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STUDENT RETENTION PRACTICES OF TAGOLOAN COMMUNITY COLLEGE
By:

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Abstract

The study aimed to assess the student retention practices of Tagoloan Community College. The researchers used the descriptive correlational method. The study utilized 269 total number of respondents and used Cronbach's alpha to make it more precise. The instrument was analyzed using different statistical tools such as the weighted mean, standard deviation, and Pearson correlation. Student retention is an essential measurement metric in education, indicated by retention rates, which are accumulated as students re-enroll from one academic year to the next. High retention rates can be obtained if institutions aim to provide appropriate support and teaching methods among the various practices to prevent students from deferring their studies. To address this pressing challenge faced by educational institutions, the underlying factors and the methodological aspects of building robust predictive models are reviewed and scrutinized. After having a thorough evaluation, the retention policy of the college seems to draw a positive impact on student retention brought about by the effective implementation of an array of extra-curricular activities where it contributes a lot to students in terms of motivation and even explore more resulting to create a warm atmosphere. The results show that among others, the retention practices of TCC in terms of student orientation, guidance and counseling, extra-curricular activities, and academic performance were adequate. Concerning the extent of student retention of TCC in terms of learning competency, academic and social integration were suitable. Additionally, retention practices have a significant relationship with student retention. Retention practices of the institution help students stay on track academically and increase the likelihood of completing their degrees or programs successfully. This implies that with more practices implemented by the institution concerning retention, the students would increase their intention to stay in the school.

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Introduction

Retaining a student is fundamental to an institution's ability to carry out its mission. The retention policy creates an appropriate and effective provision that governs all students. The policy makes the necessary intervention, which would greatly encourage students to meet the requirements of their respective fields. Furthermore, retention policy is an important aspect of academic institutions to mold those students who were equipped for higher education. Student retention is a significant topic as every stakeholder, from parents to policymakers, looks at student retention to measure a school's performance. Academic institutions implement student retention to standardize, maintain and sustain quality and improve their programs, curriculum, and teaching qualities including their academic support, resulting in a quality and competent student, assuring the continuous flow of income into the institutions through tuition. It is one of the most valuable measures of universities' and colleges success. Thus, affects rankings, reputation, and financial stability.

In higher education, retention is the process of keeping students enrolled in renowned colleges, community colleges, or other institutions of higher education. It is an essential part of higher education, as

it affects graduation rates, and identifies how well an institution is performing toward their students. This retention policy is an encouraging sign of stability and prosperity, it will not only benefit the staff of institutions but also the students or those who are still thinking of enrolling. Educational institutions should focus on this important metric and should work to improve their school's retention rate. Having high student retention rates will result in excellent education delivery and culture within a higher education institution. There are some factors to consider the benefit of having a retention policy. These include faculty support, academic skills, financial concerns, and community life. The retention rates of students are greatly influenced by the faculty. The most tangible kind of motivation for both local and international students came from an instructor's involvement and attention to the subject matter at hand and the learning of a student. Since they are in charge of their education, students who are enrolled in a certain school should have the academic abilities required to handle the discussion and training at the higher education level. Students' analytical and critical thinking abilities are crucial, particularly when relying on their chosen field of study. Pursuing higher education is a costly decision. In addition, there is a potential likelihood that students will stick to their studies and stay engaged in their educational institutions. A student's sense of belongingness might be influenced by extra-curricular activities like clubs, athletics, or study groups, these students are more likely to complete their education at the same institution when they are motivated.

Methods

This study carefully applies a model such as research design, research environment, the research instruments, respondents, sampling design, and data gathering procedures. The reliability and validity of the instrument and including the scoring guidelines are reviewed to fit the design. Ethical consideration is also sought for this will be paramount to the legitimacy of the output,

Research Design

The researchers used a descriptive correlational method in this study. A descriptive correlational research design is a quantitative type of study that involve describing and assessing relationships among variables, without seeking to build a causal connection. This method is a simple way to determine the relationship between student involvement and different participation toward student retention. It discusses the determinants of student persistence by analyzing students' academic competency, socializing, interaction, institutional involvement, and belongingness in Tagoloan Community College. (McBurney & White, 2009) affirmed that descriptive correlational design is used in different research studies that aim to provide static images of situations as well as establish the connection between varieties of variables. The researchers used this method since this study is composed of different variables that are useful in determining the students' retention in the institution.

Research Environment

This study was conducted in M.H del Pilar Street, Baluarte at Tagoloan Community College, Misamis Oriental. The students of the Bachelor of Science in Business Administration (BSBA) of Tagoloan Community College were the subjects of this study. The researchers focused on three different levels; the second, third, and fourth years. It is situated about 26.8 kilometers from Cagayan de Oro City.

Research Instruments

The primary tool for gathering the needed information for the study is the survey questionnaire. To ensure the validity of the instrument used, the researchers adapted the questions from different authors with their published studies. The research instrument of the study was a close-ended type of questionnaire and utilized the (Likert Scale) to answer the foregoing questions.

The questionnaire was divided into two parts. The first part is on student retention which consists of Learning competencies, Academic integration, and social integration.

Research Respondents

The participants of the study were the students of Tagoloan Community College. Specifically, all of them belong to the business administration as the subject of the survey.

Table 1. Distribution of Respondents of the Study

Year Level	Total Population	Percentage	Total Respondents
2ND Year	520	25%	130
3RD Year	327	25%	82
4TH Year	537	50%	269

Data Gathering Procedure

The collection of data was done at Tagoloan Community College itself. Permission to conduct the study was sought from the President of the college. The purpose and expected outcomes of this study will be explained to the management.

The administration of the instruments to the student respondents was done after the other personally by the researcher to facilitate the explanation of the instruction for accomplishing the questionnaires. When the accomplished instrument was collected, the data were tallied and tabulated by the researchers. The result of the study was assembled for presentation.

Scoring Guidelines

Table 2. Show the scoring procedures that the researchers utilized in describing the data of the study.

Scale	Mean	Description	Interpretation
5	4.21 – 5.0	Strongly Agree	Very Effective
4	3.41 – 4.20	Agree	Effective
3	2.61 – 3.40	Undecided	Moderately Effective
2	1.81 – 2.60	Disagree	Less Effective
1	1.00– 1.80	Strongly Disagree	Ineffective

Statistical Treatment

The study made use of the following statistical treatment to obtain the information required to interpret the result of this study successfully:

Simple Percentage. The profile variables of the respondents were analyzed using the simple percentage with the following formula.

Weighted Mean. This statistical tool computed the weight of the responses in the questionnaire assigned by the respondents during the actual data-gathering procedure.

Pearson product-moment correlation or Pearson r is set at 0.05 alpha level of significance. This test was used to determine or measure the strength of a linear association or the significant relationship between two variables and is denoted by r.

Normality test

The gathered data will be subjected to a normality test to determine the appropriate statistical tools employed. If the data were typically distributed, it used the parametric. Meanwhile, if the data were skewed, non-parametric tools were used. All the survey data were entered into the statistical analysis program SPSS. SPSS software performs quantitative analysis as a complete statistical package based on a point and clicks interface.

Results and Discussion

Table 3. The retention practices of TCC in terms of student orientation

Items	Mean	Std. Deviation	Description	Interpretation
1. Information that was relayed during the orientation prepared me for this program.	4.34	0.66	Strongly Agree	Very Effective
2. Skills needed for my success in this program were clarified to me during orientation.	4.40	0.65	Strongly Agree	Very Effective
3. Information on what it takes to be a distance learner was clarified to me during orientation.	4.32	0.60	Strongly Agree	Very Effective
4. Tips on how to study and manage time were discussed during orientation.	4.28	0.67	Strongly Agree	Very Effective
5. Had a good interaction with staff and faculty from the institution.	4.27	0.69	Strongly Agree	Very Effective
6. Liked the way how the orientation was organized.	3.37	1.35	Moderately Agree	Moderately Effective
7. The orientation service helped me to adjust to the program.	3.94	1.02	Agree	Effective
8. Confident about my decision to attend Tagoloan Community College BSBA Orientation Program.	4.34	0.65	Strongly Agree	Very Effective
9. Certain that Tagoloan Community College is the right place for me.	4.22	0.68	Strongly Agree	Very Effective
10. It is important to graduate from BSBA Course.	4.28	0.67	Strongly Agree	Very Effective
Average	**4.18**	**0.76**	**Agree**	**Effective**

Legend:1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 3 presents the retention practices of Tagoloan Community College (TCC) students in terms of student orientation. The data exposed that the average mean of the retention practices of TCC in terms of student orientation is 4.18 with a standard deviation of 0.76 or "Effective". This implies that the retention practices of the institution can help students stay on track academically and increase the likelihood of completing their degrees or programs successfully.

In line with this, the highest item on the retention practices of TCC in terms of student orientation is "Skills needed for my success on this program were clarified to me during orientation" with a mean of 4.40 and a standard deviation of 0.65 or "Very Effective". This also implies that during orientation, the in charge clarified the possible skills of different programs.

Moreover, the lowest item is "Liked the way how the orientation was organized" with a mean of 3.37 and a standard deviation of 1.35 or "Moderately Effective". This item requires improvement since it did not meet the highest mean. In addition, the institution should enforce activities, arrange the program flow, and provide entertainment that will provide excitement to the students.

These findings and results are supported by Davig and Spain (2016) who claimed that certain topics/activities should be included in orientation courses to help students. In addition, it indicates that if a student did not have exposure to study skills, advising information, curriculum planning, group activities, and campus tours, they were less likely to re-enroll.

Table 4. The retention practices of TCC in terms of guidance and counseling

Items	Mean	Std. Deviation	Description	Interpretation
1. Students recognize the counselor's task as supportive and responsive.	4.16	0.59	Agree	Effective
2. Counselors help secondary students in subject selection.	4.26	0.56	Strongly Agree	Very Effective
3. Students admit that counselors reveal their secrets to the school management.	4.05	0.72	Agree	Effective
4. Counselors should help students realize their dreams.	4.16	0.61	Agree	Effective
5. There should be a great need for counselors in each school.	4.04	0.67	Agree	Effective
6. Guidance and counseling are practiced in our Institution	4.17	0.58	Agree	Effective
7. Aware of the availability of guidance and counseling services	4.26	0.56	Strongly Agree	Very Effective
8. Guidance and counseling are practiced at the required standard	4.23	0.56	Strongly Agree	Very Effective
9. The guidance and counseling modality is helpful to students	4.44	0.60	Strongly Agree	Very Effective
10. There is adequate material and moral support from the institution.	4.41	0.57	Strongly Agree	Very Effective
Average	**4.22**	**0.60**	**Strongly Agree**	**Very Effective**

Legend: 1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 4 presents the retention practices of TCC students in terms of guidance and counseling. The data exposed that the average mean of the retention practices of TCC in terms of guidance and counseling is 4.22 with an SD of 0.60 or "Very Effective". This implied that the retention practices of institutions with

strong retention rates may have a better reputation among prospective students, which can impact enrollment and funding.

In line with this, the highest item on the retention practices of TCC in terms of guidance and counseling is "The guidance and counseling modality is helpful to students" with a mean of 4.44 and an SD of 0.60 or "Very Effective". This implied that during guidance and counseling, the modality being used was beneficial to the students.

Moreover, the lowest item is "There should be a great need for counselors in each school." with a mean of 4.04 and an SD of 0.67 or "Effective". This item requires improvement since it might be that the guidance counselor in the institution is not quite familiar to the students.

This result was supported by Egenti Nkechi Theresa (2016) who claimed that counseling and guidance are essential educational tools for shaping a student's orientation away from damaging ideas that have been imprinted in him or her by peers. It follows that there is a need for a school counselor who can use counseling techniques to assist young people in determining their future.

Table 5. The retention practices of TCC in terms of extra-curricular activities

Items	Mean	Std. Deviation	Description	Interpretation
1. Follow advertising activities regularly.	4.38	0.56	Strongly Agree	Very Effective
2. Extra-curricular activities are useful for me.	4.23	0.57	Strongly Agree	Very Effective
3. I Like to participate in the same activity more than one time to improve myself	4.28	0.55	Strongly Agree	Very Effective
4. Satisfied with the activities held at the campus.	4.22	0.63	Strongly Agree	Very Effective
5. Activities available at the school served my needs. (Academic activities, sports, skills, and talents)	4.17	0.67	Agree	Effective
6. Activities available at the school are suitable for my expectations.	4.35	0.55	Strongly Agree	Very Effective
7. The place of activities is appropriate.	4.24	0.62	Strongly Agree	Very Effective
8. Desire to speak about the activities that get involved and tell colleagues about the positive impact of these activities.	4.29	0.63	Strongly Agree	Very Effective
9. Like to suggest improving the extra-curricular activities.	4.12	0.70	Agree	Effective
10. various activities can be found in school.	4.00	0.80	Agree	Effective
Average	**4.23**	**0.63**	**Strongly Agree**	**Very Effective**

Legend:1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 5 presents the retention practices of TCC in terms of extra-curricular activities. The data exposed that the average mean of the retention practices of TCC in terms of extra-curricular activities is 4.23 with an SD of 0.63 or "Very Effective". This implied that retention practices that address the needs of diverse student populations can help promote greater equity and inclusion within higher education.

In line with this, the highest item on the retention practices of TCC in terms of extra-curricular activities is "Follow advertising activities regularly" with a mean of 4.38 and an SD of 0.56 or "Very Effective". This implied that in terms of extra-curricular activities, the students tend to follow the advertising activities regularly.

Moreover, the lowest item is "There are various activities that can be found in school." with a mean of 4.00 and an SD of 0.80 or "Effective". This item requires improvement since the institution did not provide adequate school activities for students to participate in.

This finding was supported by Fredricks (2011) who claimed that community events allow students to interact with others who share their interests and passions which will enhance their aspiration to take part in activities for the longer - term and enhance enjoyment. Participating in extracurricular activities gives students the chance to connect with encouraging adults regarding their socialization.

Table 6. The retention practices of TCC in terms of academic performance

Items	Mean	Std. Deviation	Description	Interpretation
Asked questions in class or contributed to class discussions	4.27	0.59	Strongly Agree	Very Effective
Made class presentation	4.32	0.58	Strongly Agree	Very Effective
Writing clearly and effectively	4.21	0.64	Strongly Agree	Very Effective
Thinking critically and analytically	4.24	0.68	Strongly Agree	Very Effective
Analyzing quantitative problems	4.20	0.70	Agree	Effective
Worked on a paper or project that required integrating ideas or information from various resources.	4.27	0.67	Strongly Agree	Very Effective
Come to class without completing readings and assignments.	4.23	0.69	Strongly Agree	Very Effective
Worked with classmates outside of class to prepare class assignments.	4.39	0.64	Strongly Agree	Very Effective
Used an electronic medium (chat group, internet, instant messaging, etc.) to discuss or complete an assignment.	4.41	0.63	Strongly Agree	Very Effective
Worked harder than you thought you could meet an instructor's standards or expectations.	4.58	0.59	Strongly Agree	Very Effective
Average	**4.31**	**0.64**	**Strongly Agree**	**Very Effective**

Legend: 1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 6 presents the retention practices of TCC in terms of academic performance. The data exposed that the average mean of the retention practices of TCC in terms of academic performance is 4.31

with an SD of 0.64 or "Very Effective". This implied that the retention practices of students who complete their degree programs are more likely to be prepared for the workforce and contribute to the economy.

In line with this, the highest item on the retention practices of TCC in terms of academic performance is "Worked harder than you thought you could meet an instructor's standards or expectations." with a mean of 4.58 and an SD of 0.59 or "Very Effective". This implied that in terms of the academic performance of the students, they prefer to work harder as they could to meet an instructor's standards or expectations and to also gain good grades.

Moreover, the lowest item is "Analyzing quantitative problems" with a mean of 4.20 and an SD of 0.70 or "Effective". This item requires improvement since the students find quantitative problems difficult. With that, the instructors should double their time and effort in discussing the subject matter. On the other side, the students should learn to integrate their selves in researching various problems to enhance their analysis quantitatively.

This result was supported by Narad and Abdullah (2016) who claimed academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results.

Table 7. The student retention of TCC in terms of learning competency

Items	Mean	SD	Description	Interpretation
1. Understood how the competencies in my course will help me in the future.	4.36	0.60	Strongly Agree	Very Effective
2. Academic experience had a positive influence on my intellectual growth and interest.	4.18	0.70	Agree	Effective
3. Satisfied with the extent of my intellectual development.	3.72	0.96	Agree	Effective
4. Knew what I need to do to show my instructors that I am making progress on each competency.	4.37	0.63	Strongly Agree	Very Effective
5. Grades are a good reflection of what I have learned.	4.34	0.61	Strongly Agree	Very Effective
6. Getting good grades is not important to me.	4.34	0.66	Strongly Agree	Very Effective
7. Homework is important to complete even if it is not graded.	4.24	0.69	Strongly Agree	Very Effective
8. Took quizzes and written works/assignments to show what I have learned.	4.26	0.67	Strongly Agree	Very Effective
9. Performance was given to show what I have learned (performing on a video/sit, playing an instrument, role-playing).	4.38	0.61	Strongly Agree	Very Effective
10. The graduation requirements of my school will prepare me for what I want to do in college.	4.25	0.67	Strongly Agree	Very Effective
Average	**4.24**	**0.68**	**Strongly Agree**	**Very Effective**

Legend: Legend:1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 7. presents the retention practices of TCC in terms of learning competency. The data exposed that the average mean of the retention practices of TCC in terms of learning competency is 4.24 with an SD of 0.68 or "Very Effective". This implied that the retention practices of institutions can help students develop a stronger foundation of knowledge and skills.

In line with this, the highest item on the retention practices of TCC in terms of learning competency is "Performance was given to show what I have learned (performing on a video/sit, playing an instrument, role-playing)." with a mean of 4.38 and an SD of 0.61 or "Very Effective". This implied that in terms of the students' learning competency, the students effectively showcase the given performance about what they have learned.

Moreover, the lowest item is "Satisfied with the extent of my intellectual development." with a mean of 3.72 and SD of 0.96 or "Effective". This item requires improvement since students were not satisfied with their intellectual development. The institution should enforce more activities that will enhance and improve the intellectual development of the students.

The result was supported by Parson, Childs, & Elzie (2018) who said that the practice of competency-based learning, which directly connects the skills and practices of a profession to the curriculum, has grown significantly. In competency-based curriculum design, choices are based on the knowledge, skills, and attitudes students need to be competent in their employment after graduation.

Table 8. The student retention of TCC in terms of academic integration

Items	Mean	SD	Description	Interpretation
1. Most of my courses have been intellectually stimulating.	4.19	0.64	Agree	Effective
2. Satisfied with academic experience at Tagoloan Community College.	4.20	0.63	Agree	Effective
3. More likely to attend a cultural event (i.e., concert, lecture, art show) now than I was before coming to this university	4.12	0.62	Agree	Effective
4. Satisfied with the extent of my intellectual development.	4.16	0.62	Agree	Effective
5. In addition to required reading assignments, I read many of the recommended books in my courses.	4.15	0.71	Agree	Effective
6. Interest in ideas and intellectual matters has increased since starting classes.	4.07	0.71	Agree	Effective
7. This year my academic experience has positively influenced my intellectual growth and interest in ideas.	4.17	0.62	Agree	Effective
8. Performed academically as well as I anticipated	4.13	0.64	Agree	Effective
9. Getting good grades is important to me.	4.10	0.70	Agree	Effective
10. Confident that I made the right decision in choosing to attend Tagoloan Community College.	4.24	0.59	Strongly Agree	Very Effective
Average	**4.15**	**0.65**	**Agree**	**Effective**

Legend:1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 8 presents the retention practices of TCC in terms of academic integration. The data exposed that the average mean of the retention practices of TCC in terms of academic integration is 4.15 with an SD of 0.65 or "Effective". This implied that the students who feel like they belong are more likely to feel connected to their academic program and institution, which can promote academic success.

In line with this, the highest item on the retention practices of TCC in terms of academic integration is "Confident that I made the right decision in choosing to attend Tagoloan Community College." with a mean of 4.24 and an SD of 0.59 or "Very Effective". This implied that in terms of academic integration, the students were confident that they made the right decision in choosing to attend Tagoloan Community College.

Moreover, the lowest item is "Interest in ideas and intellectual matters has increased since starting classes." with a mean of 4.07 and an SD of 0.71 or "Effective". This item requires improvement since the classes started, the students felt unsatisfied with the extent of their interest in ideas and intellectual matters.

This result was supported by Tinto (1975) who claimed that academic integration experience is needed for a student to be successful. A student had a better probability of having a pleasant college experience if they had clear goals and the institution's mission was centered on student achievement. Additionally, academic success and intellectual growth resulted in academic integration, which strengthened both institutional commitment and goal commitment.

Table 9. The student retention of TCC in terms of social integration

Items	Mean	SD	Description	Interpretation
1. Comfortable to help from my classmates.	4.27	0.63	Strongly Agree	Very Effective
2. Have a chance to discuss the lesson with some of my classmates during class.	4.25	0.57	Strongly Agree	Very Effective
3. The material covered by the tests and assignments in this class was presented and discussed in class or online.	4.34	0.57	Strongly Agree	Very Effective
4. Can clearly explain new concepts learned to others in the class.	4.25	0.60	Strongly Agree	Very Effective
5. Explain my thought process from start to finish to others in the class.	4.22	0.73	Strongly Agree	Very Effective
6. My instructors encourage questions and comments from students.	4.26	0.58	Strongly Agree	Very Effective
7. My instructors make the class enjoyable.	3.58	1.11	Agree	Effective
8. My instructors want me to do well on the tests and assignments in every class.	4.19	0.70	Agree	Effective
9. Persuade my classmates why my ideas are relevant to the problems we encounter in this class.	4.31	0.66	Strongly Agree	Very Effective
10. Spoken informally and sometimes have friendly interactions with the instructors before, during, or after class.	4.29	0.61	Strongly Agree	Very Effective
Average	**4.20**	**0.68**	**Agree**	**Effective**

Legend:1.00-1.80 Ineffective), 1.81-2.60 (Less Effective), 2.61-3.40 (Moderately Effective), 3.41-4.20 (Effective), 4.21-5.00 (Very Effective)

Table 9 presents the retention practices of TCC in terms of social integration. The data exposed that the average mean of the retention practices of TCC in terms of social integration is 4.20 with an SD of 0.68 or "Effective". This implied that in the retention practices of the institution, students who are retained may have the opportunity to develop stronger relationships with their peers and teachers. By spending additional time in a particular grade or course, they may be able to build stronger connections and feel more comfortable in their environment.

In line with this, the highest item on the retention practices of TCC in terms of social integration is "The material covered by the tests and assignments in this class was presented and discussed in class or online." with a mean of 4.34 and an SD of 0.57 or "Very Effective". This implied that in terms of social integration, content covered by the tests and assignments presented and discussed either in person or online was very effective.

Moreover, the lowest item is "My instructors make the class enjoyable." with a mean of 3.58 and an SD of 1.11 or "Effective". This item requires improvement since some instructors didn't feel more connected with their students. The instructors should integrate entertainment by providing group activities to make the class enjoyable at the same time knowledgeable.

This finding was supported by Kerby (2015) who said that higher education creates progressive social changes that are augmented not only to disseminate knowledge but also by creating interconnectedness of the student experience, socializing, and self-assessment in terms of place. Colleges and universities must incorporate and acclimate protective factors that generate a resilient environment toward student learning, adaptation, and retention policies.

Is there a significant relationship between retention practices towards the student retention policy of TCC?

Table 10. Test of the significant relationship between retention practices towards student retention policy of TCC

	Student Retention		
	R-value	P-Value	Decision on Ho
Retention Practices	.478**	.033	Rejected
Significant if P-value <0.05			
Legend: Ho is rejected if Significant			
Ho is accepted if Not Significant			

Table 11 depicts the significant relationship between retention practices towards the student retention policy of TCC. The data exposed that Retention Practices (r=.478**, p-value= 0.033) have a significant relationship with student retention. This implied that with the implementation of student orientation, guidance and counseling, extra-curricular activities, and academic performance by the institution concerning retention, the students will increase their intention to stay in the school.

Conclusion and recommendation

Based on the findings, the retention practices of the institution can help students stay on track academically and increase the likelihood of completing their degrees or programs successfully. The data revealed that student orientation was effective in retention practices. On the other hand, guidance and counseling, extra-curricular activities, and academic performance were very effective in retention practices. In terms of student retention, learning competency was very much effective as well as academic integration and social integration etc. Moreover, the data also showed that retention practices have a significant relationship with student retention. This implies that with more practices implemented by the institution concerning retention, the students would increase their intention to stay in the school. Henceforth, the institution must adapt student orientation, guidance and counseling, extra-curricular activities, and academic performance as retention practices to retain students. To address this pressing challenge faced by educational institutions, the underlying factors and the methodological aspects of building robust predictive models are reviewed and scrutinized. After having a thorough review, the retention policy of the college seems to draw a positive impact on student retention brought about by the effective implementation of an array of extra-curricular activities where it contributes a lot to students in terms of motivation and even explore more resulting to create a warm atmosphere. The results show that among others, the retention practices of TCC in terms of student orientation, guidance and counseling, extra-curricular activities, and academic performance were adequate. The extent of student retention at TCC in terms of learning competency, academic integration, and social integration was adequate. Additionally, retention practices have a significant relationship with student retention. Retention practices of the institution can help students stay on track academically and increase the likelihood of completing their degrees or programs successfully. This implies that with more practices implemented by the institution concerning retention, the students would increase their intention to stay in the school.

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