

Factors Affecting the Continuance in the Bachelor's Degree Program of Diploma in Office Management Technology 3rd Year Students in PUP - NCR Branches and Campuses, School Year 2017 – 2018

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Abstract

This study aimed to determine the factors that affect the continuance of the Diploma in Office Management Technology students to the Bachelor Degree in the Polytechnic University of the Philippines Branches and Campuses in the National Capital Region. A total of 360 students were divided from the different branches and campuses of PUP in the National Capital Region. Data were gathered through survey questionnaires. Obtained data were analyzed with help of Pearson r correlation and Spearman's ρ Correlation. Research findings revealed that there was significant relationship between the nine factors and this study. The factors affecting the continuance of the DOMT Students to pursue Bachelor's Degree have a significant relationship with the Educational Productivity of the respondents.

Keywords: Continuance, Diploma in Office Management Technology (DOMT), Bachelor's Degree, Polytechnic University of the Philippines (PUP), Polytechnic University of the Philippines (PUP) Branches and Campuses

Introduction

Choosing a program or course that best suits your interest is a crucial part on what you will become professionally. It should always be towards building the right character and acquiring the specific skills and knowledge for you to be equipped when you face the corporate world. Some students find it a lot easier to enroll in a Diploma course than to complete a Bachelor's Degree. Aside from spending a short period of time studying, it focuses on the specific skill you needed for a specific job. Community colleges, technical schools and universities offer diploma programs for a diverse range of students. Working professionals returning to post-secondary education may want to pursue a diploma to enhance their career prospects. Recent secondary school graduates may choose a diploma as their ticket to an entry-level position in

their field of action or as a smooth transition into continued higher education study. On the other hand, Bachelor's Degree offers an in-depth knowledge about a specific field that takes four to five years which helps students enhance both their practical skills and theoretical expertise.

However, Diploma course and Bachelor's Degree were both viewed independently. In that case, those who graduated from Diploma course that plans to continue their Bachelor's Degree could not proceed because what they have previously completed do not earn them units (will not be credited). Although it should earn them appropriate credit units, they still have to repeat the courses they took on their Diploma course to continue with their Bachelor's Degree.

This has raised awareness to the former President of the Philippines, Gloria Macapagal-Arroyo and promulgated an Executive Order (EO) 358 which provides the mandate and legal framework for wider scale and accelerated implementation. Later on it has been signed into an act known as "RA 10647" or Ladderized Education Act of 2014 which aims to promote the right of citizens to quality and accessible education at all levels. Likewise, its purpose is to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people. Ladderized Education is a new system of education in the Philippines that allows learners to program between Technical-Vocational Education and Training (TVET) and college and vice-versa. Ladderized Education opens wide range opportunities for career and educational advancement for students and workers (Magallano, 2011).

Objective of the Study

This study aims to identify the factors that affect the continuance in bachelor's degree program of Diploma in Office Management Technology students of PUP NCR Branches and Campuses, since students have already had or ongoing on their on-the-job training and know the opportunities they might get, the reasons that may affect their continuance to bachelor's degree is the concern of this study.

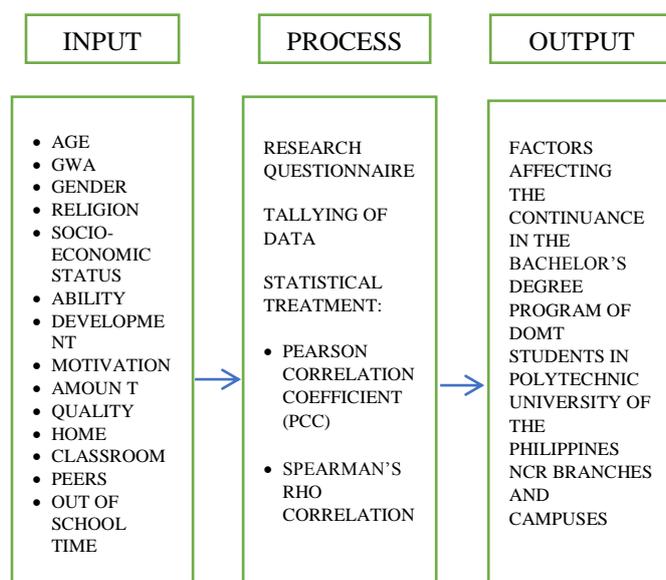


FIGURE 1. RESEARCH PARADIGM

Statement of the Problem

This study aimed to determine the factors that affect the continuance of the Diploma in Office Management Technology students to the bachelor's degree in the Polytechnic University of the Philippines Branches and Campus in the National Capital Region specifically it sought to answer the following questions:

1. What is the demographic profile of the students in terms of the following selected variables:
 - 1.1 Age?
 - 1.2 Campus?
 - 1.3 Gender?
 - 1.4 Religion?
 - 1.5 Parents or Guardian's level of Education?
 - 1.6 Approximate Total Monthly Income?
2. What are the responses of the respondents in terms of:
 - 2.1 Ability?
 - 2.2 Development?
 - 2.3 Motivation?
 - 2.4 Amount?
 - 2.5 Quality?
 - 2.6 Home?
 - 2.7 Classroom?
 - 2.8 Peers?
 - 2.9 Out of school time?
3. Is there any significant relationship between factors affecting the continuance in the bachelor's degree program of Diploma in Office Management Technology students in Polytechnic University of the Philippines NCR Branches and Campuses, SY 2017-2018 to the demographic profile of the respondents?

Scope and Limitations

The study covers only the selected PUP branches and campuses in NCR. There are 360 respondents that are third year students of Diploma in Office Management Technology, 90 students for each branch/campus: PUP Sta. Mesa, PUP Taguig, PUP Paranaque and PUP Quezon City and the respondents were selected by quota sampling.

Literature Review

According to Estecomment et. al, (2019) Ladderized Education Program was developed to establish equivalent programs for transition from TVET (Technical-Vocational Education and Training) to CHED. Students can earn equivalent credits for previous program acquired in TVET to avoid waste of time duplication of subjects. TVET graduates may apply for admission in College Program of their choice.

On the other hand, according to Temple (2009)

“There were six main reasons that student did not continue their education. Socioeconomic status, cultural and social capital, family structure and expectations, financial reasons and the general organization of the high school offered some insight as to why students did not attend college”.

Moreover, as stated by Adelman (1999) Acknowledging that most of the students were not ready for the academic strains of a particular higher education setting, there were psychological and personal reasons for non-completion however these were hard to manage”.

Furthermore, an additional significant source of influence on continuing higher education includes internal factors which could affect personal involvements. Family opinions, peer impact, school care, and academic training were instances of internal factors that in the long run influence students’ decision to join higher education”. (Coy-Ogan 2009)

In addition, Walberg (1984) stated that there were nine factors that needs optimization to increase effective, behavioral and cognitive learning. These were divided into three groups: Students aptitude which includes Ability evaluated by standardized tests, Development which were determined by age or stage of maturation, and Motivation which expresses student’s preparedness to continue intensively on tasks. Instruction contains amount of time students involve in learning and quality of the instructional practice, including academic and curricular aspects. There were also four environment factors which steadily affect learning: the academically motivating, mental climates of home, classroom social group, peer outside the school and use of out-of-school time (amount of leisure-time).

Materials and Methods

This study was descriptive in nature. According to McCombes (2019) “Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions”. Quota-sampling method has been used in this study and is defined as a “non-probability sampling technique in which researchers look for a specific characteristic in their respondents, and then take a tailored sample that is in proportion to a population of interest (Foley, 2018).

This study used quantitative approach (survey questionnaire) indicating the factors affecting the continuance of DOMT students to Bachelor’s Degree. The questionnaire was composed of two sections. The first section was consisted of six questions on demographic profile of the students. These are gender, age, socio-economic status. Under Section 2, it accommodates 45 questions which further collect data upon independent and dependent variables which have a direct relevance to the factors; academic performance, facilities, professors, peer of influence and field of interest. Using the Likert Scale’s level of agreeableness, responses of the respondents had been measured.

Data was effectively interpreted by the researchers who employed the following statistical treatment: the Pearson correlation coefficient (PCC) which is defined by Laerd Statistics as “a measure of the strength of a linear association between two variables and is denoted by r . Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, r , indicates how far away all these data points are to this line of best fit (i.e., how well the data points fit this new

model/line of best fit)". Also the study used Spearman's rho correlation where there were two methods to calculate depending on whether: (1) the data does not have tied ranks or (2) the data has tied ranks.

Results

Results were organized under the following subtopics: profile of the students who are the respondents in terms of age, gender, general weighted average (GWA), religion, highest educational attainment, family monthly income and all the indicators involved under educational productivity.

Table 1: Profile of the students in terms of Age

Age	Frequency	Percentage (%)
18-22 years old	292	97.7
23-27 years old	7	2.3
TOTAL	299	100.0%

Table 1 show that 292 or 97.7% of the respondents were ranging from 18-22 years old. The remaining 7 or 2.3% of the participants were 23-27 years old.

Table 2: Profile of the students in terms of Sex

Gender	Frequency	Percentage (%)
Male	92	30.8%
Female	207	69.2%
TOTAL	299	100.0%

Table 2 shows that 207 or 69.2% of the respondents were female. The remaining 92 or 30.8% of the participants were male. This means that most of the students who were enrolled in the Diploma in Office Management Technology were mostly female.

Table 3: Profile of the students in terms of General Weighted Average (GWA)

General Weighted Average (GWA)	Frequency	Percentage (%)
1.00 – 1.50	4	1.3%
1.51 – 2.00	77	25.8%
2.01 – 2.50	185	61.9%
2.51 – 3.00	33	11.0%
TOTAL	299	100.0%

Table 3 shows that 185 or 61.9% of the respondents has the 2.01 – 2.50 general weighted average while the 4 or 1.3% of the respondents has a general weighted average of 1.00 – 1.50 which is the highest range of grades in Polytechnic University of the Philippines.

Table 4: Profile of the students in terms of Religion

Religion	Frequency	Percentage (%)
Roman Catholic	211	70.6%
Born Again	57	19.1%
Islam	2	.7%
Iglesia ni Cristo	23	7.7%
Others	6	2.0%
TOTAL	299	100.0%

Table 4 shows that majority of the respondents are Roman Catholic with 211 or 70.6% of the respondents. 2 or .7% of the participants were Islam.

Table 5: Profile of the students in terms of Parents Educational Level

Parents Educational Level	Frequency	Percentage (%)
Elementary Graduate	22	7.4%
High School Level	67	22.4%
High School Graduate	39	13.0%
Technical/Vocational	26	8.7%
College Level	64	21.4%
College Graduate	65	21.7%
Graduate Education	16	5.4%
TOTAL	299	100.0%

Table 5 shows the highest level of education attained by the parents/guardian of the students is high school graduate with 67 or 22.4% of the respondents while the lowest level of education attained by parents/guardian falls under the graduate education with 16 or 5.4% of the participants.

Table 6: Profile of the students in terms of Family Income

Family Income	Frequency	Percentage (%)
P15,000 AND BELOW	201	67.2%
P15,001 – P21,000	78	26.1%
P21,001 – P40,000	11	3.7%
P40,001 – P50,000	3	1.0%
P50,001 – P60,000	4	1.3%
ABOVE P60,000	2	.7%
TOTAL	299	100.0%

Table 6 shows that the highest number respondents with 201 or 67.2% have a family income ranging from P15, 001 – BELOW. While the lowest number with 2 or .7% has a family income of P60, 000 above.

Table 7: Responses of the respondents in terms of Ability

Ability	Weighted Mean	Verbal Interpretation
As a student I always wanted to achieve excellence that is why,		
1. I always maintain getting good grades	3.20	Agree
2. I always get higher scores on my exams	2.90	Agree
3. I always participate on every class discussion	2.96	Agree
4. I always listen attentively to my professors	3.09	Agree
5. I also participate in extracurricular activities in our school	2.81	Agree
6. I always study the notes that I have from the lessons that have been taught by my professors.	2.99	Agree
7. I look for other learning materials to further enrich my knowledge	3.03	Agree
8. I always submit my projects and assignment on time	3.13	Agree
9. I always read and follow instruction to avoid errors on my exams	3.18	Agree
10. I always spend time reviewing before the day of exam comes	3.00	Agree
GENERAL WEIGHTED MEAN	3.03	Agree

Table 7 shows that the highest weighted mean is question number one with the mean of 3.20 means that many of the respondents always maintain getting good grades at school. On the other hand, the lowest weighted mean lays in question number five with the mean of 2.81. The respondents agreed that they also want to participate in extracurricular activities at school.

Table 8: Responses of the respondents in terms of Development

Development	Weighted Mean	Verbal Interpretation
As I aged, I now know how to handle situation without the consent of other because,		
1. I have continuously growing independent personality	3.22	Agree
2. I am maturing from time to time to handle different kinds of situation	3.25	Agree
3. I am enhancing my problem solving skills	3.23	Agree
4. I know what to do when I face certain kind of situation due to my past experiences	3.22	Agree

5. I am adapting from the different environment that I am in	3.28	Agree
6. I am confident to present myself with the new environment and crowd	3.10	Agree
7. I am not afraid to commit mistakes	3.03	Agree
8. I can stand for the decisions that I have made	3.18	Agree
9. I am not afraid to take commitment	3.06	Agree
10. I am not afraid to admit my fault and most importantly to say sorry for the wrong things that I have done	3.35	Agree
GENERAL WEIGHTED MEAN	3.19	Agree

Table 8 shows that question number 10 got the highest weighted mean having 3.35. This means that majority of the respondents agreed that they were not afraid to apologize if they did something wrong to others. However, question number seven got the lowest weighted mean of 3.03. The general weighted mean in terms of Development is 3.19 and the verbal interpretation is Agree.

Table 9: Responses of the respondents in terms of Motivation

Motivation	Weighted Mean	Verbal Interpretation
As a student I am always driven to study harder by the,		
1. Efficiency of the materials I needed to learn	3.14	Agree
2. Effectiveness of the teaching strategy that I have encountered	3.24	Agree
3. Support that I gain from my family and friends	3.33	Agree
4. Innovative learning procedure	3.11	Agree
5. Rewards that I am receiving from my guardians	2.96	Agree
6. Future job opportunities that are waiting for me as I graduate	3.31	Agree
7. Collective learning from my classmates	3.18	Agree
8. Paragon that I always look up	3.01	Agree
9. Life status that I am living right now	3.19	Agree
10. Promise that I have to my (father, mother, sister or any member of the family)	3.32	Agree
GENERAL WEIGHTED MEAN	3.18	Agree

Table 9 shows that question number three got the highest weighted mean having 3.33. Respondents agreed that they are motivated to study because of the support they gain from their family and friends. On the other hand, the lowest weighted mean in this factor is question number five with the weighted mean of 2.96. The respondents agreed that the

rewards that they receive from their guardians have less importance when it comes to being motivated to study.

Amount	Weighted Mean	Verbal Interpretation
I have good learning habits that improve my grades like,		
1. Reading books and notes at my vacant time	2.79	Agree
2. Practicing steno-typing whenever I have the opportunity	2.87	Agree
3. I always practice my skills on typing with the use of keyboard or typewriter	3.06	Agree
4. Taking dictation from TV or radio	2.43	Agree
5. Reviewing more days prior to my exam	2.94	Agree
6. Having group studies to make learning more enjoyable	2.89	Agree
7. Preparing all my projects and assignment more days earlier than the submission date	3.05	Agree
8. Watching videos from the internet to better understand the subject	2.90	Agree
9. Taking enough sleep for the body and brain to rest	2.75	Agree
10. Eating foods good for the memory	3.06	Agree
GENERAL WEIGHTED MEAN	2.87	Agree

Table 10: Responses of the respondents in terms of Amount

Table 10 shows that question number three and ten got the highest weighted mean having 3.06. The respondents agreed that learning habits like practicing their skill in typing daily and eating good foods for the memory would improve their grades. While the lowest weighted mean in this factor is question number four with 2.43 which implies that taking dictation from TV or radio would not help their learning.

Quality	Weighted Mean	Verbal Interpretation
I am persuaded by the quality of teaching and learning facilities on our campus like,		
1. Our professor use different strategies to simplify the discussion	3.21	Agree
2. Our professor provides training, programs and activities that are related and helpful for our learning	3.18	Agree

3. Our professor loves to share his knowledge and experience related to the topic of discussion, for the better understanding of his/her students	3.18	Agree
4. We don't feel any pressure from our professor's way of teaching that is why learning is healthy	3.32	Agree
5. We have stenographic machine which can enhance our steno-typing skills	2.80	Agree
6. We have an adequate supply of books in our library for research and learning purposes	2.77	Agree
7. We have a computer lab that we can use to improve our skills and knowledge about computer	2.85	Agree
8. We have dictation machine for our accuracy in taking dictation	3.03	Agree
9. We have a keyboarding which can access to practice and improve our accuracy in typing	2.83	Agree
GENERAL WEIGHTED MEAN	3.02	Agree

Table 11: Responses of the respondents in terms of Quality

Table 11 shows that question number four has the highest weighted mean having 3.32. The respondents agreed that they do not feel pressured with how their professors teach them. However, the lowest weighted mean is question number six with 2.77. This means that respondents agreed that having an adequate supply of books and learning materials would encourage the students to locate more time on studying.

Table 12: Responses of the respondents in terms of Home

Home	Weighted Mean	Verbal Interpretation
I am always propelled to strive for achieving higher grade because,		
1. I have supportive guardians that help me to study my lesson	3.20	Agree
2. Awarding method is always implemented in our home	2.78	Agree
3. We always have a quality time to bond as a family	3.08	Agree
4. We support and respect the decision of each and every member of the family	3.21	Agree
5. We always check/try to communicate with each other as a family	3.26	Agree
6. We have computer at home that helps a lot of ways for gaining knowledge	3.02	Agree
7. We still implement reading books at home	2.90	Agree

that helps a lot ways for gaining knowledge		
8. We have internet connection to use when we need to search for my assignment	2.97	Agree
9. I have a family which had graduated in different courses who help me in my lesson	2.69	Agree
10. My parents can support my financial needs for my studies	3.13	Agree
GENERAL WEIGHTED MEAN	3.02	Agree

Table 12 shows that question number five has the highest weighted mean having 3.26, meaning many of the respondents strive to study harder because they have good communication at home. While the lowest weighted mean in this factor is question number nine with 2.69. This means that respondents agreed that the influence of the family members who graduated with different courses would also be a factor for students to continue their studies.

Table 13: Responses of the respondents in terms of Classroom

Classroom	Weighted Mean	Verbal Interpretation
I always excel with my studies with the help of my colleges in our campus by,		
1. Exercising group review preparations for our upcoming exams	2.45	Agree
2. Reaching out for each other's hand to fulfill each duty and task related to our subjects	2.52	Agree
3. Trusting each other's capabilities on fulfilling their task on our project's and assignments	2.99	Agree
4. Accepting each other's weaknesses and try to strengthen it	2.29	Agree
5. Conducting prayer meetings to reinforce faith and relationship with the Lord	2.66	Agree
6. Having an organization within the room that aides and responds to the personal needs and supports of the student	3.13	Agree
7. Telling, correcting each other's mistakes	3.07	Agree
8. Having sympathy for the suggestions, requests and complaint of each other	3.21	Agree
9. Having a review buddy program for those who are failing and facing difficulties with their subject	3.06	Agree
10. Saving money from daily contributions coming from each other to attend financial needs	3.15	Agree
GENERAL WEIGHTED MEAN	2.85	Agree

Table 13 shows that question number eight has the highest weighted mean with 3.21. This means that respondents agreed that students would prefer having sympathy for suggestions, requests and complaint of each other when they are in the classroom. On the other hand, question number four has the lowest weighted mean with 2.29 explaining that respondents

agreed that accepting each other's weaknesses and trying to strengthen it would also be helpful to finish their studies.

Table 14: Responses of the respondents in terms of Peers

Peers	Weighted Mean	Verbal Interpretation
I am companioned with influential group of people that brings positive output for my study and development like,		
1. The basketball team/volleyball team that I have in our neighborhood that builds team work	2.94	Agree
2. The Sangguniang Kabataan group that helps and secure that the individual like me don't waste out time on such nonsense and negative activities	3.03	Agree
3. The fellowship that we have in our community that helped me builds a harmonious relationship with God and other human being	3.15	Agree
4. The fraternity or the brotherhood in our neighborhood that is active in providing assistance and help in a simple way for four community	3.15	Agree
5. The group neighbors that help each other are in desperate time	2.92	Agree
6. Circle of friends that are engage with adventurous activity like swimming, trailing, biking, hiking and so much more	3.02	Agree
7. A group of individual providing love and care for the mother nature	3.11	Agree
8. People who has passion for music	3.20	Agree
9. Organization that has love and care for the protection of the animals	3.01	Agree
10. People who has love for art	3.06	Agree
GENERAL WEIGHTED MEAN	2.85	Agree

Table 14 shows that the highest weighted mean is question number eight with 3.20 which implies that greater number of respondents are influenced by people who have passion for music. However, the lowest weighted mean in this table is question number five with 2.92 which means few of the respondents have a community that help each other in times of need.

Table 15: Responses of the respondents in terms Out of School Time

Out of School Time	Weighted Mean	Verbal Interpretation
I am engaged with a lot of out of school activities that influence me to study more like,		
1. After class my friends and I, reviews the topic that has been discussed	2.76	Agree
2. My friends and I, always do a group study	2.72	Agree
3. I go to library and study after class	2.53	Agree
4. I have my own tutor. He/ She will review my topics	2.18	Agree
5. I always watch TV programs that discover and teach anything about the planet	2.80	Agree
6. I am using my vacant time as an opportunity to read my notes	2.80	Agree
7. I am using the net to learn new things that may lessen the burden of doing something like life hacks	3.10	Agree
8. I usually study musical instruments	2.72	Agree
9. I am engaged with sport activities	2.70	Agree
10. I am playing video games and any other type of modern computer games that enhances	2.72	Agree
GENERAL WEIGHTED MEAN	2.71	Agree

Table 15 shows that the highest weighted mean is question number seven with 3.10 meaning most of the respondents were using internet to gain knowledge to avoid being burdened. On the other hand, the lowest weighted mean in this factor is question number four with 2.18 that means few of the respondents have their own tutor.

Demographic Profile		Abili ty	Develop ment	Motivat ion	Qual ity	Amo unt	Ho me	Classro om	Pee rs	Out of scho ol time
Age	r- value	0.10 3	0.029	0.061	0.124	0.002	0.12 9	0.041	0.0 46	0.02 9
	p- value	0.07 5	0.614	0.289	0.032	0.974	0.02 5	0.477	0.4 3	0.62
Sex	r- value	- 0.05 1	-0.008	-0.037	- 0.004	-0.01	- 0.01	0.043	0.0 17	0.15 4
	p- value	0.38 3	0.894	0.522	0.949	0.86	0.11 9	0.46	0.7 65	0.00 8
Religio n	r- value	- 0.04 4	-0.031	-0.024	- 0.034	- 0.058	0.11 6	-0.042	0.0 31	0.05 2
	p- value	0.45 2	0.596	0.683	0.554	0.314	0.04 5	0.469	0.5 88	0.37 3
GWA	r- value	- 0.00 5	-0.051	-0.009	- 0.058	- 0.082	- 0.03 8	-0.012	- 0.1 04	- 0.01 2
	p- value	0.93 2	0.382	0.881	0.319	0.159	0.51 7	0.074	0.8 3	0.04 4
Parent s or guardi ans level of educat ion	r- value	0.07 7	0.006	0.023	- 0.025	0.063	- 0.05 9	-0.001	0.0 52	0.08 9
	p- value	0.18 7	0.924	0.691	0.669	0.277	0.31	0.983	0.3 72	0.12 6

*Significant at p-value 0.05.

Table 16: Pearson r correlation of Nine Factors of Education Productivity and Demographic Profile

Table 16 illustrates that there is a significant relationship between the age of the students and the quality of teaching and learning facilities they have at school. However, the remaining factors have no significant relationship with the age of the students. In addition, it shows that there is a significant relationship between sex and out-of-school time but the remaining factors has no significant relationship with sex. Also, religion has a significant relationship with home though ability, development, motivation, quality, amount, classroom, peers and out-of-school time has no significant relationship with religion. Moreover, general weighted average (GWA) has a significant relationship with out-of-school time activities of students yet the remaining factors have no significant relationship with the general weighted average of students. Lastly, parents or guardians level of education has no significant relationship with all the nine factors of educational productivity.

Discussion

The purpose of this study is to determine the factors that might affect the continuance of students of PUP NCR Branches and Campuses under Diploma in Office Management to bachelor's degree. Thru this research we might improve the decreasing number of students pursuing to higher degree of education and help the branches and campuses of PUP with Diploma programs to enhance their system of education.

Results have shown that in terms of age most of the students range from 18 to 22 years old which implies that they are on the right age to choose what they want to become in the future and know what could be the outcome of their deed. The results of this study agrees with the study made by Adelman (1999) which stated "For those beyond the age of 30, the decision to return to complete degrees begun earlier is even more influenced by complex interactions of external and personal factors". In addition, students who were enrolled in this program were mostly female. Although PUP is a free tuition fee university results have shown that because they have minimum to low total family income, they chose to be practical and focused on skills which could earn diploma faster good income. Furthermore, according to Adelman (1999) "The only demographic variable in this collection, gender, indicates that males take longer to complete degrees, partly (but not wholly) because men are overrepresented in fields where time-to-degree is longer by custom-and-usage, e.g. engineering and architecture". Moreover, students were mostly Roman Catholic.

Results also show their grades are ranging from 2.01 to 2.50 which is equivalent to 85 to 81 out of 100. This indicates that they study well on their chosen field of action. This proves that "Grade performance, as we have seen, plays a modestly positive role in the model of degree completion" (Adelman, 1999). Moreover, based on the results, student's parents' / guardians' highest educational were High School Graduate and their total family income were P15, 000 and below. This shows that because of low educational attainment of parents/guardians, they also have low total family income which could affect the continuance of students to their bachelor's degree. Agreeing with results, "The family income variable in the HS&B/So (as well as most other national data sets) is equally as tenuous as parental levels of education, but may be more important in analyses of college going, persistence, and completion" (Adelman, 1999).

This study also sought to know the responses of the respondents in terms of the nine factors of educational productivity by Walberg (1984). Results have shown that in ability factor, students always maintain getting good grades at school and agreed that they also want to participate in extracurricular activities at school which indicates that they are studying well on their chosen program either academically or extracurricular. According to The Graide Network (2018) "Every grade counts toward the student's overall GPA and GPAs matter for internships, college admission and job applications". Moreover, in the factor development, students were not afraid to apologize when they did something wrong to others which indicates that their maturity is being established at this age which is needed to choose a suitable field of action. According to Thakker (2019) "It is them being able to do tasks and things they could not do previously. So it can be said with maturing there is an increase of competency and adaptability"

On motivation factor, students are motivated to study because of the support they gain from their family and friends and agreed that the rewards that they receive from their guardians have less importance when it comes to being motivated to study which agrees to Adelman (1999) stating that “the strong role of parents, peers, and significant others in student decisions to attend college, choose a particular college, choose a particular major, and choose to persist”. For the Amount (time students engage in learning) factor, students states that learning habits like practicing their skill in typing daily and eating good foods for the memory would improve their grades. This means that students already adapted their chosen program and try to be the best version of them on the path they are taking. They also put hard work in learning with good habits. Agreeing to this study, “Students engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education” (The Glossary of Education Reform, 2018). However, according to them taking dictation from TV or radio would not help their learning.

Furthermore on the quality factor, students says that they do not feel pressured with how their professors teach them which indicates that they enjoy what they are doing and really appreciate the efforts their teacher gave in teaching them the courses and skills they should acquire. “Student learning can be positively impacted by the encouragement of teachers to their students. A teacher’s influence, ideas and expectations of his or her students’ capabilities have an effect on student academic performance and achievement” (Grichland, 2017) which this study agrees with. Yet respondents also agreed that having an adequate supply of books and learning materials would encourage the students to locate more time on studying. Another factor is the home, according to the results; students strive to study harder because they have good communication at home which indicates that with good relationship at home students are motivated to study well and they understand why they should study. Agreeing with this study, according to Javeed et. Al (2010) “Millennials, those born between 1982 - 2000, want to “feel protected” by their parents. They enjoy close relationships with their parents, strive for “balance” rather than “career success. They accept their parents’ authority, “bask in the sense of being loved by parents” and rely on their advice for decision making-making”. On the other hand respondents agreed that the influence of the family members who graduated with different courses would also be a factor for students to continue their studies.

Results have shown that in classroom factor, students would prefer having sympathy for suggestions, requests and complaint of each other when they are in classroom. This indicates that they are open for new suggestions and ideas for their improvement and additional knowledge. Moreover, respondents also agreed that accepting each other’s weaknesses and trying to strengthen it would also be helpful to finish their studies. In peer factor it has been said that greater number of respondents are influenced by people who have passion for music. This implies that students find activities in which they could lessen their stress and feel relaxed on their studies. Also, students go with people with the same hobbies. ”Peer group has significant influence on academic performance of undergraduate students” (Filade, 2019). Nonetheless, few of the respondents also stated that they have a community that helps each other in times of need.

Out of school time factor have shown that respondents were using internet to gain knowledge to avoid being burdened. Because of high technology, students have different methods of learning. They use internet to search faster on the answers they needed instead of reading

books which is time – consuming. Agreeing with this study Farooq et.al (2011) stated that “there are several factors inside and outside school that contribute for the quality of academic performance of students”.

The results of this study also sought to answer the significant relationship between the factors affecting the continuance of Diploma in Office Management Technology students of PUP NCR Branches and Campuses to bachelor’s degree program to the demographic profile of the respondents. It has shown that there is a significant relationship between the age of the students and the quality of teaching and learning facilities they have at school. However, ability, development, motivation, amount, classroom, peers and out-of-school time has no significant relationship with the age of the students. This implies that when students are well equipped with learning materials and facilities they could function well. This agrees with the study conducted by Akomolafe et. Al (2015) stating that “The findings suggest that the classroom environment could serve as motivating factor to the academic performance of students. If the classroom environment is conducive and spacious, it could contribute to effective teaching and learning, this could enhance effective student teacher interaction. Whereas if the classroom environment is not conducive, it could have negative effect on the academic performance of students”.

On the other hand, good communication at home could also motivate the students to strive harder in their studies. However, ability, development, motivation, amount (time students engage in learning), classroom, peers and out of school time are found to be not significant. This means that age does not define the ability of the students when it comes to their development, how motivated they are, their time engaged to learning, their classroom environment, their group of friends and their out of school time or activities that influence them to study.

There is also a significant relationship between sex and out of school time. This indicates that gender has connection with the out of school activities that influence the students. But, ability, development, motivation, quality, amount, home, classroom and peers were found to be not significant with the gender. Therefore the remaining educational productivity factors have no relationship with gender when it comes to the continuance of the students to bachelor’s degree.

Also, religion has a significant relationship with home. This means that the kind of belief or principles students have may affect their communication at home. However ability, development, motivation, quality, amount, classroom, peers and out of school time are found to be not significant meaning, religion could not define the eight remaining factors of educational productivity to the students continuance to bachelor’s degree.

General weighted average was found to have a significant relationship to out of school time. This specifies that the grades of the students could be defined on what activities influence them to study more. However, ability, development, motivation, quality, amount, home, gender, classroom and peers were found to be not significant. This indicates that the students general weighted average have no relationship with the remaining factors of the educational productivity.

Lastly, parents or guardians level of education were found to have no significance with the educational productivity of the students. This implies whatever the parent had achieved there

will be no significant relationship to the continuance of the students to bachelor's degree. However according to Adelman (1999) "Parents' educational levels have little direct effect on success, particularly when compared to pre-college acquisition of knowledge and skills".

Conclusion

Following are the conclusions obtained from the results of this study:

1. Most of the students were female and Roman Catholic. They were ranging from 18 to 22 years old with 2.01 to 2.50 general weighted average and has 15,000 and below family income.
2. There is a significant relationship between quality and age which indicates that as students mature, they realize the importance of having a right character, knowledge and skill about their chosen field. Also, findings have shown that there is a significant relationship among home, age and religion. This implies that whatever belief students have with good communication at home will help students develop and grow as they mature to different aspects of life. Moreover, out of school time has a significant relationship with gender and general weighted average which indicates that activities students do after their school time has an impact to their grades at either gender. However, results have shown that ability, development, motivation, amount, classroom and peers has no significant relationship which implies that these factors do not affect the student's continuance to bachelor's degree.

In line with this study, recommendations have been observed:

- a. For the parents, they should learn to communicate freely and try to learn proper parenting by attending on trainings and seminars to fully understand their children. They should also learn to support each other as the study sees that family bond strengthens the confidence of the students. Also, students will be motivated when they have good bond at home.
- b. For the students, they should learn to give time on talking to their parents and guardians. If they really feel motivated with their family's support they should learn to accept whatever support offered to them. Aside from this, students should study hard because although as they say grades do not define them but employers do look unto it. It is the evidence of them giving their best and hard work on each and every subject.
- c. Lastly for the campus, they should provide friendly and stress-free environment to the students. Although there will be times that it is really stressful, the campus should try to lessen the burden of the students by conducting social and extracurricular activities. They should also teach students on their rights about school policies. They must really be the second home with their second parents. The campus should likewise conduct open forums for the students and professors to build friendship and unity. Also they should provide alternative learning

facilities and activities that might help the students know and explore more on themselves.

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