

Why Students Switch/Stop From Their Studies

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Abstract

Our study delves into several factors that contribute to students' decision to switch or take a break from study in the Philippines. Drawing on existing literature and empirical evidence, the paper explores a range of factors including economic hardship, quality of education, family pressures, psychosocial factors, employment opportunities, accessibility, government policies, peers influence It was to provide. The findings of this study help inform policymakers, educators, and stakeholders in developing targeted interventions to support students in their educational endeavors.

Keywords: Demographic; Academic Status; Problem Analysis

1. Introduction

In the Philippines, the pursuit of learning objectives often interacts with a myriad of challenges that can affect students' decisions to stay or drop out Although education is widely recognized as a primary means of earning a living and economic development and personal growth Understanding the underlying factors students' decisions to change or drop courses that interfere with their educational journey are critical to addressing policy issues and providing an enabling environment for academic success. This study seeks to examine the multidimensional dynamics of student disruption in the Philippines. By delving into the complexities of this process, we aim to shed

light on the various factors that contribute to students' decisions to transition out of academic work. Through an in-depth analysis of socio-economic, educational, family, and psychosocial factors, this study seeks to provide insights into policy interventions, organizational practices, policy interventions by their, the goal is to reduce student waste and achieve educational equity. It can also suggest ways to help.

A. Demographic Profile

The demographic landscape of the Philippines reflects a variety of socio-economic factors, cultural influences and geographic differences that interact with students' educational experiences. According to recent data from the Philippine Statistics Authority (PSA), the country has a population of about 110 million, with a large proportion representing young people between the ages of 15 and 24, make up a significant proportion of the student population.

In the field of education, although progress has been made in raising educational attainment, significant challenges remain. According to the Philippine government Commission on Higher Education (CHED), enrollment has been steadily increasing over the years, as more students enter higher education institutions in islands but despite these improvements, the destruction rate remains alarming.

In addition, demographics such as socio-economic status, geographic and cultural factors play an important role in shaping students' educational trajectories. Students in rural areas often face specific challenges such as lack of educational resources, inadequate services and financial pressures, students in urban areas may face a variety of stressors such as high cost of living, intense academic competition, and social expectations that affect their educational journey.

B. Academic Status

The majority of students are concentrated in the Second Year, with 125 students, while the Fourth Year has the smallest cohort with only 5 students. The distribution across year levels suggests potential challenges in maintaining consistency in student progression. A significant proportion of students (194) fall under the regular enrollment category, emphasizing a stable and consistent student base. However, attention may be warranted for the smaller groups of irregular (10 students) and transferee (2 students) categories, which may have distinct needs and considerations. A positive aspect is the presence of scholarships, with 58% of the student population benefiting from

financial support. This underscores the institution's commitment to facilitating access to education. However, efforts to increase scholarship opportunities may further enhance inclusivity. The distribution of students based on family income indicates a diverse socio-economic background. A significant number of students come from families with a monthly income of 10,000 or below, highlighting potential financial challenges. Understanding and addressing the unique needs of students from varying income brackets will be crucial for fostering an inclusive learning environment. In conclusion, while the academic status reflects certain strengths, such as a substantial regular enrollment and a commendable scholarship provision, there are areas that merit attention, including the distribution across year levels and the financial challenges faced by a portion of the student population. Addressing these aspects strategically can contribute to a more balanced and supportive educational environment for all students.

C. Problem Analysis

Student dropout is a complex subject with many personal, financial, and intellectual facets that call for in-depth understanding and investigation. A comprehensive research of the reasons behind the major number of students who choose to discontinue or to switch from their education each year has been prompted through this research. This study conducts an extensive analysis, moving beyond conventional statistical research to look at the real-world experiences, and evaluations of individuals who have made the decision to give up on their academic studies.

In every academic year, a small portion of a batch has a student dropout, from so many real-world experiences or problems faced by a student, it may be a financial problem, family problem, or mostly, a student's personal problem. This study is conducted to find out, and to help the students about their own reasons, and decisions that might cause them to drop out or switch from their studies.

This study goes beyond simple statistics by extracting the essence of the students' experiences with regard to their academic status through the use of assessments, recollections, and statistical data. The narratives in this study go beyond the clinical nature of the data analysis to know more of the human challenges, financial strains, and studies between a student's academic aspirations and life's unexpected turns. The intention is to offer a more thorough knowledge of the challenges and achievements associated with giving up on academic pursuits by bridging the gap between statistical research and students' actual experiences. By doing this, the study contributes to our

growing awareness of the subtleties associated with student dropout and directs the development of strategies and laws that successfully deal with the intricate character of this social issue.

1.1 Background of the Study

In the Philippines, access to education is considered a fundamental right, enshrined in the Constitution and supported by various programs aimed at increasing educational opportunities for all. The decision to change or withdraw from study is influenced by complex interacting socio-economic, educational, family and psychosocial factors. Economic constraints often constrain education increasingly way more, especially for students from low-income families who may struggle to pay tuition, living expenses and other educational expenses. Furthermore, the quality of education, with the curriculum important, teaching methods along with learning environment, can influence students' engagement and motivation to continue their studies.

Family dynamics and social expectations play an important role in shaping students' educational trajectories. Pressure from family members to follow particular educational paths or contribute to household income can influence students' educational decisions. In addition, psychosocial factors such as academic stress, mental health challenges, peer relationships, and confidence in self-efficacy can significantly affect, and ultimately affect, students' well-being and academic performance influencing their decision to continue or drop out.

Additionally, a mismatch between educational programs and employment opportunities can lead to students' doubts about the value and utility of their education. Students find that there are few prospects for gainful employment or to struggle to acquire the skills needed to succeed in the labor market, causing them to rethink their education. Furthermore, information about access, services and government policies compound the challenges faced by students, especially those in marginalized rural or urban areas.

Given the multifaceted nature of student withdrawal, there is a great need for comprehensive research that examines the various factors that affect students' decisions to change or withdraw from school in the Philippines and create conducive environments for its implementation success in learning and is to contribute to this efforts by providing recommendations to encourage academic diligence and improvement in the Philippines.

II. Results

In this research, it presents a total demographic dashboard that gives comprehensive information on student demographics including gender distribution, age distribution, city of residence and religious affiliations. Different charts depicting this information enable one to have an understanding of the various characteristics of the students.

Student Gender NumberThe “Student Gender Number” chart depicts how students are distributed according to their sex. It can be observed that there is a majority female population as 128 students identified themselves as such whereas 70 male is associated with male. Also, there are 3 students who prefer not to disclose their gender and the number rises by five when it comes to other categories different from those mentioned before.

Student Age NumberThe horizontal graph in the “Student Age Number” chart outlines the age distribution of students. The highest percentage is represented by twenty something bracket where we have 71 people aged in twenties. Not far behind comes twenty-one years bracket where we have 47 learners in this group. With an age range between seventeen and twenty four, it is evident that this data concentrates around university-age youth typically.

Total Municipality bar graph, which includes students living outside the selected municipalities as a separate category, provides an overview of the distribution of students across different municipalities.

Among the municipalities, City A is the most populated with 74 students while other areas outside cities had 34 students.

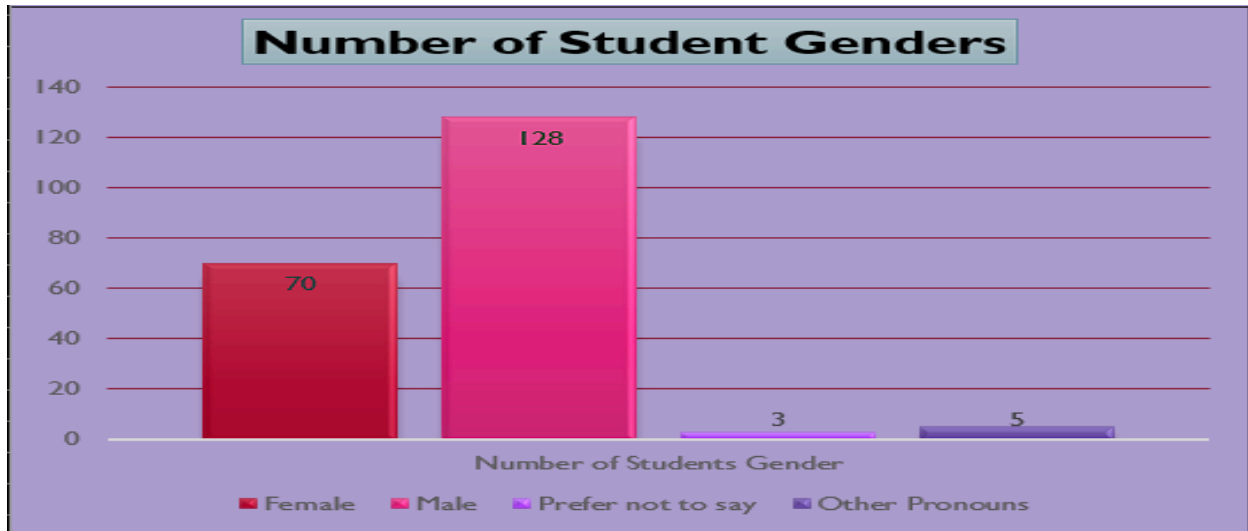
The bar chart titled “Degree of Student Religiosity” depicts various religious affiliations within the student population. Majority of them are Roman Catholic which accounts for 81 participants. N/A is another large group and it comprises 17 learners who do not belong to or prefer not to disclose their faiths. Furthermore there were some small cohorts affiliated with certain religious denominations including Apostolic Pentecostal , LDS , Jehovah’s Witnesses , MCGI , Christian and Born Again ranging from one to eleven persons each.

The demographic dashboard provides detailed information about the student population, including gender distribution, age range, geographic areas of residence, and religious affiliation. The visual representation of the data facilitate a deeper understanding of the various policies of the student body, and enable stakeholders to make informed decisions and prepare.

1.2 Table and Figure Style

This section contains a table wherein the demographic profile of the student, academic status, and analysis of the problem can be found.

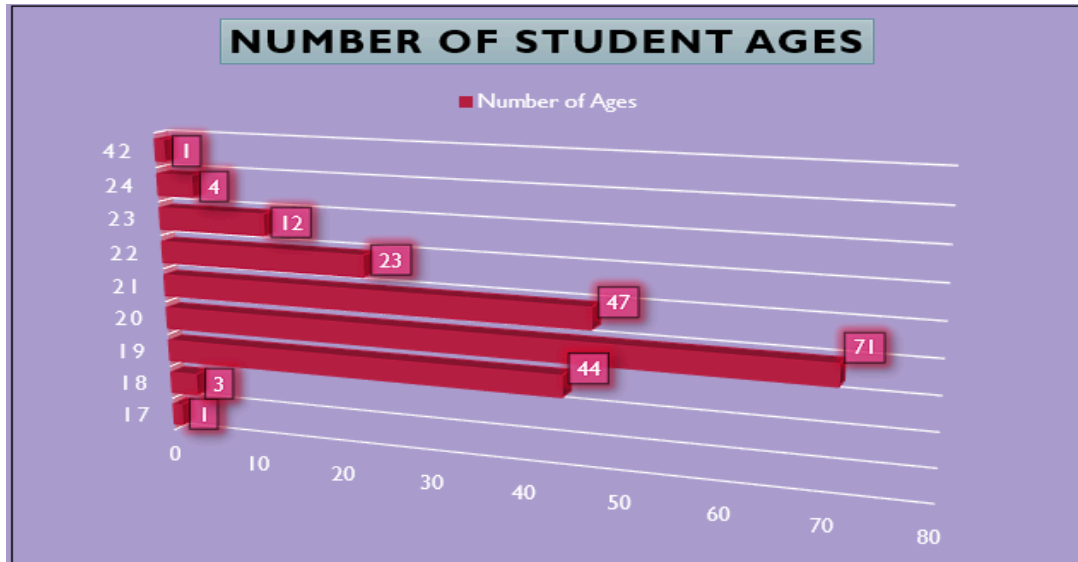
Figure 1.1. Number of Students Genders



The figure shows a demographic dashboard that combines important information about student demographics such as gender, age, city of residence, and religious affiliation. The data are visually presented through a series of charts, each providing insight into different demographic features.

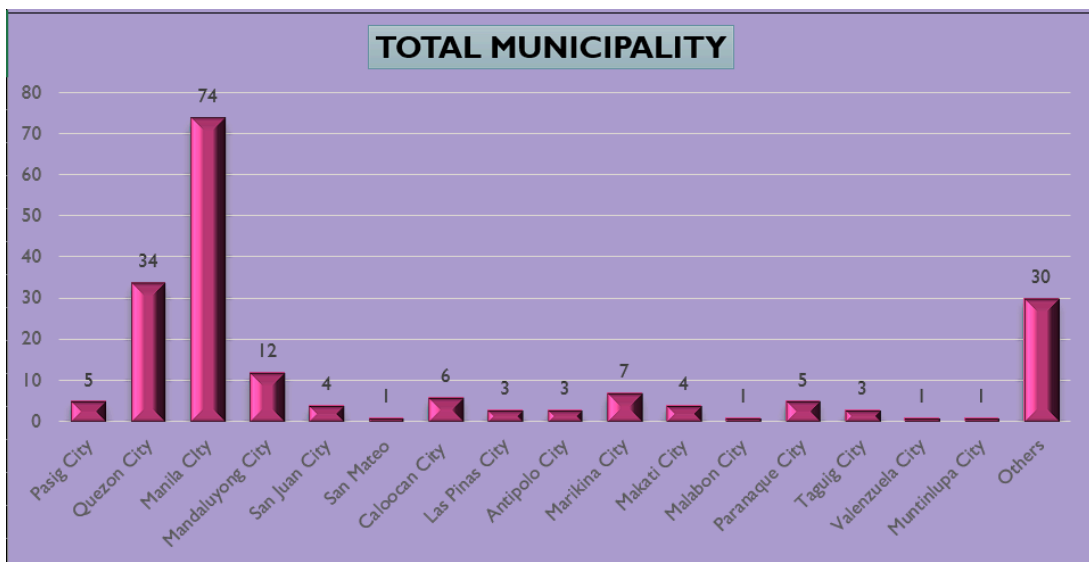
The chart, titled "Student Gender Number" is a line showing the gender breakdown of students. The figure shows that the majority of female students is 128, and the number of male students is 70. Students referred to express a preference for not identifying their gender as 3, while students identified by all other names indicate as number a slight increase of 5.

Figure 1.2. Number of Students Ages



The "Student Age Number" chart is a horizontal graph detailing the ages of the students. Students in their 20s are the most numerous at age 71, followed by 21-year-olds at age 47. The age range spreads from 17 to 24, reflecting the highest university-age population which is usually done.

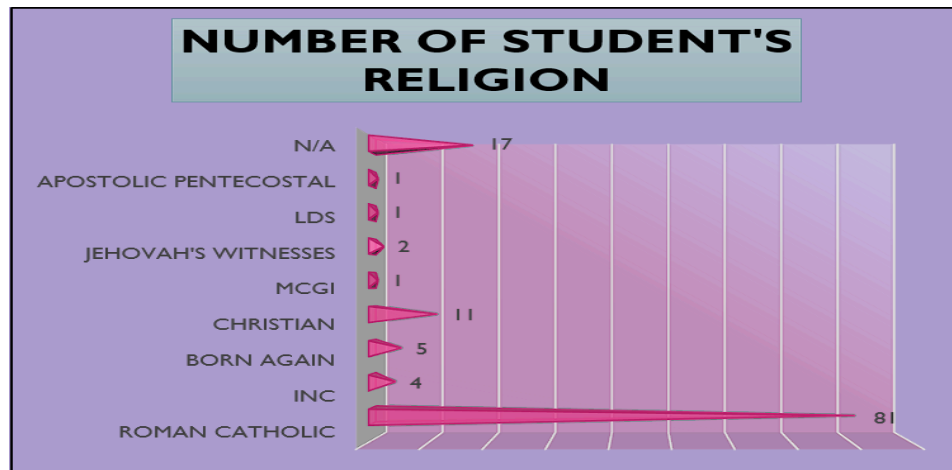
Figure 1.3. Total Municipality



The "Total Municipality" bar graph counts students from different municipalities labeled 'City A' to 'City I', with an 'Other' category for those who live outside these areas, with 'City A.' ' was the largest with 74 pupils, while 'Other'.

There are 34 students.

Figure 1.4. Number of Students Religion



The "degree of student religiosity" bar graph shows the religiosity of students' communities. Most students are 'Roman Catholic' at age 81, followed by the highest 'N/A' group at age 17, referring to students who are not religious or who wish to express their religion Church other listings include 'Apostolic Pentecostal', . 'LDS', 'Jehovah's Witnesses', '. There are MCGI', 'Christian' and 'Born Again', each with 1 to 11 students

III. Conclusion

In conclusion, the complexities of student disruptions in Philippine education necessitate a comprehensive understanding of the underlying factors and targeted interventions to address them. By examining the socio-economic, educational, family, and psychosocial dynamics at play, this study offers valuable insights for policymakers, educators, and stakeholders to promote academic success and educational equity. Through collaborative efforts and strategic initiatives, it is possible to create an enabling environment where students can thrive and realize their full potential in the pursuit of learning objectives.

IV. Acknowledgments

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