Vol. 1 · November 2017 • PRINT ISSN: 2619-8428 • ONLINE ISSN: 2619-8436
International Peer Reviewed Journal
This journal is produced by the Asian Society of Teachers for Research, Inc.

Factors Contributing to the Completion of a Four-Year Degree Program

MARIA MILAGROSA M. OCENAR
http://orcid.org/0000-0000-0000-0000
Colegio de San Juan de Letran Calamba
Philippines

Grammar Test: 90/100
Originality: 95/100
Gunning Fog Index: 12.61
Flesch Reading Ease: 41.37

ABSTRACT

This descriptive research determined the factors that students saw as having important influences on their completion of a degree program. It used the survey design with open-ended questions to describe the experiences of respondents regarding their stay in the college. The study was conducted to 60 completers and 25 non-completers of School of Education, Arts, and Sciences in Letran Calamba. The data were analyzed with percentage frequency distribution. Open-ended question data were interpreted using the thematic analysis method. Results showed that self-efficacy influenced most the respondents. Social factors, academic performance, and college characteristics also influenced the completers. College characteristics, social factors and supplemental instruction influenced the non- completers. Respondents agreed that the college provides activities that were values- oriented and socially related. Results of this study led to a recommendation for curriculum review and suggested that students be involved in the said review. Inclusion of motivation and self-efficacy seminars

in degree programs were proposed. Likewise, more instructional materials and improved facilities were specified.

***Keywords**: Education, degree program completion, self-efficacy, descriptive design, Philippines*

INTRODUCTION

One of the unique characteristics of Philippine tertiary level in the world is its high percentage (66%) of students enrolled in private institutions (CHED, 2004). Accordingly, the high cost of school fees is not the main reason for the average income Filipinos to study in a private school. It is a fact that these schools are not subsidized by the government as public schools are. It only proves that majority of the Filipinos are education advocates because every family believes that education is wealth and a treasure that cannot be taken away by anyone else. For the parents, providing a college degree for their children is their greatest achievement in life. Despite the positive outlook of the Filipinos towards education, still not all students who were enrolled finished their studies as revealed by different local and foreign literatures. Recent data from the Philippine Commission on Higher Education (AY 2003-2014) disclosed that enrolment fluctuated for Academic Years 2003-2004 and 2004-2005, respectively, in all disciplines in both public and private institutions.

The National Capital Region (NCR) has the highest enrolment accounting for almost 25% of the total enrolment. It was followed by CALABARZON (Cavite, Laguna, Batangas, Rizal, and Quezon) and then the Central Visayas Region. However, an increase was shown for the succeeding years 2006-2014. Moreover, the number of graduates did not match with the number of enrolees for the said academic years. Letran's Cohort Survival Rate (CSR) as provided by the Registrar's Office indicates that the number of initial enrolment is not equivalent to number of graduates. For Academic Years 2008-2012 and 2012-2016, only 36.36% (excluding BS Guidance and Counselling) and 70.08%, respectively, of the batches graduated on time. Reasons cited in the CSR were failures, academic deficiencies, on leave, shifted to another course, and transferred to other school. The Registrar's Office records showed a decrease in college enrolment from academic year 2012-2013 to 2014-2015. This decrease was due to drop-out, shifting, and transfer of students (Pegano, 2015).

The School of Education, Arts and Sciences (SEAS) also showed varied pattern in the number of enrolees for the different programs. Some semesters have increased and decreased number of enrollees. For instance, in Academic

Years 2008-2009 and 2009-2010 wherein SEAS programs showed an increase for AB Com (41-46), English (5-13), Psychology (53-77), and a decrease for BEED (5-4), and Math (6-2).

Several studies on retention were concerned about the retention of students in their programs (Stuart, 2010; Fowler & Luna, 2009; Powell, 2009; Supiano, 2009; Farvardin, 2007; Kitto, 2006). Powell (2009), citing Tinto (2006-2007), indicated that student retention is one of the most widely studied areas in higher education. Often neglected is a study on completion rate of college students and their stories behind their ups and downs in the college. Completion rate differs from graduation rate in a sense that the latter represents the percentage of pupils/students who completed the academic requirements for elementary, secondary or tertiary levels in the current school year to the number of pupils/students enrolled in the terminal year of the level during the same school year (2006 IACES).

Based on the researches found in the Letran Calamba Research Department there is no noted research about completion rate of college students. Due to minimal studies about completion rate of college students, the researcher thought of having this paper to determine the factors that respondents see as having important influences on their completion of degree program. The researcher intended to use the survey research and questionnaires with open-ended questions particularly to assess and elaborate the results (Creswell, 2014). A study done by Pegano (2015) on student integration framework for potential shiftees, drop-outs, and transferees revealed that academic and social experiences of the first-year college students were the factors in leaving Letran Calamba. She also mentioned the importance of college experiences in the retention of students in the Colegio.

With this, the researcher believes that the experiences of college completers and non-completers on why they were and were not able to finish their program on time should be heard. Their experiences will in a way explain the factors contributory to their completion of degree program. Their experiences in the college will tell the what, why, and how of their struggles as college students. Their thoughts, feelings, and behavior as reflected in their responses will serve as point of reference on what to recommend regarding completion program in SEAS. Moreover, it is apparent that the Colegio is unstoppable in finding means and ways of improving and at the same time advancing its system. Some of the proofs are accreditations and quality assessments from different agencies (e.g. PACUCOA, ISO, and PQA,). Through this study, the researcher assumes to contribute in improving the completion rate of students through the experiences of the respondents. After graduation or whatever is their means of leaving the Colegio, these student- respondents may promote our institution in the way

they remember everything about it. The research-based recommendations that will be generated from this study will be contributory means for improving the completion rate status.

The present study viewed the completion of degree program as graduating from a four year-degree program within four years as the prescribed number of years of study. This study focused on the respondents' background information and factors dealing with colegio's characteristics, academic, social and self-efficacy. Degree completion in all reviewed studies pertains to finishing a degree based on the required residency in an institution. It is regardless of the number of years of the program.

Social integration as mentioned by Pascarella &Chapman (1983) was found to have no influence on persistence for community college students and was disputed by Tinto (1979). The interference of family responsibilities in studies as a factor was not mentioned in any of the reviewed literature. Whereas, the present study found these aspects parts of social factors which are very important to the respondents.

This study includes self-efficacy in determining the most influential factor as to why students stay or leave college. The researcher believes that self-efficacy as a psychosocial factor could be a relevant predictor of completion rate. Self-efficacy in this study refers to student's positive self-beliefs in dealing with different difficulties in their student life. There is no reviewed literature that utilizes both the college completers and non-completers as respondents. Both completers will help in giving insights regarding reasons of staying or leaving.

The present study and the reviewed studies both agreed on some factors (academic, social and institutional) as causal to degree completion. However, reviewed studies negligibly regard the inclusion of self-efficacy as one of the contributing factors in degree completion. Lastly, the experiences of the students were not apparent in the reviewed literature while in the present study, these were elements of the open-ended question part in considering the factors affecting their college life to graduation

THEORETICAL PERSPECTIVES

The main theoretical insights in this research were partly derived from theories and models that are relevant to the main problem of the study. This study was supported in combination with Tinto's model of integration; geometric model of student persistence and achievement (Swail, 2003); and self- efficacy theory (Bandura, 1997; 2004). Literature were reviewed in relating the factors to completion of degree program.

Retention literature was used as a guiding tool for selecting study variables that are related to college completion (Berger & Milem, 2000). In this study, Tinto's model of integration and Swail's geometric model functioned to identify what factors are influential on degree completion. These factors which were perceived by the respondents are characteristics of the college, academic factors and social factors. Social and academic integration are the two primary components of Tinto's model. Integration is the process by which an individual incorporates the normative values of the environment to become a member of a community (Terenzini & Pascarella, 1991; Pascarella & Terenzini, 2005; Tinto 1975; Tinto, 1987; Tinto, 1993). He argued that students depart higher education without earning a degree because of the nature and quality of their interactions with the college or university. He claimed that students enter higher education with unique and individual characteristics ranging from socio-economic circumstances, family support, clarity of purpose for higher education, and social aspects.

The characteristics and goal commitments then interact with the social and academic systems of the institution. The interactions between the student and these systems take place within the context of the student's world experiences. These experiences affect the student's commitment to the institution and ultimately the decision to persist to completion. Consequently, Tinto posited that the richer the integration between the social and academic systems with the student's life experiences, the greater the likelihood that the student will continue his or her education. Conversely, the poorer the integration of the student with the institutional systems, the less likely the student is to persist. The characteristics of students and the colleges or universities they attend may not match and therefore may bring the students into conflict with the college or university. In Tinto's theory, academic and social integration are complementary but independent processes in a student's life. Academic and social integration leads to greater commitment to institution and graduation (Bean, 1983).

Applying Tinto's model in a school setting, students integrate with the accepted norms of his or her classmates and professors to become a member of the college community. Tinto separated social and academic systems of higher education. Social systems focus on the daily lives and personal needs of the students within the educational setting. The sets of interactions among students, faculty, and staff that take place largely outside of the formal academic setting (Tinto, 1993). Academic systems, on the other hand, center on the interactions that take place during formal education opportunities. Typically, these interactions are between the faculty and staff and students that occur in the classroom and laboratories of the school (Tinto, 1993).

In this study, Tinto's model of integration was the basis for open-ended questions and other related factors items except for motivation aspect to assist

the researcher in determining the reasons why the identified non-completers were not able to finish their degree program within the prescribed time frame. Relating Tinto's model (Fig. 2) to this study, academic integration pertains to academic factor and social integration to social factor.

This model also verified the experiences of the respondents in terms of affirmation or negation to Tinto's areas of student leaving an institution. Tinto's model also helped identify the strengths and weaknesses of the college in various aspects.

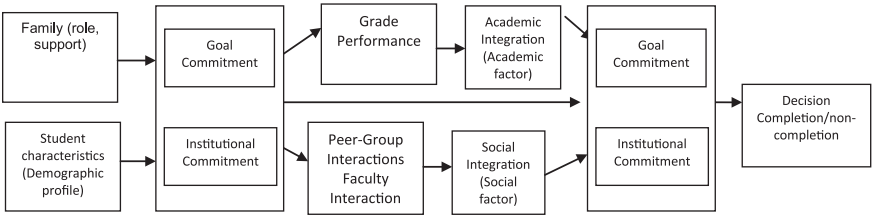

Figure 1. Revised Tinto's Model of Integration according to use in the study

The geometric model of student persistence and achievement (Swail, 2003) serves as another anchorage of the present study. The former model put emphasis on the interaction between institution and students, while the geometric model on the importance of students as active subjects. Geometric model (Fig.3) connects the cognitive, social, and school factors that influence student retention and persistence with an individual student's college experience. Cognitive factors are the academic abilities of the student and include academic rigor, critical-thinking ability, and learning skills. The social factors are the environmental characteristics that help develop the student and include social coping skills, peer influence, cultural values, and family influence. Institutional factors are resources and the practices the institute provides the student, which includes academic programs, curriculum, mentoring, and other support services.

In this study, cognitive factors were the academic factors consisting of academic performance, supplemental instruction, and curriculum and instructional practices. Social factors include the following: student-faculty interaction, participation in school organization and family support. Institutional factors are the characteristics of the college with these variables: faculty competence, school's academic reputation, school facilities, administrator and employee approachability, financial grants, safe and accessible school, affordable school expenses, employment opportunities, Christian value formation

activities, and industry partnerships. Geometric model serves as the benchmark in selecting appropriate items that were included in the mentioned factors.

Figure 2. Geometric model of student persistence and achievement

Source: Swail, Redd, Kenneth and Perna, (2003). Retaining Minority Students In Higher Education.

The researcher also adapted the self-efficacy theory (Bandura, 1997; 2004) Self- efficacy is the belief in one's own ability to successfully do something. Self- efficacy theory tells us that people generally will only attempt things they believe they can do and will not attempt things they believe they will fail. The self-efficacy beliefs of the respondents predicted whether they persisted on tasks and developed higher goals for tasks when they were students. In this study, the General Self-Efficacy (GSE) scale by Schwarzer and Jerusalem (2010) was used in determining the self-efficacy of the respondents as contributing factor to degree completion. General self-efficacy because the items referred to the capability to cope with, and effectively solve, a wide variety of difficult and unexpected generalized problems in life which require substantial effort to achieve a goal. Self-efficacy beliefs play a major role in Bean and Eaton's (2000) psychological model of college student retention. The model posits that as academic social self-efficacy increases, academic and social integration into university life will also increase leading to student persistence. Bean and Eaton (2001) identified several successful retention practices (i.e., learning communities, freshman interest groups, tutoring and orientation) and described the underlying psychological processes, including self-efficacy beliefs, which encourage student persistence through these practices. For example, learning communities provide students with structured opportunities to become more socially adapt and develop social self-efficacy. As social self-efficacy develops, students become more confident and are more likely to integrate into the campus community. The researcher had no attempt to test the models and theory.

CONCEPTUAL FRAMEWORK

The independent variables in this study were the factors perceived by the respondents to be their reasons in completing the degree program and the dependent variables are the influences brought about by these factors in terms of completion of degree program. Factors adapted from the combined Tinto's model of integration and Swail's geometric model of student persistence and achievement were their experiences from their interactions with their classmates, teachers, school heads, and employees. It could also be from their in and out school activities and academic integrations. Another factor of study is general self-efficacy from self-efficacy theory. From these experiences, factors can be deduced on how they were able to finish or not finish their degree program on time. In some way, these factors were indicators that affect their present and future situations. These factors are also means of finding ways to improve the completion rate status of the institution.

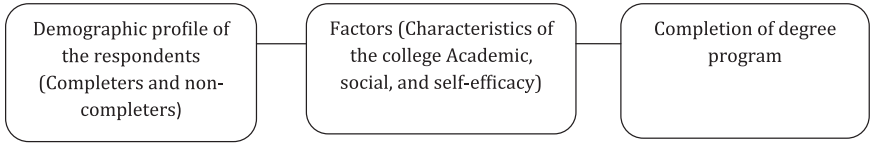

Figure 3. Conceptual Framework of the Study

OBJECTIVES OF THE STUDY

The study aimed to determine the factors that respondents see as having important influences on their completion of degree program. Specifically, the study sought to: (1) determine the demographic profile of the respondents; (2) determine the factors contributing to completion of degree program; and (3) find out which among the contributing factors influenced most the respondents regarding their completion rate.

METHODOLOGY

Research Design

The study used descriptive research, the survey design complimented with an open- ended question part to describe the experiences of completers and non-completers regarding their stay in the institution. Survey design is a procedure in quantitative research in which the researcher administers a

survey to a sample or entire population of people to describe their attitudes, opinions, behaviors or characteristics (Creswell, 2014). In this study, data were collected using questionnaire. Questionnaire is a form that can include closed-ended or open-ended questions. This study, utilized both types of questions to the respondents. Closed-ended questions are easy to use, score and code for analysis. On the other hand, the researcher decided to include the open-ended questions to allow for more individualized responses that are helpful in obtaining data and in generating overviews of issues of concern to the batch of graduates represented. The data were analyzed statistically to determine the factors contributing to completion of degree program.

Research Locale

The study was conducted to completers and non-completers of SEAS (2012-2016) in all degree programs: AB Communication, BS Psychology, BS Guidance and Counselling, BEED, BSE English, and BSE Mathematics. The locale of the study was at Colegio De San Juan De Letran Calamba.

Colegio is a Catholic educational institution run by Dominican priests and was established on March 11, 1979 by its mother institution Letran Intramuros. Its institutional principles include a Culture of Conscience, Discipline, and Excellence inspired by Filipino, Dominican, and Christian ideals and values. It has six schools, namely, Graduate Studies and Professional Services; Education, Arts and Sciences; Engineering; Nursing; Computer Science and Technology; Business Management and Accountancy; and Tourism, Hotel and Restaurant Management.

Population and Sampling Design

Purposive sampling is considered appropriate in choosing the respondents because the latter are intentionally selected to represent each program. Selection criteria included the following: For completers: a) freshman during AYs 2008-2012 in the degree program and b) have finished their degree program within the prescribed time; and for non-completers: a) freshman during AYs 2008- 2012 in the degree program, b) have finished their degree program even not within the specified time.

Figure 5 summarizes the data as provided by the Registrar's Office as basis for the selection of respondents. It can be seen from the figure that there were 655 students enrolled in the SEAS in AYs 2008-2012. From the total number of enrollees, the researcher set 20% (n= 131) as the target number of respondents. However, only 64.88% (n= 85) made it to the actual conduct of the study. Sixty student respondents for completers and 25 for non-completers participated in the study.

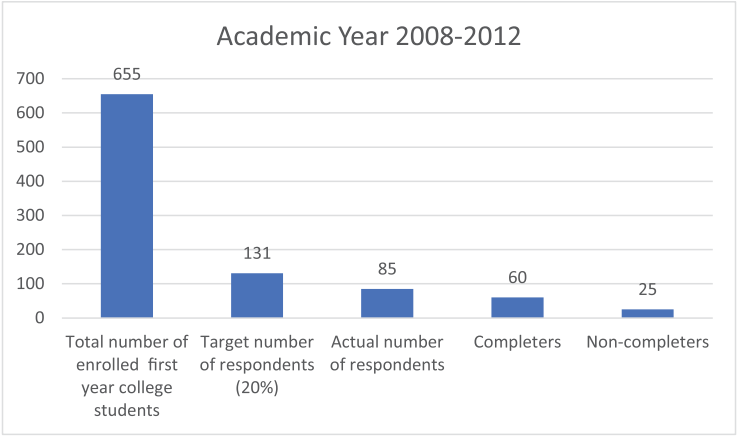

Figure 4. Total Number of Enrolled First Year College Students (AY 2008-2012)
Source: Letran Calamba's Registrar's Office, 2016

Instruments

Survey questionnaire was the main instrument in gathering the primary data. Questionnaire to determine the characteristics of the Colegio and academic factors was patterned from Completion and Attrition in STEM Master's Programs Factors Affecting Degree Completion Survey of 2011 Council of Graduate Schools. Questionnaire regarding social factor and self-efficacy factor was adapted from Rienties, Beausaert, Grohnert, Niemantsverdriet and Kommers, Higher Education (2012) and www.policy.org.; and Schwarzer and Jerusalem (2013), respectively. Though the questionnaire was standardized and with proven reliability and validity, still the items underwent reconstruction by the researcher to fit the objectives of the study. This instrument was validated by experts in terms of format, language and style, and content. The validated questionnaire was pre-administered to group of individuals who were not included in the study to determine any ambiguity that may occur in the final administration.

The validated questionnaire consists of three parts that aims to answer the problems of the study. Parts one and two are composed of closed-ended questions and part three of open-ended questions. It is emphasized that the responses are always based on the respondents' experiences as students.

Data Gathering Procedure

The following lists were requested to the Registrar's Office: 1) enrolment list for AYs 2008 - 2012) list of graduates for batches 2012 - 2016, and 3) cohort

reports for AYs 2008-- 2012. These lists were the basis for getting completers and non-completers respondents and the reasons for leaving out of college.

Communications were sent to identified completers and non-completers for AYs 2012-2016. There were 85 respondents who returned the questionnaire; 60 completers and 25 non-completers respectively.

Respondents were notified for approval of their participation in the study through personal handling of the letter telephone call, cell phone call, email and social media. Informed consent letter communicating the steps to maintain confidentiality was sent to the respondents. Appointments were made and confirmed by the researcher regarding the administration of the survey.

Data Analysis

Sources of data were the survey questionnaire and open-ended questions. Data gathered from the questionnaire were treated and analyzed with percentage frequency distribution. All statistical computations were accomplished by utilizing SPSS application. Open-ended question data were partially interpreted using the thematic analysis method.

RESULTS AND DISCUSSION

Demographic profile of the respondents

The age of the respondents ranged from 19 years to 30. Most of the completer respondents were from the youngest age bracket, 19-21(46.7%) and least from the 25-27 age brackets (13.3%). Likewise, majority of the non-completer respondents were from the 22-24 age brackets and few from 28-30(12.0%).

Majority were female (90%) for the completers and male (52%) from the non-completers. It was evident from the graduation rates noted by Philippine Statistics Authority (PSA, 2013) reported in the 2010 Census of Population and Housing (2010 CPH) that among those with college/academic degrees, females outnumbered males. In relation; there were more females than males among those with post baccalaureate courses.

Many of the respondents were from the psychology program (completers, 36.7% and non-completers, 44%). This finding contrasted with 2010 top 10 most popular academic fields among college graduates in the Philippines ((PSA, 2013) which reported that Business Administration program was the most popular and Social and Behavioral Science program as the second to the lowest not popular.

Most of the respondents graduated in 2016. It was understood that batch 2016 were fresh graduates and were not yet working which made them more

available as respondents compared to the other batches. Respondents from the older batches may have been busy with their works and some were working abroad during the time of the study.

With regard to family income when the respondents were in college, both the completers and non-completers estimated to have Php29, 000.00 and above (completers, 28.3% and non-completers, 48% respectively).

Source of financial support for the majority of completers (51.7%) and more than majority of the non-completers (80%) are from their parents. Some of the completers supported their studies through scholarship programs of the school (40%).

A. CHARACTERISTICS OF THE COLLEGE

The faculty (your professors) are competent.

Majority of the respondents (completers, 55% and non-completers, 52%) strongly agreed that their professors in college were competent. Records (Human Resource Department, 2016) show that almost all teaching personnel in the SEAS were masters' degree holders. There were also PhD degree holders. To this time, all are masters' degree holders and some are pursuing their doctorate. These professors were also experienced and expert in their respective fields. Educational qualifications of the professors proved them to be competent. In Testing Tinto: How do retention theories work for first-generation working-class students (Longwell-Grice & Longwell-Grice, 2008), it was noted that the quality of faculty teaching was one of the independent predictors in student persistence in staying in school. Teachers influenced the students on whether they will stay or leave the school (Spady, 1970). Pull effects as mentioned in an article on dropping out were factors that were outside to the school environment that redirected the students towards completion. One of the factors associated with pull effects was teacher factor (Jordan, McPartland, & Lara, 1999). Astin (1993), in his book What Matters in College, found that faculty also had a strong impact on students. Colleges on which faculty had a strong orientation toward students had important effects. Students on such colleges were more satisfied with the institution, the curriculum, and other aspects of the educational experience and were more likely to develop academically.

The school provides non-classroom opportunities for student-faculty interaction.

Greater number of the respondents agreed (completers, 56.7% and non-completers, 56%) that the school provided non-classroom opportunities for student-faculty interaction. Gladwell (2000) in his study regarding the

"perceptions of African American students to enhance retention at his university," found that increased faculty-student interaction was one of the elements noted to be important. Personal bond between students and teachers creates a caring and supportive environment (Slavin & Fashola, 1998). Generally, scholars agreed that the relationships between students and faculty were vital to student success in college (Kuh, Kinzie, Schuh, & Whitt, 2005) and one of the principal aspects of facilitating these relationships included faculty approachability. In their study, approachability means that faculty were easily reached outside of class by doing things such as giving students their home phone and cell numbers, personal email addresses. Furthermore, Kuh et al. (2005) asserted that faculty approachability and interaction can include working with a student on a research project, on activities other than coursework (committees, program activities, etc.), discussing assignments and grades, and receiving prompt academic feedback on performance. In short, the more contact a student has with a faculty member, the better chance he/she has in persisting until graduation (Pascarella & Terenzini, 2005).

The school has exemplary academic reputation.

In every institution, students' academic success is important because it shows the accomplishment of its mission to educate and prepare students for life beyond college" (Kim, Newton, Downey, & Benton, 2010). This aspect was agreed by more than majority of the non-completers (64%) and strongly agreed by majority of completers (58.3%). The data assumed that the respondents especially the completers were confident and made the right decision in choosing to study in the Colegio.

In any form, academic support was greatly important to the success of students who enter college academically underprepared (Muraskin, 1997). In many instances, when student learning needs are substantial, institutions will employ summer bridge programs that bring students to campus before the start of the first semester for an intensive academic support and enrichment program (Garcia, 2001; Terenzini et al., 1994). Furthermore, exemplary academic reputation can be considered referring to high quality of the college as noted in a faculty research on the impact of college quality on college completion rates (Cohodes & Goodman, 2012) where college quality was defined by a variety of measures including on-time graduation rates. This research gave two major findings: Firstly, students are willing to give up college quality for relatively small amount of money. Secondly, choosing a lower quality college considerably lowers on-time completion rates, a result made by high skilled students who would otherwise have attended higher quality colleges.

There are functioning facilities.

Almost half of the respondents (completers, 46.7% and non-completers, 40%) strongly agreed that library supported their reference needs academically, half of the completers (50%) and more than half of the non-completers (52%) agreed in terms of laboratories. Less than half of the respondents noted computer to be moderately functioning (completers, 43.3%) and quite functioning as strongly agree (non-completers, 40%). With regard to Internet facility, still less than half of the respondents agreed and strongly agreed (completers, 41.7% and non-completers, 36%) respectively. According to a study on assessing graduation rates, the use of Internet in research and homework, is very helpful in starting college.

In addition, the assessment reveals that the usage of internet has a large impact on degree completion at each of the graduation year intervals by increasing the odds of graduation by 7.7% at four years, 8.0% at five years, and 7.6% at six years with each incremental increase in frequency. In another study on the factors that affect the students' academic performance, university support services are the total experiences got by the students in all their contact with the university (Mapuranga, Musingafi, & Zebron, 2015). These experiences on university support services were observed to determine whether the students will successfully go through their programme within the timeframe prescribed for the program. Results of this study posed that students were not happy with the service they got from the university. They cited poor library facilities, weak Internet services, scarce and outdated books. Moreover, Internet facility and other related functioning facilities aid the students in the learning process and increases information literacy associated with the use of online materials.

There are social activities that build camaraderie among all students (e.g., intramural sports, and extracurricular activities).

More than majority of the respondents strongly agreed (completers, 66.7% and non-completers, 60%) to have social activities. The most important step to becoming engaged and involved is for students to interact with their peers. According to Schlossberg, (1984) students' interacting with their peers is a requirement that must occur in order to make participation in campus activities and student organizations meaningful. However, the most important interactions with peers seem to reinforce the academic learning that takes place in the classrooms, and then the benefits of those interactions permeate into other areas of college life (Pascarella & Terenzini, 2005). However, aside from experience in academic success to complete college, it is vital that students be involved in school activities, organizations, and extracurricular activities. This experience promotes involvement and integration of college life (Tinto, 1993).

The administrators and employees are accommodating.

More than half of the completers (51.7%) strongly agreed to experience accommodating administrators and employees. On the other hand, less than half of the non-completers (administrators, 44% and employees, 48%) also strongly agreed on the same aspect. This finding is associated with an article cited in Tinto (2006) noting that institutional leadership is not just the reflection of the actions of the top administrative officer. Even if it is hard to materialize the development of successful programs without supportive leadership from the top, it is also the case that support at the level of deans, department chairs, and vice presidents also matter (Demery, Brawner, & Serow, 1999). This is the case because such support most directly impacts upon the willingness of individual faculty and staff to invest in programs and activities that enhance the success of their students (Umbach & Porter, 2002).

The students are given opportunities to participate in college decision making.

The respondents just agreed (completers, 51.7% and non-completers, 60%) to this statement. It means that they are not regularly given the chance to be involved in decision making regarding their program. Tinto (1993) spoke of the importance of building educational communities that involve all students. He said that students are more likely to succeed when they find themselves actively involve with other students and faculty in learning. Similarly, important, even among those who persist, students who are more engaged show greater learning gains (Endo & Harpel, 1982).

The school provides financial aid in terms of scholarships and grants.

More than majority of the respondents strongly agreed (65%, 52%) to Colegio providing scholarships and grants. In fact, next to their parents as source of their financial support in college is scholarship (40%). According to a study (Swail, 2004) many low-income and minority students could enter college through the availability of financial aid. Nevertheless, given the rising costs of attending college, it is improbable that low-income students will be able to receive bachelor's degrees without any loan aid. Lam's study (1999) indicated that students with loans were likely to graduate in a timely fashion, while Knight and Arnold's study (2000) suggested that students who financed their education with loans took a longer time to graduate.

The school supports student organizations.

More than majority of the completers strongly agreed (55 %) to sense the support of the school to their organizations, likewise the non-completers agreed

(56%). Every program had its own organization that was supported by the Colegio in terms of trainings and funds.

The school provides a safe environment for all students.

It is a strongly agree response for the completers (56.7%) and agree (60%) for the non-completers. One of the goals for most schools is to have an environment that is conducive to learning, an environment that is safe for both teachers and students. Findings revealed that the students felt safe in the Colegio, and they all developed a sense of caring nature of the school. The Colegio was built with modern and appropriate facilities, organized classrooms and policies and practices pertaining to safety. All the rooms were provided with entrance and exit doors. Drills related to safety (e.g. calamity and fire) were being participated by students in preparation to actual occurrences. A safe learning environment is one that provides the student with his or her needs or the desire to fulfill his or her capabilities, thus, leading to student success (Hendrikz, 1986).

The cost of tuition fee and other school expenses are affordable.

Many of the completers (467%) and greater number of the non-completers (60%) agreed that the cost of tuition fee and other school expenses in the Colegio were affordable. Data poses that for the respondents, college expenses during their time were not that reasonable. They had to apply for scholarships and assistance programs. A study on selection of college found out that higher tuition may indicate (a) better college resources to promote student success such as more extensive counselling and advisement and (b) higher cost may also motivate students to graduate because of the large investment that they, and their families, have made in their school (American Educational Research Journal October 2014).

On the other side, in a transcript of college dropout rate in the Philippines for the past 5 years (Cortes, 2015), it was mentioned that most dropouts left college before entering their second-year due to increasing cost of tuition fee.

The school is accessible.

It was strongly agreed by more than majority of the completers (55%) and similarly agreed by non-completers (52%). Accessibility is the ease with which the school can be reached by the students.

The Colegio was just a land ride to basic places like church, market and residences. There were available private housing and dormitories near the school where the students can rent for occupancy.

There are opportunities in public and private firms/institution that lead to employment after graduation.

Half of the completers (50%) strongly agreed and more than half of the non-completers agreed that they saw employment opportunities on public firms/institution. On the other hand, less than half of the completers and non-completers strongly agreed (46.7%) and agreed (48%) respectively on private firms/institution. Data revealed that respondents did not completely rely on opportunities from connections of school to firms/institutions for their future employment.

The school provides activities (retreat, recollections, and other values-oriented activities) for the formation of Christian values.

Greatest number of the respondents strongly agreed (completers, 83.3% and non-completers, 72%) on this aspect. This finding is evident on masses, annual retreat and recollections supervised by the Campus Ministry of the Colegio. Some of these activities were requirements for students to graduate in college.

The school has partnerships with industry and institutions for research opportunities.

Less than half of the completers strongly agreed (45%) and more than majority of the non-completers agreed (60%) that the Colegio had partnerships with industry and institutions for research. The students through the initiative of the Research Department were given the chance to present their research papers to both local and international locale.

B. ACADEMIC FACTORS

I had good grades. I attended my class regularly.

More than majority of the completers (60%) had always good grades and attended classes (85%). Less than half of the non-completers sometimes (44%) had good grades and few always had good grades. With regard to degree of importance, still more than majority of the completers (70.0%) and just majority (52%) of the non-completers described grades as very important factor to completion of courses. This finding confirms the identified predictors of dropout risk (Burrus & Roberts published in R&D connections, number 18, 2012) as poor attendance and poor grades especially in core courses. College grades may be the "single best predictor of student persistence and degree completion" (Pascarella & Terenzini, 2005). Academic performance in college, as measured by GPA was found to be one of the most important determinants of degree

attainment (Adelman, 2004; Astin, 1997; Bauer & Bennett, 2003; Pascarella & Terenzini, 2005). According to Pascarella and Terenzini (2005), research was unwavering in finding the grade performance, even when controlling other factors, and was a statistically significant and positive predictor of persistence and graduation. Likewise, attending classes got a very important response from respondents (completers,90.0% and non-completers, 56%). This finding verifies the completers as always having good grades.

I approached my teacher for academic consultation and advising.

Less than half (48.3%) of the completers and few of the non-completers (36%) said they sometimes approached their teachers for academic consultation and advising. Quite few (10%) of the completers assumed always while few (28%) of the non-completers said so. Though the respondents occasionally seek academic help from their teachers, still more than majority of the completers (66.7%) and less than a half of the non-completers (48%) believed consultation and advising are important to their studies.

Academic consultation is practiced in the Colegio as part of faculty development program. Every permanent faculty is required to render two hours per week to attend to the needs of the students regarding academics. Tutoring, mentoring and giving remedial classes are some of the services provided by the faculty. Mentoring, like academic advising has been used increasingly in higher education. Its primary purpose has been to improve retention and graduation rates (Anderson & Shannon, 1995; Dunn & Moody, 1995). Studies have shown that access to a mentor can contribute toward a student's academic achievement and retention (Redmond, 1990; Schwitzer & Thomas, 1998).

Academic advising varies from the use of learning and/or tutoring centers to study skill courses (e.g., Lipsky & Ender, 1990) to supplemental instruction (e.g., Blanc, DeBuhr & Martin, 1983; Blanc & Martin, 1994; Stratton, Commander, Callahan, & Smith, 1996; Congos, Langsam, & Schoeps, 1997; Hodges, Dochen, & Joy, 2001). In addition, supplemental instruction programs (e.g., Blanc et al., 1983; Blanc & Martin, 1994; Stratton et al., 1996; Congos et al., 1997; Hodges et al., 2001) are useful academic activities because these are provided to students in a specific course, thus allowing students to immediately apply the support they are being provided to succeeding in a course.

Like the previous item on academic advising, less than half (48.3%) of the completers and few of the non-completers (36%**)** said sometimes they actively participated in class. For the completers, participation in class is very important (78.3%) and important (44%) only for the non-completers. Class participation is one of the associated indicators in promoting school completion as mentioned

by Christenson (2002) in his definition of engagement. It is under behavioral engagement that includes also attendance, avoidance of suspension, and involvement in extracurricular activities.

I made used of my time wisely to avoid cramming in my studies.

Majority of the completers (51.7%) and less than a half of the non-completers (44%) agreed that sometimes they tend to practice good time management to avoid delays in their studies. Still, there were some completers (35%) who always maximize their time to prevent cramming. Mainly of the completers (80.0%) regard quality time and time managed as important factor in their studies. Contradicting was the response of the non-completers believing that time is not important (48.0%) in avoiding cramming in studies.

I found my coursework and other program requirements helpful to my studies.

Majority of the completers (56.7%) and less than a half of the non-completers (48%) had the same attitude in always considering assignments, projects, and other program related activities supportive to their studies. Both respondents (completers, 73.3% and non-completers, 56.0%) emphasized that coursework and other program requirements are very important and useful in their studies. This result is in coherence with a study on psychological factors underlying successful retention programs (Journal of College Student Retention, Vol. 3(1) 73-89, 2002) that program initiatives help students successfully deal with their academic and social challenges in college. In this study, the program requirement is service-learning. Service-learning is a form of experiential education that engages students in activities promoting student learning and development.

My professors incorporated more practical applications and exercises in class assignments.

Less than a half of the completers (46.7%) said that sometimes their professors include real applications of concepts learned in their assignments. Still less than a half (46%) set in for the always response. On the other hand, more than majority (56%) of the non-completers indicated the sometimes response. Data showed that although the respondents not fully experienced the practical applications of concepts to real life situations as evident in their assignments and tasks, still it is very important (90.0%) to the completers in finishing their courses. Only half of the (48%) the non-completers deemed it very important.

My professors used varied instructional methods to support my learning.

Both less than a half (completers, 45% and non-completers, 44%) of the respondents posted that sometimes their professors apply different instructional techniques in delivering the lessons. Surprisingly, another less than a half of the completers (45%) said always. When it comes to degree of importance, both respondents observed this aspect to be very important (83.3%, 56%) in coping to their studies. Instructional methods may use updated technology for the students to be motivated and encouraged to enjoy learning. A study by Kimball (2001), proposed that when professors can effectively use existing technologies like Facebook and My space, it helps to "stimulate and nurture an effective communications and decision-making process" in the world of virtual learning environments, thus leading to more productive learning.

I was provided with peer study groups to improve my learning.

Both less than half of the respondents. (46.7%, 44%) respectively observed they never had peer study groups when they were in college. Though the respondents did not experienced joining peer study groups, still they considered it to be important (50.0%, 48%).While some (completers,41.7% and non-completers,36%) regarded peer study groups not important. The result is contradicting to several literatures relating to peers and peer study groups. According to Tinto, 'The more students are involved, academically and socially, in shared learning experiences that link them as learners with their peers, the more likely they are to become more involved in their own learning and invest the time and energy needed to learn. Heron (2000) claimed that students only can become self-directed learners in reciprocal relations with other self- directing students. Thereby, group-based learning and peer feedback on practice and experience become important tools for facilitating learning. Perhaps if the respondents were provided with peer study groups, the more they would have good grades.

I found our curriculum having real-world emphasis and it motivated my interest.

Majority of the completers (51.7%) were always motivated to pursue their program because they believed their curriculum was applicable to real life situations.

Less than a half of the non-completers sometimes (40%) observed their curriculum to be practical and related to everyday life. Most of the respondents (completers,81.7% and non-completers,60%) considered practical and real-world based curriculum very important.

My subjects were offered during enrolment.

Most of the completers (80%) noted always for the availability of their subjects during enrolment. While varied responses were provided by the non-completers namely: always (44%), sometimes (28%) and no response (28%). This was due to their being irregular students. Availability of subjects during enrolment is very important (completers,85.0% and non-completers,60%) for most of the respondents given that this was one of the aspects to complete the course offering for the program.

There was a constant review/enhancement process of my curriculum.

Both the completers and non-completers agreed to never observe regular assessment of their curriculum (completers,51.7% and non-completers,52%). They never felt that their curriculum was improved or enhanced during their college days. Completers believed that constant review of the curriculum is important (76.7%) while non-completers found it not important (48%).

I was involved in curriculum review/enhancement.

Because of no curriculum review/enhancement as perceived by the respondents, less than half of the completers were never (43.3%) involved in such process and sometimes for the non-completers (36%). In terms of degree of importance, completers found it to be very important (63.3%) and just important for the non-completers (44%).

The use of innovative technologies was integrated in the curriculum.

The respondents said they sometimes observe the modern technology in their curriculum (completers,46.7% and non-completers, 48%). Moreover, the respondents imposed that integration of modern technology to their curriculum is important (completers,71.7% and non-completers,52%) to their studies. This finding agrees to Kimball (2001) that professors should be more concerned with the how of using technology to make primary changes in every part of the learning process. This modern technology provides quality academic and social experiences for their students.

There were sufficient general education subjects in the curriculum.

More than majority of the completers (65.0%) and less than half of the non-completers (48%) noted sometimes in this item. On the other hand, general education subjects are very important (68.3%) to the completers to proceed to their professional subjects. For the non-completers, it was a split decision for some (44%) who believed that sufficient general education subjects should be in

the curriculum. Non-completers considered general education subjects equally important and very important respectively.

My practicum provided sufficient training that prepared me to the real world of work.

Both the completers and non-completers consented as always (completers,48.3% and non-completers,40%) experiencing applicable practicum. This finding is consistent to the respondents' noting their practicum to be very important (completers,85.0% non-completers,60%). For the education program, practicum was their practice teaching for a semester inside and outside the Colegio. For the rest of the programs in the SEAS, it was their on the job training (OJT) which allowed them to work or practice in a company or institution that applies their specialization.

Research activities were integrated in my curriculum.

More than majority of the completers (75.0%) believed they always had research activities as it is embedded in the curriculum. Less than half of the non-completers also responded always (40%). Respondents (completers,85.0% and non-completrs,60%) found research activities to be very important in every program. Thesis writing is one of the requirements for a student to complete his or her degree.

A student is required to have the proposal defense on the first semester and the final defense on the second semester. A research colloquium follows for the research study who got the highest grade.

Our curriculum applied oral communication and presentation skills instruction.

More than majority of the completers (68.3%) and almost half of the non-completers, (48%) always experienced oral communication and presentation skills instruction. In connection, more than majority of the respondents (completers,88.3% and non-completers,60%) noted the latter to be very important. This finding is evident in some of the subjects offered in their respective program. (e.g. speech communication and communication arts). Professors of communication subjects supported the students by having class and individual presentations as forms of assessment.

Our curriculum required writing clearly for different audiences' instruction.

Exactly half of the completers (50.0%) noted always and almost half of the non-completers (48%) said never. In terms of importance, more than majority of the completers (78.3%) and just majority of the non-completers (52%) observed

very important for the inclusion of writing clearly instruction in the curriculum. Along with oral communication, writing is a predictor of academic achievement.

Our curriculum used outcomes-based education (OBE) instruction (activity based, output based, and educational trip).

More than majority of the respondents always (completers,61.7% and non-completers, 52%) assumed the use of outcomes-based education instruction. Still more than majority of the respondents (completers,83.3% and non-completers,52%) deemed Outcomes Based Education (OBE) instruction very important. OBE's two key purposes (Spady & Uy, 2014) are: 1) ensuring that all students are equipped with the knowledge, competence, and qualities needed to be successful after they exit the educational system; and 2) structuring and operating the schools so that those outcomes can be achieved and maximized for all students. These principles are in congruence to the Colegio's mission of producing equipped graduates.

Our curriculum incorporated interactive, hands on, and exploratory instruction.

Many of the completers (56.7%) and some of the non-completers (40%) posted that they always experience interactive, hands on, and exploratory instruction. Subsequently, more than majority of the respondents (completers,83.3% and non-completers,56%) found it very important. This finding (frequency of occurrence) confirms the one on the use of OBE. Previously, the respondents noted always experiencing OBE, and is evident in their experience of the interactive, hands on, and exploratory instruction. This type of instruction is an application of OBE.

Our curriculum included instruction that adheres opportunity for independent research. Majority of the completers **(**51.7%) always observed having instruction with applied independent research. Few of the non-completers (36%) sometimes experienced this kind of instruction. Both respondents (completers,78.3% and non-completers,60%) considered instruction that adheres opportunity for independent research very important. This result is evident in such a way that almost every subject of the students was incorporated with research tasks.

Our curriculum used educational technology instruction.

Less than majority of the completers (50.0%) noted always using educational technology instruction, while less than half of the non-completers (40%) posted

sometimes. More than majority of the respondents (completers,73.3% and non-completers,73.3%) noted this instruction very important and important respectively. According to Towner, VanHorn, and Parker (2007), there were many technologies readily available to students and faculty, such as social networking tools such as Facebook and MySpace. Tools such as these are communal necessities for college students today. Moreover, Facebook has become a mainstay for helping students to connect with one another. In some educational settings, professors use online networking tools to obtain ideas and feedback regarding their classes (Humphries, 2005). Lessons were taught using power point, video presentations and other related educational technology.

Preparation for job interviews is integrated in the instruction.

Both respondents (completers,51.7% and non-completers,40%) declared sometimes experienced job interview simulations in their lessons. The respondents (completers,83.3% and non-completers,52%) said integration of job interviews in the instruction is important. They believed this will help them in their job hunting after graduation.

C. SOCIAL FACTORS

Social factors in this study are about friends in school, involvement in school organizations, parents' support, financial resources, and family responsibilities. According to a study on retention rates (Styron, 2010), students' determination to stay in college is greatly influenced by being socially integrated and connected with everyone in the school especially with their friends. For most students, college life is not only for academic aspects but also an opportunity to make themselves better as social beings.

There were joint social events for students and faculty.

More than majority of the completers and less than half of the non-completers perceived sometimes (completers,56.7% and non-completers, 40%) in having shared events for them and their teachers. Though it is sometimes for both respondents, they posted different perception when it comes to importance. Majority of the completers (51.7%) said this item to be very important while other majority of the non-completers (52%) thought it to be just important. This finding is relevant to Kuh, Love and Braxton (2000) who asserted that social integration consists of students' social and psychological comfort with their institutions' surroundings, associations with common groups of students and a sense of belonging to the institution. In addition, the mentioned factors provide security which is needed to help students bond with other students to achieve common goals, that is to finish their degree programs.

I was an/a officer/member of school organization.

Less than half of the completers (41.7%) stated they always were officer/member of school organization. Few of the non-completers (28%) sometimes became officer/member. Another few of the non-completers (28%) did not answer this item. Unexpectedly, same percentage of completers considered being officer/member important (43.3%) and very important (43.3%) respectively, while, almost half of the non-completers (48%) declared it to be just important. Whereas students must experience academic success to remain in college, it is also vital that they become involved and engaged in other areas of college life like campus activities, organizations, and extracurricular activities.

Consequently, it is imperative for higher education administrators to work diligently to provide students with opportunities to get involved with campus organizations and activities (Tinto, 1993). Participating in student organizations and engaging in campus social traditions can also positively influence institutional commitment and retention (Demetriou & Schmitz-Sciborski, 2011).

I was supported by a group of students in my program.

Both less than half of the respondents (completers,41.7% and non-completers,36 %,) respectively said they were sometimes supported by a group of students in their programs. Same goes for degree of importance of peer groups for both respondents, less than half (completers,38.3% and non-completers, 36%) agreed the latter to be important. This finding is somewhat congruent to the respondents' observation that they never had peer study groups when they were in college. It is also related to Bean's (2005) statement that although the degree of social integration varies from student to student, social lives of students in college and their exchanges with others inside and outside the institution are important in retention decisions. Moreover, interactions with peer groups reinforced the academic learning thus leading to the other areas of college life (Pascarella & Terenzini, 2005).

I was fully supported by my family in all aspects.

More than majority of the completers (66.7%) and less than half of the non-completers (44%) noted always in terms of family support especially concerning their studies. More than majority of both the respondents (completers,88.3% and non-completers,72%) respectively believed that family support is very important. More than financial support, the family must also understand that their words and actions can help or hinder the process of success for their child (Thomson, 2008 as cited in Lyttle-Burns, 2011). In Thomson's (2008) elements of student success, the first element is family involvement. Hence, the family is the primary agents for social class status, lifestyles, values, cultures, and self-esteem.

They are also the primary caregivers and provide economic support. The family can instill the importance of education, provide a basis for emotional support and assist students in understanding the expectations of schools and teachers while reinforcing those at home.

My family responsibilities do not interfere with my studies.

More than majority of the completers (61.7%) agreed that sometimes their family tasks do not interfere with their studies while several of the non-completers said never (36%). Both common to the respondents (completers, 78.3% and non-completers, 64%) is the belief that non-interference of family responsibilities to their studies is very important. It was unanticipated that non-completers were never distracted by their family responsibilities and yet they were irregular students. It was assumed that too much tasks at home may affect the studies of the students. They may not be able to manage their time in doing their homework and projects. No reviewed study supports this finding.

I had adequate financial support from family.

More than majority of the completers (61.7%) and only some of the non-completers (32%) noted always to have enough financial support from family. Another some of the non-completers (32%) noted sometimes. Both more than majority of the respondents (completers, 83.3% and non-completers, 64%) respectively declared financial support from family very important. To recall, most of the source of the financial support of the respondents when they were in college were their parents.

I supported my studies as a working student.

More than majority of the completers (56.7%), and less than half of the non-completers (40%) posted they were never working students. Almost half of the completers (43.3%) noted very important if ever they will support their studies. The same notion went with more than half of the non-completers (52%). This finding is corollary to the previous statement regarding adequate financial support from family. If ever the students will be financially incapable, they can avail of the scholarships provided by the school. On the other hand, others chose to work outside the school as self -supporting student.

D. SELF-EFFICACY

Self-efficacy is defined as a self-evaluation of one's competence to successfully execute a course of action necessary to reach desired outcomes (Bandura, 1977; 1982; 1986).

I can always manage to solve difficult problems if I try hard enough.

More than majority of the respondents (completers, 55.0% and non-completers, 64%) noted exactly true. This item is related to one of the basic scales in measuring judgments of self-efficacy that is self-efficacy magnitude which measures the difficulty level (e.g. easy, moderate, and hard) an individual feel is required to perform a certain task (Shortridge-Baggett, 2002). Problems here may refer to difficulty of class related activities. Finding reveals that the respondents believed that they have the capability and self-assurance to solve a problem related to school matters. This is in connection to Weng, Cheong and Cheong (2010) who found out that if a child believes he/she lacks the required capability and confidence to perform the task then they will be less motivated, less likely to sustain effort, more likely to expect failure of a task and less resilient to failure. Bandura and Schunk, (1981) found that children with a high sense of perceived self-efficacy were more likely to choose to continue with a task than children with low self-efficacy. Result found completers to be less manageable of handling difficult problems.

If someone opposes me, I can find the means and ways to get what I want.

More than majority of the respondents (completers, 58.3% and non-completers, 64%) consented moderately true to obtain what they want even others are against. It means that some of the time they are persevering in attaining their want. There were also times that they agree with the individual opposing them. From the data, it is evident that non-completers were more determined in reaching their goals. Another basic scale in measuring judgments of self-efficacy is congruent to the finding. This is self-efficacy strength which refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty (Shortridge-Baggett, 2002). It means that even there were opposing forces in the respondent's way to a task; he or she is confident that he or she can surpass these opposing forces and eventually be successful.

It is easy for me to focus on and accomplish my goals.

More than half of the respondents (completers,53.3% and non-completers,56%) noted moderately true in being focus in attaining their goals to finish their studies. Result can be recounted to Bandura (1997) who showed in one of his studies that students performed poorly because they don't use their perceived personal efficacy to its fullest. Students may have the skills in achieving their goals but lack perceived personal efficacy to pursue it.

I am confident that I could deal efficiently with unexpected events.

Less than half of the completers and (completers, 45.0% and non-completers, 52%) and majority of the non-completers posted moderately true respectively. Non-completers tended to be more confident than the completers in dealing with unexpected events. This finding relates to Gecas (2004), on his scenario example that even a student has high ability and enough experience of doing something but does not have confidence in doing so, he may not continue the task effectively. Whereas, one who has only an average ability and only a small amount of experience but has great confidence may successfully complete the task.

Thanks to my resourcefulness, I know how to handle unforeseen situations.

Almost half of the completers (48.3%) noted moderately true and less than half of the non-completers said exactly true (44%). It is noticeable that completers were less resourceful in handling unexpected situations compared to non-completers. The last basic scale in measuring judgments of self-efficacy which is Generality of self-efficacy can be applied to this finding in such a way that due to resourcefulness, unforeseen situations are generalized across every situation (Lunenburg, 2011).

I can solve most problems if I invest the necessary effort.

More than majority of the respondents (completers,60.0% and non-completers, 68%) noted exactly true and believed to solve most problems if necessary effort is provided. The respondents possessed the characteristics of self-efficacy. These are sense of accomplishment, self-confidence, and willingness to take risks (Frank, 2011).

I can remain calm when facing difficulties because I can rely on my coping abilities.

More than majority of the respondents (completers,56.7% and non-completers,52%) noted moderately true in staying calm in times of difficulty. Albert Bandura (as cited in Akhtar, 2008) named four sources of efficacy beliefs. One of these is first and foremost source of self-efficacy which is through mastery experiences. It is presumed that the respondents have experienced previously a difficulty that later served as the source of means of coping with the difficulty. Accordingly, nothing is more powerful than having a direct experience of mastery to increase self-efficacy. To cope with difficulties, one must have experience in overcoming obstacles through effort and perseverance.

When I am confronted with a problem, I can usually find several solutions.

Half of the completers (50.0%) and almost half of the non-completers (40%) noted moderately true respectively and thought they can find solutions to problems. Verbal persuasion (as cited in Akhtar, 2008) as Albert Bandura's third source of self-efficacy is relevant to this finding in assuming that students being influenced by parents and teachers have the abilities to master certain experiences making them stable in handling problems.

If I am in trouble, I can usually think of a solution.

Almost half of the respondents (completers, 46.7% and non-completers, 48%) posted moderately true and similar to the above item; they usually have a solution to any problem encountered. This finding asserts Bandura (1995) in his statement that a strong sense of efficacy enhances human accomplishment and personal well-being. People with high self-efficacy approach difficult tasks as challenges rather than threats. They sustain effort even when faced with failure and quickly recover after setbacks

I can usually handle whatever comes my way.

More than majority of the respondents noted moderately true (completers,56.7% and non-completers, 52%) to this statement. The respondents possess self-efficacy strength that is the amount of conviction an individual has about performing successfully at diverse levels of difficulty (Shortridge-Baggett, 2002).

Two non-completer respondents were excluded from the data set because they did not answer the GSE 10-item questions. They were considered to be outliers, in that their scores were at the extremes of the distribution and far from the main body of data. As Antonius (2003) suggests, even if outliers represent extreme scores rather than errors it is often desirable to disregard extreme cases in some of the statistical calculations.

Completers have high (27) and average (27) interpretation respectively of self –efficacy. Few (6) completers has fair self-efficacy. On the other hand, quite a number of non-completers (13) have average self-efficacy. The rest of the non-completers (10) were interpreted to have high self-efficacy.

Self Efficacy interpreted on percentage and self- efficacy interpreted on score (Table 7.1, high self-efficacy) match each finding on the respondents' assumptions that they can manage and solve difficult problems when they try hard and give their best effort. Likewise, equal number of completers with high and average self- efficacy interpretation appears to be reliable when compared to their response that they just possess moderate self-efficacy in handling

unexpected situations. Non-completers believed to have high self efficacy in handling unexpected situations.

Individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided (Williams &Williams, 2010). Self-efficacious people have more confidence in their problem-solving abilities and, therefore are better decision makers especially in times of challenges and setbacks (Cervone, Jiwani, & Wood, 1991). Self-efficacy is domain-specific. Individuals can be highly efficacious in one domain but express low self-efficacy beliefs in another (Pajares & Miller, 1994; Jinks & Morgan, 1999; & Zimmerman, 1995). Furthermore, related studies found out that a person having high level of self-efficacy does not mean having a high level of performance. (Vancouver et al., 2002). Stone in 1994 also found that persons who were over-confident in their abilities, thus, with high self-efficacy had less motivation and contributed less to reaching goals. However, it must also be considered that there may be other aspects regarding self-efficacy that have not been researched that are leading to the completion of degree programs.

Table 1. Self- efficacy interpreted on score

Interpretation	Range score	Completers (n= 60)	Non-completers (n= 25)
Low	10-17	0	0
Fair	18-25	6	0
Average	26-33	**27**	**13**
High	34-40	**27**	10

3. Contributing factors that influenced most the respondents regarding their completion rate

For the completers, the factors that extremely influenced their college life were characteristics of the Colegio (41.7%), academic performance (50.0%), social factors (55%), and self-efficacy (58.3%). For the non-completers, all factors moderately influenced them.

As to the specific characteristics of the Colegio that influenced most of the completers regarding their completion rate, they were greatly influenced by the school activities like retreat, recollections, and other values-oriented for the formation of Christian values. Social activities like intramural sports and extracurricular activities also kept them stay in the Colegio. Scholarships and other financial assistance helped them continue with their studies.

Similar to completers, they were also greatly influenced by the school activities particularly Christian value and social and financial aid provided by

the school. Non-completers believed that their competent professors had much influence in their stay in the Colegio.

For their academic performance in terms of frequency of occurrence when they were in college, they considered regular class attendance, good grades and program requirements extremely influential to their stay in the Colegio. Completers deemed regular class attendance, wise time management and active participation in class very important and therefore extremely influential to their studies.

Curriculum and instructional practices concerning subjects offering, research activities and oral communication and presentation skills instruction were existing when the completers were in college, and thus to a great extent influenced them. Supplemental instruction such as practical applications and exercises in class assignments, varied instructional methods and peer study groups although existing or not were considered important and extremely influential to their college life.

Non-completers declared that they were extremely influenced by their experiences on academic performance (through program requirements and regular class attendance) and curriculum and instructional practices (OBE instruction, oral communication and presentation skills instruction and availability of subjects during enrolment). In addition to the mentioned aspects, they regarded good grades, academic consultation and advising as major influences on them.

Regarding degree of importance and its influence on the non-completers, the latter put equal importance and consideration of influence on the following: curriculum embedded with real-world emphasis, availability of subjects, research activities, and instruction through applied oral communication and presentation skills.

Completers had the full support of their families in all aspects when they were studying and obviously brought great influence on their college life.

Non-completers claimed family concerns through financial and other related support, as great influencing factor to the completion of their programs.

The completers' problem-solving skills and consistency in managing difficult tasks extremely influenced their capacity to stay in college for four years.

Parallel to completers, non-completers were also extremely influenced by their problem skills ability. Furthermore, non-completers were also greatly influenced by their focus-oriented attitude in attaining their goals.

CONCLUSIONS

All the respondents (completers and non-completers) belong to the millennial age. Majority of the respondents were female, newly graduated and from the psychology program. Their family income indicates that they were not that financially incapable.

Completers were influenced most by factors ranked in the following order: self efficacy, social factors, academic performance and characteristics of the college. Equal number of completers was found to have high and average self-efficacy respectively. Their endurance in all difficulties encountered in completion of degree is partially attributed to their problem-solving skills and readiness to handle intricate situations. Completers have a very high regard for their families who supported them in all aspects in their college life. They put great importance in class attendance, grades, time, class participation, instructional methods and peer study groups. Scholarships and grants provided by the Colegio helped the completers finished their degree programs.

Non-completers were influenced most by factors ranked in the following order: self efficacy, characteristics of the college, social factors, and supplemental instruction.

Quite a number of non-completers had average self-efficacy but still perceived to possess problem solving skills, readiness to handle intricate situations and focus on accomplishing goals. Like the completers, non-completers were also greatly influenced by their families. Non-completers emphasized that class attendance, grades, school requirements, academic consultation and advising, curriculum and research are very important to finish college.

Both completers and non-completers agreed that the Colegio provides activities that are values oriented and social related. They also asserted that they never experienced being working students when they were studying.

Results of this study further verified that completers were sometimes involved in curriculum review/enhancement. Though the respondents (completers and non-completers) observed the factors enumerated when they were students, it does not hold true that these are very important to them. They may be practicing these factors but do not necessarily mean quite important in completing the degree and the other way around.

RECOMMENDATIONS

The findings of the study and different researches guide the researcher in arriving at the following recommendations:

1. Review the curriculum especially the internship program, course offerings and consider area of specialization. Involve the students in this process.
2. Provide more psychological testing materials and other instructional materials needed by the program.
3. Add class hour for Guidance & Counselling
4. Take care of the existing faculty and hire more competent ones.
5. Improve facilities and equipment like classrooms, computer use, education laboratory and media center for ABCOM.
6. For Education program: consider Physics and chemistry for the Math major and screening of students.
7. Minimize giving of researches and paper works at the same time.
8. Have program evaluation at the start of every semester for the students to determine their credited units.
9. Have an entry interview for the freshman to determine whether the program he or she took is really his or her choice. Students' attitude should be considered in completing college on time.
10. Provide flexible sections especially for laboratory classes. This is in favor of irregular students.
11. Need to improve schedule of school activities.
12. Have enrolment advising and intervention program for the left behind students. Improve petition classes' process.
13. Provide more field/experiential activity.
14. Consider providing seminars on self-efficacy, encouragement, emotional and moral support to students.
15. Improve the promotion and advertisement of courses offered.
16. Psychology students suggested realignment of curriculum leading to preparation to allied/medicine courses.
17. Have an academic body that would develop guidelines regarding transferees, working students and student assistants.
18. Recognize Irregular students who are also performing well
19. Review grading system to accommodate more dean's listers.

LITERATURE CITED

Adelman, C. (2004). Principal indicators of student academic histories in postsecondary education, 1972-2000. U.S. Department of Education, Institute of Education Sciences

Akhtar (2008). What is self-efficacy? Bandura's 4 sources of efficacy beliefs. In: Positive Psychology.

Anderson, E. M., & Shannon, A. L. (1988). Toward a conceptualization of mentoring. *Journal of Teacher education*, *39*(1), 38-42. http://dx.doi.org/10.1177/002248718803900109

Astin, A. W. (1993). What matters in college. Retrieved on May 12, 2017 from https://goo.gl/aJfuZm

Astin, A. W. (1997). How "good" is your institution's retention rate? Research in Higher Education, 38(6), 647-658. Retrieved on May 12, 2017 from https://goo.gl/vQ2XPd

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191. http://dx.doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37(2), 122. http://dx.doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1986). Social foundation of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (1-45). Cambridge: Cambridge University Press. http:/dx.doi.org/10.1017/CBO9780511527692.003

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W H Freeman/ Times Books/ Henry Holt & Co.

Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41(3), 586. http://dx.doi.org/10.1037/0022-3514.41.3.586

Bauer, K. W., & Bennett, J. S. (2003). Alumni perceptions used to assess undergraduate research experience. *The Journal of Higher Education*, *74*(2), 210-230. http://dx.doi.org/10.1353/jhe.2003.0011

Bean, J. P. (1983). The application of a model of turnover in work organizations to the student attrition process. *The review of higher education*, *6*(2), 129-148.

Bean, J. P., & Eaton, S. B. (2000). A psychological model of college student retention. *Reworking the student departure puzzle*, *1*, 48-61. New theory and research on college student retention. Nashville: University of Vanberbilt Press.

Bean, J., & Eaton, S. B. (2001). The psychology underlying successful retention practices. *Journal of College Student Retention: Research, Theory & Practice*, *3*(1), 73-89.

Berger, J. B., & Milem, J. F. (2000). Exploring the impact of historically Black colleges in promoting the development of undergraduates' self-concept. *Journal of College Student Development*, *41*(4), 1. Retrieved on April 15, 2017 from https://goo.gl/f8tD3j

Blanc, R., & Martin, D. C. (1994). Supplemental instruction: increasing student performance and persistence in difficult academic courses. *Academic Medicine*, *69*(6), 452-4. Retrieved on October 9, 2016 from https://goo.gl/JVcKKW

Blanc, R. A., DeBuhr, L. E., & Martin, D. C. (1983). Breaking the attrition cycle: The effects of supplemental instruction on undergraduate performance and attrition. *The Journal of Higher Education*, *54*(1), 80-90. Retrieved on January 8, 2016 from https://goo.gl/ewNdJi

Cervone, D., Jiwani, N., & Wood, R. (1991). Goal setting and the differential influence of self-regulatory processes on complex decision-making performance. *Journal of personality and social psychology*, *61*(2), 257. Retrieved on January 8, 2016 from https://goo.gl/FSqRLQ

Cohodes, S. R., & Goodman, J. S. (2012). First degree earns: The impact of college quality on college completion rates. Retrieved on January 10, 2016 from https://goo.gl/153NP9

Congos, D. H., Langsam, D. M., & Schoeps, N. (1997). Supplemental instruction: A successful approach to learning how to learn college introductory biology. *The Journal of Teaching and Learning*, *2*(1), 2-17.

Creswell, J. (2014). *Qualitative, quantitative and mixed method approaches*. Sage Publications, Inc.

Demery, J., Brawner, C. E., & Serow, R. C. (1999). Instructional reform at research universities: Studying faculty motivation. *The Review of Higher Education*, *22*(4), 411-423.

Demetriou, C., & Schmitz-Sciborski, A. (2011). Integration, motivation, strengths and optimism: Retention theories past, present and future. In *Proceedings of the 7th National Symposium on student retention* (pp. 300-312). Norman, OK: University of Oklahoma. DOI: https://doi.org/10.18870/hlrc.v4i2.209

Dunn, R. E., & Moody, J. R. (1995). Mentoring in the Academy: A Survey of Existing Programs. Retrieved on February 9, 2017 from https://goo.gl/RpZ7RW

Endo, J. J., & Harpel, R. L. (1982). The effect of student-faculty interaction on students' educational outcomes. *Research in Higher Education*, *16*(2), 115-138. http://dx.doi.org/10.1007/BF00973505

Frank, M. (2011). The pillars of the self-concept*: Self-esteem and self-efficacy*. Retrieved on June 30, 2016 from http://www.excelatlife.com/articles/selfesteem.htm

García, P. (2001). Understanding Obstacles and Barriers to Hispanic Baccalaureates. Notre Dame, In: Institute for Latino Studies, University of Notre Dame. Retrieved September 30, 2002, from http://www.nd.edu/~iuplr/research/HSFreport.pdf

Gecas, V. (2004). Self-agency and the life course. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (369-390). New York: Springer Science + Business Media, LLC.

Hendrikz, E. (1986). *Introduction to educational psychology*. Macmillan.

Heron, J. (2000) The complete facilitator's handbook. Kogan Page, Diss

Hodges, R., Dochen, C. W., & Joy, D. (2001). Increasing students' success: When supplemental instruction becomes mandatory. *Journal of College Reading and Learning*, *31*(2), 143-156.

Humphries, K. (2005). Facebook for faculty, too: Professors use site to get to know classes. Towson University Newspaper. Retrieved January 7, 2009, from:http://media.www.tcudailyskiff.com/media/storage/paper792/news/2005/10 /27/News/Facebook.For.Faculty.Too-1035383.shtml

Jinks, J., & Morgan, V. (1999). Children's perceived academic self-efficacy: An inventory scale. *The Clearing House*, *72*(4), 224-230.

Jordan, W. J., McPartland, J. M., & Lara, J. (1999). Rethinking the causes of high school dropout. *The Prevention Researcher*, *6*(3), 1-4.

Kim, E., Newton, F. B., Downey, R. G., & Benton, S. L. (2010). Personal factors impacting college student success: Constructing college learning effectiveness inventory (CLEI). *College Student Journal*, *44*(1), 112-126.

Kimball, L. (2001). Managing distance learning: New challenges for faculty. In R. Hazemi, S. Hailes, & S. Wilbur (Eds.), The Digital University: Reinventing the Academy (25 – 38). Berlin, Germany: Springer Verlag.

Knight, W. E., & Arnold, W. (2000, May). Towards a comprehensive predictive model of time to bachelor's degree attainment. In *annual forum of the Association for Institutional Research, Cincinnati, OH* (133-156).

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Assessing conditions to enhance educational effectiveness*. San Francisco: Jossey-Bass.

Kuh, G. D. & Love, P. G., (2000). In: Braxton, J. M. (ed.) Reworking the student departure puzzle. Nashville, TN: Vanderbilt University Press, pp. 196–212.

Lam, L. T. (1999, May). Assessing financial aid impacts on time-to-degree for nontransfer undergraduate students at a large urban public university. In *39th Annual Forum of the Association for Institutional Research, Seattle, WA*.

Lipsky, S., & Ender, S. (1990). Impact of a study skills course on probationary students' academic performance. *Journal of The First-Year Experience & Students in Transition*, *2*(1), 7-16.

Longwell-Grice, R., & Longwell-Grice, H. (2008). Testing Tinto: how do retention theories work for first-generation, working-class students? *Journal of College Student Retention: Research, Theory & Practice*, *9*(4), 407-420.

Lunenburg, F. C. (2011). Self-efficacy in the workplace: implications for motivation and performance. *International Journal of Management, Business, and Administration*, *14*(1), 1-6.

Mapuranga, B., Musingafi, M. C., & Zebron, S. (2015). Students Perceptions on Factors That Affect Their Academic Performance: The Case of Great Zimbabwe University (GZU). *Journal of Education and Practice*, *6*(18), 1-5.

Muraskin, L. (1997). Best practices. *Student support services: A study of five exemplary sites*. Retrieved on February 10, 2017 from https://goo.gl/piLmzU

Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of educational psychology*, *86*(2), 193.

Pascarella, E. T., & Chapman, D. (1983). A multi-institutional, path analytic validation of Tinto's model of college withdrawal. *American Educational Research Journal*, 20(1), 87-102.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). San Francisco, CA: Jossey-Bass.

Pegano, E. (2015). A student integration framework for potential shiftees, dropouts, and transferees of Colegio de San Juan De Letran Calamba.

Philippine Statistics Authority (2013). *The educational attainment of the household population* (Results from the 2010 Census).

Redmond, S. P. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist*, *34*(2), 188-200.

Rienties, B., Beausaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: the role of ethnicity, academic and social integration. *Higher education*, *63*(6), 685-700.

Schwarzer, R., & Jerusalem, M. (2010). The general self-efficacy scale (GSE). *Anxiety, Stress, and Coping* (*12*), 329-345.

Schwitzer, A., & Thomas, C. (1998). Implementation, utilization, and outcomes of a minority freshman peer mentor program at a predominantly white university. *Journal of The First-Year Experience & Students in Transition*, *10* (1), 31-50.

Shortridge-Bagget, L. (2002). Self-efficacy: Measurement and intervention in nursing. *Self-efficacy in nursing: Research and measurement perspectives*, 3-8.

Slavin, R. E., & Fashola, O. S. (1998). *Show Me the Evidence! Proven and Promising Programs for America's Schools*. Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320.

Spady, W. G. (1970). Dropouts from higher education: An interdisciplinary review and synthesis. *Interchange*, *1*(1), 64-85.

Stratton, C., Commander, N., Callahan, C., & Smith, B. (1996). From DS to LS: The expansion of an academic preparation program from Learning Support to Learning Support. In *Annual Conference of the National Association for Developmental Education, Little Rock, AR*.

Stuart, R. (2010). Reform under review. Diverse Issues in Higher Education, 27(2), 24-25. doi: 1980857501

Styron Jr, R. (2010). Student satisfaction and persistence: Factors vital to student retention. *Research in Higher Education Journal*, *6*, 1.

Swail, W. S. (2003). Retaining Minority Students in Higher Education: *A Framework for Success. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series*. Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741.

Swail, W. S. (2004, June). The art of student retention. In *Educational Policy Institute, 20th Annual Recruitment and Retention Conference, Texas* (Vol. 21).

Terenzini, P. T., & Pascarella, E. T. (1991). Twenty years of research on college students: Lessons for future research. *Research in Higher Education*, *32*(1), 83-92.

Terenzini, P. T., Rendon, L. I., Upcraft, M. L., Millar, S. B., Allison, K. W., Gregg, P. L., & Jalomo, R. (1994). The transition to college: Diverse students, diverse stories. *Research in higher education*, *35*(1), 57-73.

Thompson, A. (2008). The four pillars of student success. Presentation for the Center for Educational Research in Appalachia. In: Lyttle-Burns, Ann, "Factors That Contribute to Student Graduation and Dropout Rates: An In-Depth Study of a Rural Appalachian School District" (2011). Online Theses and Dissertations. 13. http://encompass.eku.edu/etd/13

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of educational research*, *45*(1), 89-125.

Tinto, V. (1979). In Pascarella, E. T., & Chapman, D. (1983). A multi-institutional, path analytic validation of Tinto's model of college withdrawal. *American Educational Research Journal*, 20(1), 87-102.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637.

Tinto, V. (1993). Building community. *Liberal Education*, *79*(4), 16-21.

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention: Research, Theory & Practice*, *8*(1), 1-19.

Towner, T., VanHorn, A., & Parker, S. L. (2007). Facebook: Classroom tool for a classroom community. In *annual meeting of the Midwest Political Science Association, Palmer House Hotel, Chicago, IL*.

Umbach, P. D., & Porter, S. R. (2002). How do academic departments impact student satisfaction? Understanding the contextual effects of departments. *Research in Higher Education*, *43*(2), 209-234.

Weng, F., Cheong, F., & Cheong, C. (2010). Modelling IS Student Retention in Taiwan: Extending Tinto and Bean's Model with Self-Efficacy. *Innovation in Teaching and Learning in Information and Computer Sciences*, *9*(2), 1-12.

Williams, T., & Williams, K. (2010). Self-efficacy and performance in mathematics: Reciprocal determinism in 33 nations. *Journal of Educational Psychology, 102* (2), 453-466. doi:10.1037/a0017271

Zimmerman, B. J. (1995). Self-efficacy and educational development. *Self-efficacy in changing societies*, 202-231.