hand, adaptive coping had a negative correlation with cynicism and a positive correlation with perception of personal accomplishment (Palupi, 2019).

In a gender and stress study, American Psychological Association proved in 2012 that men and women report different reactions to stress, both physically and mentally. They attempt to manage stress in very different ways and perceive their ability to do so — and the things that stand in their way — in markedly different ways. Findings suggest that while women are more likely to report physical symptoms associated with stress, they are doing a better job connecting with others in their lives and, at times, these connections are important to their stress management strategies. However, women in gender-atypical subjects show a higher drop-out risk than their male fellow students (Meyer, 2019). Several mechanisms were assessed which could contribute to explain this effect. Contrary to expectations, social integration, in the sense of contact with lecturers, seems to be a protective factor for women and men in gender-atypical subjects. For women in gender-atypical fields of study, contact with peers is an additional protective factor against drop-out. The most important mechanism to explain higher education drop-out is women's more negative self-assessment of their suitability for male-dominated subjects.

When Do Students Normally Leave School?

Approximately 34.4% of students leave during the first study year and the main causes for students' dropout depends on the curriculum and students' secondary school grades (Paura, L., 2014). At the Academy of Economic Studies, the highest rate of university dropout is registered likewise at the level of the first year (Staiculescu, 2012).

Dekker et al. (2014) highlight that a higher drop-out rate is observed during the first year of study. One reason can be that students do not adapt to the new university environment. Alternatively, it could be a simple problem of matching between students and institutions: working with a limited set of information, students have a higher likelihood to commit a mistake during their first year than in subsequent years.

Paura and Arhipova (2014) showed that students are more likely to quit after examination periods when they have failed some examinations. High dropout rates have been recorded among students with low outcomes in pre-university education but also among those who have good grades, but the university program did not respond to their expectations.

Preventive Actions on University Dropout

In the field of preventive actions on dropouts, there are series of measures that different universities carry out. It could be very useful to analyze the issues and causes to devise some strategies to prevent dropouts by motivating and involving students in the university context (Leveson et al., 2013).

Trevor and Parker (2014) shared that the Academy of Economic Studies in Bucharest came up with the preventive measures to address the issue on dropouts. The measures implemented are organizing additional courses at the disciplines as the most effective remedial actions, setting up and develop counseling and guidance services, providing material support to low-income students, encouraging extracurricular activities (in student NGOs, employers' meetings, sports competitions, developing tutorial services for students organized by teachers and older students from first year students, counseling and individual guidance, coaching services, personal development, development of socio-emotional skills, career counseling and career guidance, visits to employers, meetings with employers, career plans, workshops in specialized fields and study visits, meetings with teachers, university leadership, employers;

and recreational activities, visiting representative cultural institutions, meetings with representatives of student organizations, and lastly, involving beneficiaries in projects of student organizations.

Zwolak, J., et.al. (2015) said that the setting up of workshops and meetings with colleagues from older generations ensure the development and construction of learning networks, contributing to integration and students will be encouraged to participate in activities, to have adequate academic behavior - which is another predictive factor of good integration. They added that it seeks to promote an environment that combines traditional teaching with other learning ways. It is important for students to feel “at home” / comfortable in the university environment, to participate in extracurricular activities, to be connected with teachers and colleagues, which will reduce the risk of university dropout. Teachers and university staff must provide an academic background to help students integrate academically. Trevor and Parker, (2014) mentioned that optimal combination of educational resources and related services as well as facilitating social interactions make academic integration and socialization easier predictive factors for school success. All these activities will contribute to better social and school integration, defining factors in preventing university dropout.

The Effect of Counselling on the Academic Performance of College Students

Drop-outs due to poor academic performance can be resolved through counselling and mentoring. The counselling services in colleges had been effective in easing out the students' personal difficulties (Renuka, 2013). Poor academic performance needs long-term support programs to consider the realities and needs of the society and in order to improve the student's academic performance and supportive counseling sessions should be included to the educational program of the universities as a helpful technique (Jannati, 2012). It was recommended to bring some changes in the curriculum with a focus on developing student's self-awareness skills to help them become aware of their own needs and capabilities.

The analysis of the Career Counselling and Career Orientation Centre shows that the students come with an unrealistic image on the academic environment, and in fact what they need is support (tutoring and counselling services) for an easier integration (Staiicescu (2019).

The counseling, coaching and development of students' socio-emotional skills must come to meet the needs in universities. Students must be made aware of their own personality, help them develop their self-image and self-awareness, help them take responsibilities, help them solve their school integration problems, social and professional. Student satisfaction assessment should also explore issues related to the status of residential and commuter students while, at the same time, collecting their suggestions to involve them more actively (Bussu et.al, 2019).

Studies show that, when students receive counseling services, school performance has increased (Renuka et al. 2013). Counseling services tailored to students' daily concerns contribute to a higher effectiveness (for example, online counseling services (Olusegun, 2014). On the other hand, counseling services should be developed institutionally that could contribute to the adoption of educational programs specific to the traits of those who follow them.

A similar study conducted by Staiicescu (2012) from the Bucharest University of Economic studies among 353 master students showed that 94.6% of them appreciate the benefits of counseling services that helped them get better acquainted with the university expectations, grow self-esteem, be more motivated for learning and plan for proper careers, etc.

Westrick et al. (2015) showed that first-year school results are important predictors for retention in study programs. The better these results are, the more students do not dropout. The same authors state that good

results in pre-university education tests influence higher academic performance and that there are no significant correlations between parental income levels and child dropout, especially given that the university provides material support to students in need of help. One possible solution for the identified students' needs with the purpose of increasing the learning motivation of first year students in order to help them complete the degree studies is career counselling approach by developing student's appropriate socio-emotional skills as support for useful and creative perspectives in their academic and social life (Lițoiu, N., & Oproiu, G. C. (2018).

Methodology

The descriptive research design was used. Data were gathered from each department of CBEA. In addition, a master list from the University Registrar's Office served as the guide in determining the number of students per semester and per academic year and those that dropped and were accepted in the respective programs during each semester. The data were sex disaggregated.

Enrollment data for two consecutive semesters (semester t and $t+1$) were determined noting the students who were accepted in the program as well as those who dropped out and later the survival rate was computed. The students who were added (accepted) and who dropped were sex disaggregated as well to establish a gender-based analysis which is deemed significant in designing programs and policies that can address dropout problems in the College.

In addition, this study also identified contributing factors that have triggered student dropout. Data on the reasons for dropout were obtained from the CBEA Guidance Office. It is a customary practice in the college for faculty members to refer students with academic, personal and career concerns to the Guidance Counselor.

A comprehensive analysis on the data gathered was done to process the underlying factors which serve as valuable inputs to design programs and policies to reduce the dropout rate and support the successful retention and graduation of all students.

The Reconstructed Cohort Method was used which considered the number of enrollees in the first semester of their first year as the base data in determining the survival rate per succeeding semester. Students who were added (accepted into) the program were not included however, those who dropped but later returned in the program were included. The graduation rate was determined by getting the number of those who graduated and compared with those who started.

Results and Discussion

This portion presents the findings on the cohort survival rate of the K-12 student entrants of the College of Business, Economics and Accountancy; their status while no longer enrolled in their respective degree programs and the reasons for dropping out, as well as the interventions supportive to CBEA programs.

Cohort Survival Rate of the K to 12 Student Entrants of the College of Business, Economics and Accountancy

Table 1 shows the cohort survival rates of the pioneering batch of the K to 12 student entrants of CBEA-MMSU in the different programs.

Bachelor of Science in Accountancy

The first batch of enrollees of the BS Accountancy program had a total of 191 students with 47 males and

144 females. It was noted that four (4) males and 16 female students dropped out resulting to a dropout rate of 10.5%. It was noted that 34% deferred during the second semester of the final year due to academic concern which is an indication of the level of preparation the department is doing for the students before they graduate. Two (2) female students shifted to the program during the period of study. However, one (1) male student who filed a leave of absence, returned after a year. The batch graduated a total of 106 (35 males and 71 females) or a cohort survival rate of 55.5%.

Bachelor of Science in Business Administration major in Human Resource Management.

The pioneering batch of the BSBA Human Resource Management program had a total of 80 enrollees (16 males and 64 females). Two (2) males and five (5) females dropped out, but one (1) male and four (4) female students returned after a year of leave of absence in the program. A survival rate of 97.5% was noted graduating a total of 78 (15 males and 63 females).

Bachelor of Science in Business Administration major in Marketing Management.

There were 111 (16 males and 95 females) pioneering student entrants in the BSBA-Marketing Management program. Two (2) male and three (3) female students dropped out of the program. However, one (1) female student returned after a year of filed Leave of Absence from the program. The batch had a cohort survival rate of 95.5% in the final year graduating a total of 106 (14 males and 92 females).

Bachelor of Science in Cooperative Management

The first batch of the K to 12 student entrants of the BS Cooperative Management program had a total of 29 (8 males and 21 females). It may be seen that the BSBA-Cooperative Management program is the least popular amongst the eight (8) programs in the college. However, it has a low dropout rate compared to other programs in the college. Three (3) female students dropped during the four-year of study resulting to a survival rate of 89.66% in the final year gradu0ating a total of 26 (8 males and 18 females).

Degree Program	AY 2018-2019		AY 2019-2020		AY 2020-2021		AY 2021-2022		Graduated (CSR)	Cohort Survival Rate								
	1st Sem		2nd Sem		1st Sem		2nd Sem			M	F							
	M	F	M	F	M	F	M	F				M	F					
BS Acc	4	14	4	14	4	13	4	12	4	12	4	12	35	71				
Total	191		187		185		175		173		171		106					
CSR			97.91 %		96.86 %		91.62 %		90.58 %		89.53 %		89.53 %		55.50%		74.4	49.3
BSBA -HRM	1	64	1	63	1	64	1	63	1	63	1	63	1	63	15	63		
Total	80		78		80		78		78		75		78		78			

CSR		97.50%	100%	97.50%	97.50%	93.75%	97.50%	97.50%	97.50%	93.75%	98.44%
BSB A-MM	16 95	15 95	15 94	15 94	15 94	14 93	14 93	14 92	14 92		
Total	111	110	109	109	109	107	107	106	106		
CSR		99.10%	98.20%	98.20%	98.20%	96.40%	96.40%	95.50%	95.50%	87.50%	96.84%
BS CM	81 21	89 19	89 19	88 18	88 18	88 18	88 18	88 18	88 18		
Total	29	27	27	26	26	26	26	26	26		
CSR		93.10%	93.10%	89.66%	89.66%	89.66%	89.66%	89.66%	89.66%	100%	85.71%
BS Econ	10 26	10 26	10 26	9 26	9 26	9 26	9 26	9 26	9 26		
Total	36	36	36	35	35	35	35	35	35		
CSR		100%	100%	97.22%	97.22%	97.22%	97.22%	97.22%	97.22%	90%	100%
BS Entrep	84 24	74 24	74 24	74 24	74 24	74 24	74 24	74 24	74 24		
Total	32	31	31	31	31	31	31	31	31		
CSR		96.88%	96.88%	96.88%	96.88%	96.88%	96.88%	96.88%	96.88%	87.50%	100%
BSHM	25 61	24 56	24 57	24 57	24 57	24 56	24 56	24 55	24 55		
Total	77	71	72	72	72	68	68	67	67		
CSR		93.51%	93.51%	93.51%	93.51%	88.31%	88.31%	87.01%	87.01%	84.62%	88.24%
BSTM	14 61	13 57	13 57	13 55	13 55	13 55	12 54	12 54	12 54		
Total	75	70	70	68	68	68	66	66	66		
CSR		93.33%	93.33%	90.67%	90.67%	90.67%	88.00%	88.00%	88.00%	85.71%	88.52%

Table 1. Cohort Survival Rate of the K to 12 Student Entrants of the College of Business, Economics and Accountancy

Bachelor of Science in Economics

The pioneering batch of the BS-Economics program had a total of 36 enrollees (10 males and 26 females). One (1) male student dropped out of the program on his second year of enrollment resulting to a survival rate of 97.22%, graduating a total of 35 ((9 males and 26 females).

Bachelor of Science in Entrepreneurship

The BS Entrepreneurship program had a total of 32 students (8 males and 24 females). One (1) male student dropped during the second semester of the same school year. The survival rate is 96.88% graduating a total of 31 (7 males and 24 females).

Bachelor of Science in Hospitality Management

The BS-Hospitality Management program had 77 enrollees (26 males and 51 females). Four (4) male and six (6) female students dropped during the period of study. However, one (1) female student returned after a year of leave of absence. A survival rate of 87.01% was noted, graduating a total of 67 (22 males and 45 females).

Bachelor of Science in Tourism Management

The pioneering batch of the BS-Tourism Management program had a total of 75 students (14 males and 61 females). Two (2) male and seven (7) female students dropped during the four-year of study resulting to a survival rate of 88%, graduating a total of 66 (12 males and 51 females).

The number of enrollees belonging to the pioneering batch of the different programs of the College of Business, Economics and Accountancy (CBEA) had a total of 631 consisting of 145 (22.98%) males and 486 (77.02%) females. A total of 515 students graduated consisting of 122 (23.69%) males and 393 (76.31%) females. Overall, the cohort survival rate is 81.62% for all the programs, 84.14% for males and 80.86% for females.

Conversely, a dropout rate of 18.38% was noted with 116 in total number broken down as males (23 or 15.86%) and females (93, or 19.14%).

Status and Factors Triggering Student Drop-out

Table 2 shows the status of the CBEA students and the various reasons they are no longer enrolled in the different programs in the college. These data were based on the CBEA Counseling Records from 2018-2022. There are different factors affecting the drop out of the students enrolled in the different programs.

Table 2. Status of Students at the College of Business, Economics and Accountancy and Factors Triggering Student Drop-out

	BS Acc		BSBA HRM		BSBA-MM		BS CM		BS Econ		BS Entrep		BSHM		BSTM		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Shifted to another course	2	6				1								1		2	2	10
Transferred to another school	2	6			1	1		2					1	1		2	4	12

Stopped Schooling	1	5			1							1				3	5	
Delayed Graduation	7	54	1			1						1		1		10	55	
Dropped Out	1	1		1			1		1			1	1	4		3	4	10
Unidentified														1		1		
Reasons																		
Academic	13	72	1									2	2	1	3	17	77	
Personal				1	2	2	1	2	1			1	2	4		4	6	14
Career						1										0	1	
Unidentified														1		1	0	
	13	72	1	1	2	3	1	2	1			1	4	6	2	9	24	92

More than half (56.03%) of the respondents indicated that they were delayed in their graduation and mostly (61/65) these are from the BS Accountancy program. This was due to an incurred grade of 5.0 in one (1) subject on the final semester which did not qualify them to graduate on time. Some students who were delayed, was due to an academic regulation which was being implemented by the Accountancy Department specifically on retention policy. These concerned students were not able to comply with the General Weighted Average (GWA) in their major subjects to qualify them to enroll in the next semester. The students did not have other recourse but shifted to another degree program of their choice after undergoing advising or counseling (10.34%). Some (13.79%) opted to transfer to another school as they wished to continue taking up the course and also finds it more convenient due to the proximity of their residence to the school where they transferred. There were students who completely stopped (6.90%) and dropped out of schooling (12.07) and one whose status is not known even to this date.

According to Gevera (2020), there had been reasons to account why the cohort rate of the BS-Accountancy is judiciously low. First, accounting courses are highly technical. Second, the majority, if not all freshmen are in the process of personal dissonance and adjustment, a shift from being carefree to responsible, mature individuals. Lastly, few students are considerably slow learners, that is more time and discussions are needed so they could understand the topics substantially. Therefore, intervention programs must be implemented.

On the basis of the above status, these students provided various reasons why they are no longer enrolled in their respective programs. Majority of the respondents (81.03%) indicated academic-related as their reason. Others mentioned about personal/family concern (17.24) and one indicated career (.86%) as the reason and the remaining .86% is unidentified as to status.

While it's true that the university offers free tuition fee, there are still expenses that could be incurred by the students like daily allowances for their transportation, snacks or meals. In addition, school supplies to be used for their requirements, membership fees and contributions for several activities may also be incurred. It is important to note that 60% to 70 % of the University's population for the last 5 years belong to the low-income families. About 30% of these low-income households were below the poverty line. Most of them reside few miles from the university and come from other provinces. Not knowing what they expect during their stay in the university, they gambled to enroll, dropped out in the middle of the semester to look for a job. While there are available scholarships, not all were fortunate to have been granted. Several reports showed that for those who were granted, they were using the scholarship fund

for family expenses and not for educational purposes. Family concerns impacted also the academic life of the students. Students with dysfunctional families topped the reason why students dropped from the university. Unwanted pregnancy had been noted to disrupt the delay or attainment of their degree program. Several students had incurred perennial academic problems despite considerations given. They had been consistently below par with their academic standing until they were advised to involuntary transfer to another school. Others unofficially dropped during the middle of the semester again with unknown reasons. (Indicate source)

Interventions supportive to CBEA programs

Student retention has become a major policy concern for governments and institutions around the world. Current literature reveals that institutions of higher education in the 21st-century are still struggling to retain their students. To address this concern, it is therefore important to carefully design, deliver and institutionalize strategic and sustainable interventions aimed to support the successful retention and graduation of students. The interventions to support the students' survival in the programs at CBEA are the following:

1. An *institutionalized Academic Advising Program* should be strictly implemented. This is to provide a specific time or schedule for program advisers and students to discuss the latter academic concerns before they are being referred to the Guidance Counselor. Academic Advisers should identify the cause (s) of the academic problems and address such.
2. According to Arkansas University (2023), the purpose of academic advising is to provide students with a guidance relationship with an institutional representative who will provide support both personally and academically. The role of an academic advisor is practiced by either an individual with a specialized certification or a faculty member of a specific major. As stated through several researches, there is a connection between academic advising, students' academic performance and success, student retention and graduation rates.
3. One of the most important components of an effective advising program is well-trained academic advisors. A series of *Academic Advising Workshop* should be conducted for faculty to be immersed with its process of implementation and continuous evaluation of the academic advising program for its improvement. It can provide an understanding of general advising purposes, policies, and procedures. Furthermore, it can foster positive attitudes and enthusiasm for advising as a process and as a professional activity and exposes the myths and mysteries of advising, thus allowing future advisors to build the confidence they need for future responsibilities (Gordon, 2019).
4. *Academic Counseling Referral* should be conducted on the onset of 2 or 3 unexcused absences or tardiness. Likewise, two (2) consecutive failures in quizzes must be given attention to by the faculty members. Hence, regardless of the reason/s, they too must be referred to the guidance counselor as they may now be construed as personal in nature. Referral is one of the guidance services where students are facilitated to avail other assistance or services that address concerns (Liego, 2022).
5. The Guidance Counselor should also conduct *Group Counseling* before an individual session. This will enable the students to learn effective social skills that will help them survive academically and will learn from others who have similar struggles in life which promote self-awareness. According to Johnson, (2019), groups can act as a support network and a sounding board. Other members of the group often help students come up with specific ideas for improving a difficult situation or life

challenge and hold them accountable along the way. He added that regularly talking and listening to others also helps them put their own problems in perspective.

6. A more aggressive *Admission Interview* should be conducted to know the financial capability of students in covering academic related expenses. The university developed admission guidelines applicable across all programs in the university. However, due to the uniqueness of the different programs in the university, the admission requirements may also vary. The different programs in CBEA developed admission policies and procedures to improve the systems during admission which must be used and continuously complied with during admissions. An admission interview is not only conducted to evaluate the student applicant but may also serve as an opportunity to inform the students and parents of the requirements of the course for them to be able to decide whether to enroll the course or not. In addition, a Parent and Student Orientation program is conducted at the beginning of every school year.
7. *Parent/Guardian Conference* is also encouraged to revitalize students' protective factors. Conferences are a valuable way for parents and guardians to stay involved in the students' education. According to Mott, (2023), it is a way to strengthen the partnership between the school and home around the needs of the students especially in the wake of the COVID-19 pandemic, where students' academic and social-emotional skills were disrupted, these conferences provide a way for parents/guardians to meet face-to-face with teachers and receive updated information on the students' academic and social-emotional progress. It is an opportunity for the school and the parents to collaborate, discuss, review data and put together a plan of action to assist the student. If a need is identified by either or both the teacher and parent/guardian, additional support can be arranged which, once implemented and followed, may help in student retention.
8. *Peer Tutorial* should be practiced by all degree programs. This is a mechanism to help students particularly those at risk in acquiring desired competencies and pass the currently enrolled courses. This could eventually improve student academic performance, increase their likelihood to pass the course and promote the spirit of teamwork among its students. According to Gevera, et.al. (2020), peer tutorial may be a timeworn, alternative means to collaborative learning but it has proven to be effective and powerful in helping not just those having difficulty in their academics and non-performing in their subjects, but also those who want to enrich their knowledge, skills and even character by teaching fellow students. They added that it works in two ways: tutees "get to understand, clarify and learn more about the lessons, and tutors get the chance to contribute to the success of their peers and find purpose and satisfaction.
9. A *Financial Assistance Program* may also be implemented to help students with financial problems. This program will be called "Big Brother, Small Brother" to help struggling but deserving students finance the purchase of books, provide allowances and for other expenses that they may incur to finish the course, finance research, review for board examinations (Licensure Examination for Certified Public Accountants (LECPA) for BS-Accountancy students and other needs. In this program, the big brothers are the graduates who are willing to help the students - their small brothers financially. Later on, when the "small brothers" already have their jobs they can return whatever amount of financial assisted given to them and may also contribute to the fund, which will be used to finance more small brothers.

10. Documentation of all Academic advising and counseling sessions should be done for future references. Hence, all students dropping out or shifting to another degree program must undergo counseling. Guidance Counselors must be one of the signatories in the Dropping and Shifting forms.

Conclusion

The survival rate of the K to 12 student entrants of the different programs of CBEA- MMSU ranges from 55.5% (BS Accountancy) to 97.5% (BSBA HRM) or an average of 81.62 %. The other programs have considerably high cohort survival rates as follows: 97.22% (BS Econ); 96.88% (BS Entrep); 95.5% (BSBA MM); 89.66% (BS CM); 88% (BSTM); and 87.01% (BSHM).

Male students had a higher survival rate (84.14 %) compared to female students (80.86%).

Majority of the students who are no longer in their respective degree programs were delayed in their graduation, some shifted to other courses in the College and some also transferred to other schools and still others dropped out from school. Among the reasons mentioned include academic-related, personal matters and concerns on their career.

Among the interventions supportive to CBEA programs include: an institutionalized Academic Advising Program; Academic Advising Workshop; Academic Counseling Referral; Group Counseling; Admission Interview; Parent/Guardian Conference; Peer Tutorial; Financial Assistance Program; and Documentation of all Academic advising and counseling sessions.

Recommendations

The suggested intervention programs must be implemented to increase the survival rate of the students in the college. The study must also be replicated using exploratory methods to have an in depth understanding on the various reasons for dropping out and to continue the replication of the study for the next batches in the different programs in CBEA or at the University.

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