



To cite this article: Jodie A. Llamasares and Remeline E. Bausa,EdD (2024). Teachers' Challenges In Handling Students At Risk Of Dropping Out (Sardo) Among National High Schools In Daraga, Albay. International Journal of Education, Business and Economics Research (IJEER) 4 (3): 111-123

TEACHERS' CHALLENGES IN HANDLING STUDENTS AT RISK OF DROPPING OUT (SARDO) AMONG NATIONAL HIGH SCHOOLS IN DARAGA, ALBAY

Jodie A. Llamasares and Remeline E. Bausa,EdD

¹²Bicol Collage, Albay

ORCID No. <https://orcid.org/0009-0006-2881-2942>

<https://doi.org/10.59822/IJEER.2024.4307>

ABSTRACT

This mixed-method research delves into the multifaceted challenges teachers face in addressing the needs of students at risk of dropping out from National High Schools (NHS) in Daraga District. Utilizing a survey questionnaire as research instrument, the study delves into the status of dropout rates across identified schools. It delves deeper into the underlying factors influencing dropout phenomena. Notably, the investigation encapsulates the intricate interplay of various factors such as peer influence, family dynamics, personal characteristics, and the quality of teacher-student interactions. The findings unearth substantial variations in dropout rates among the schools, underscoring the necessity for tailored interventions that are attuned to the unique contexts of each educational setting. Particularly noteworthy is the revelation that family dynamics emerge as the predominant factor contributing to dropout rates, emphasizing the imperative for establishing support systems and implementing targeted interventions to address familial influences. Moreover, the research sheds light on the efficacy of various intervention strategies, with individualized mentorship as the most impactful approach, followed by varied teaching techniques, counselling and support services, and specialized academic assistance. These findings hold profound implications for informing the design and implementation of evidence-based interventions tailored to meet the diverse needs of students, thereby fostering their academic commitment and enhancing student retention rates in NHS settings.

KEYWORDS: Teachers' challenges, SARDO, Interventions, Mixed-method, Daraga District.

© The Authors 2024
Published Online: May 2024

Published by International Journal of Education, Business and Economics Research (IJEER) (<https://ijeber.com/>) This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licences/by/4.0/legalcode>

INTRODUCTION

Our society's foundational element is education, and everyone must ensure that every student gets the chance to achieve. Supporting students who are at risk of dropping out is a severe concern in

education. These students, often known as SARDOs (Students at risk of Dropping Out), deal with several challenges that endanger their ability to complete their education. Teachers must have the abilities and approaches necessary to effectively support SARDO students at this time since students are subject to higher academic demands and social pressures.

Nuray K. et al. (2023) stated that worldwide, the relevance of internationalization in higher education has increased due to the opportunity it offers for engagement and professional growth in various areas. The process of student adaptation has emerged as a topical concern as colleges compete to attract overseas students. The difficulties that overseas students face throughout the adaptation process must be highlighted because it can contribute to school dropout. This study examined the adaptation processes of international students in a public university in Turkey's education faculty and the connection between

According to Gubbels, J. et al. (2019), dropout and school absence are associated with life concerns. Understanding chronic school absences and persistent school dropout risk factors is essential for preventing them. These risk factors and their effects were quantified. This study aimed to summarize school absence and dropout risk variables. Seventy-five studies identified 635 dropout and 781 school absenteeism risk variables. Dropout and school absence risk variables were 42 and 44 domains, respectively. Three-level meta-analyses showed significant mean impacts for 23 dropout and 28 school absenteeism risk factors. A hostile school attitude, substance abuse, teenage externalizing and internalizing problems, and inadequate parent-school interaction are only a few of the 12 risk areas that strongly affect school absenteeism. A history of grade retention, low IQ or learning impairments, and poor academic performance were significant dropout risk factors. This study improves our understanding of school absenteeism and dropout, which helps us comprehend problems in teenage development.

This study was based on DepEd Order No. 74 series of 2010, "GUIDELINES ON MAINSTREAMING THE DROPOUT REDUCTION PROGRAM (DORP) IN THE PUBLIC SECONDARY SCHOOLS." The DepEd Order stated that many schools across the regions had proven the effectiveness of the Dropout Reduction Program (DORP) in reducing dropout rates, achieving zero dropout rates, increasing participation rates, and improving learning outcomes using formal, nonformal, and informal approaches. The Bureau of Secondary Education (BSE) invites all public secondary school heads to mainstream or incorporate this Program into their school improvement plan (SIP) to share its best practices. The DORP, initially the Secondary Schooling Alternatives (SSA) under the Secondary Education Development and Improvement Project (SEDIP), is a BSE comprehensive alternative delivery method (ADM). After identifying probable dropouts, the school team must create a DORP plan. Trainer pools in regions and divisions will give technical help. It will follow the training manual and intervention handbooks (Open High School, EASE, self-learning modules, lesson plans). A Handbook of Best Practices from successful DORP implementers is available for benchmarking. DORP has been implemented for 12 years under this DepEd order, but it needs to be strengthened to attain a zero dropout rate. The researcher hoped this will help the four National High School teachers achieve a zero dropout rate by teaching them new methods to help at-risk students.

This study examined the Daraga District, which has four National High Schools: the Daraga NHS, Malabog NHs, Anislag NHs, and Lacag NHs. Last school year, 2022–2023, 45 pupils from 5,236 at Daraga NHS dropped out, a 0.86 percent rate. 51 of 2,100 Anislag NHS dropouts are 2.43%. Malabog National High School has 2.20% dropouts out of 1,540 students. Finally, LACAG NHS had no dropouts in 2022–2023, with 281 students. Their socioeconomic origins and academic challenges make these schools special. The study emphasizes the unique circumstances, cultural

factors, and economic inequities in Daraga, which affect the possibility of students dropping out, and the essential role of teachers in locating and supporting SARDO. The researcher chose the Daraga District to understand better how the more excellent setting affects teachers' problems and chances to keep at-risk pupils in the classroom and promote a more inclusive and equitable learning environment.

This study should yield valuable data for policymakers, educators, and education researchers. The researcher wanted to improve teacher training, interventions, and educational policies by understanding instructors' SARDO management skills. These strategies may boost SARDO students' academic performance and retention, creating a more equitable learning environment.

Objectives of the Study

Generally, this research aimed to show the challenges of teachers in handling students at risk of dropping out among National High Schools in Daraga District.

Specifically, this research sought to:

1. Determine the status of the drop-out rates of the identified schools.
2. Identify the causes of dropping out of students in terms of:
 - a. Peer Factor
 - b. Family Factor
 - c. Self-Factor
 - d. Teacher-Factor
3. State the interventions undertaken by the teachers to minimize dropouts
4. Propose Intervention Plan to reduce the drop-out rates.

Assumptions

1. The drop-out rates of the identified schools are high.
2. The causes of dropping out of students in terms of a. Peer Factor, b. Family Factor, c. Self-Factor and d. Teacher-Factor were identified.
3. Interventions undertaken by the teachers to minimize drop-outs were stated.
4. Intervention Plan to reduce the drop-out rates were proposed.

LITERATURE REVIEW

This part of the research includes the review of related literature that supports the study's claim and also where the researcher explains the theories that are strongly related to the topic.

DROP OUT

Johansson (2019) emphasizes that contextual factors are needed to understand school dropout. Human, interpersonal, organizational, cultural, and risk and protective factors influence early school dropout or withdrawal. Thus, a succinct overview of the research details the conditions, risk factors, interventions, and goals of these interventions at the social, organizational, interpersonal, and individual levels. Although independent, these levels are related. Contextual factors, including societal, organizational, interpersonal, or personal situations or attributes, can mitigate risk factors or make remedies successful. Risk factors hinder or increase dropout. It could be due to personality, thinking, activities, family, educational surroundings, or other variables hindering the process. Interventions include dropout prevention and correction programs. Program and project goals, objectives, and effects are their intended outcomes.

Sarker M. N. I. et al. (2019) discovered that early school dropouts harm a nation's social, political, environmental, and economic progress. The study investigates the economic consequences of Bangladesh's school dropouts. Also examined are Bangladeshi school dropout variables—a

comprehensive review of peer-reviewed worldwide research. Studies have examined school dropout causes, sociocultural, economic, political, and environmental issues, government dropout reduction attempts, school learning environment, geographical considerations, social conventions and principles, and expert viewpoints. A negative correlation was found between school dropouts and Bangladeshi economic growth. The study also examined chronic poverty, parental reluctance, financial constraints, inadequate school infrastructure, biased social norms, insufficient access to quality education, geographic isolation, unequal educational opportunities, and girl security concerns as significant causes of school dropout in Bangladesh. The study advises government policymakers to provide free education, reduce paid coaching, lower private school costs, promote teacher-parent relationships to raise parental awareness, improve school infrastructure, ensure equal access to education, provide high-quality teacher training, and provide all necessary facilities.

Barros T. M. et al. (2019) demonstrate the importance of accurately estimating dropout rates for an educational system to run smoothly. Statistics about students' educational actions divide them into two groups. The issue is resolved. In one group, pupils who persevere with something should be prominent. Other class students must predict who would quit out. The impacts of this condition are often hard to see. This research investigates this phenomenon and presents a reliable educational data mining strategy that predicts dropout rates. Data is grouped using decision trees, neural networks, and balanced bagging. The models' performance with and without downsampling, SMOTE, and ADASYN data balancing is tested. The geometric mean and unadjusted rank predict dropout rates best in the Balanced Bagging classification.

CAUSES OF DROP OUT

Stewart, K. K. (2021) examined US high school dropout rates and trends. Investigating why so many students drop out and evaluating this data can help schools establish support systems that work for everyone and effective regulations to aid kids with social and academic challenges. When developing guidelines, we must consider our pupils' racial and social backgrounds because these may affect their education. This paper will examine the main reasons people drop out of school, including early traumas, homelessness, being fostered or in juvenile justice, emotional or learning issues, bias due to race or culture, mental health issues, and trouble following the rules. Researchers have developed ways to improve learning and reduce dropouts. Understanding why students drop out can benefit them and society (Zaff et al., 2016, p. 1). The manual supplements the literature study. This resource provides lessons, ideas, tools, and advice to teachers to aid avoid-dropout pupils. The material is divided into four essential parts: interviews with experienced teachers, advice on cultural influences, and ideas about classroom family involvement.

This study examined primary school dropouts in Gurage Zone, Ethiopia, and their causes. Twenty-four Gurage Zone primary schools were surveyed using a descriptive survey technique to attain this goal. Six districts and two municipalities received these schools. Primary school principals, teachers, district education officers, PTA members, dropouts, and Zonal Education Office specialists are sampled. Data gathering was conducted through utilization of questionnaires, interviews, and document analysis. After studying, interpreting, and reviewing the data, it was decided that school dropout is high in the area. The average dropout rate is 5.6%, and the maximum is 13.59%. Children left school early due to low expectations, the benefits of relocating to cities, poor educational conditions, and parents' usage of child labor. 2019 Taddese, E. T., & Tadele, Y.

A new study demonstrates that family influences affect school performance. Most studies have not examined how parental qualities affect children's schooling in developing nations. This study seeks to identify family factors like money, parenting style, and academic success that predict high school dropouts. The Cebu Longitudinal Health and Nutrition Survey dataset was used for this study. The

data covers 28,000 homes with women, partners, and children. Participants were queried about health, school performance, and family work in 1994. The index children were asked extra questions in 1998, 2002, 2005, and 2009. The Cox proportional hazards model and mortality analysis determined the index child's dropout age. The results suggest that parental and economic factors can reliably predict school dropouts. Parents who emphasize school reduce the number of at-risk children. Kids who live in smaller homes and can go to school quickly drop out less. NSU Enriquez et al. (2019).

INTERVENTIONS

Christie et al. (2019) note that many US schools have low on-time graduation rates. Targeted interventions can help at-risk students graduate, but context-specific warning signs in attendance and social and academic signals across multiple data sources make it difficult to identify them. High counsellor caseloads worsen it. To protect student data, Infinite Campus, a leading student information system provider, models statistical relationships between student educational records and enrolment outcomes using de-identified records and in-system analysis to identify at-risk students. The risk scores are highly predictive, context-sensitive, and nationally available, integrated into the student information system, and updated daily, giving educators a valuable tool to support pupils quickly and effectively.

Precision education programs have grown in Taiwan in recent months. This has led to discussions about how artificial intelligence and learning analytics may improve teaching and learning. This study employed the famous dropout risk forecast model to improve student learning. The model was built using statistical learning and deep learning based on historical student academic records. This sustainable education study utilized a model to forecast whether 2,205 first-year students who started on 2018 and graduated in June 2022 would drop out. Over 20% of 176 students were at risk of dropping out. These students were "high-risk pupils." After careful monitoring and assistance, 91 youngsters' dropout rate dropped below 20%. After accounting for gender and economic factors, male students' dropout risk improvement rate was 10.2% greater than female students' 2.9%. Low-income students had a 12.0% dropout risk improvement rate, compared to 5.9% for all students. Two-year dropouts were lower in 2018 than in 2016 and 2017. Statistical and deep learning were used to construct a precision education prediction model. This methodology makes finding struggling pupils straightforward and fast. It also helps us grasp AI in intelligent learning for long-term education. Yang T. Shiao et al. (2023).

After the epidemic, Davao City researchers assessed junior high school teachers' concerns about the Dropout Reduction Program (DORP). The study intends to know how teachers feel about and understand DORP, an intervention program to help at-risk students (SARDOs) avoid dropping out. Qualitative thematic analysis examines instructors' concerns. This study addressed these questions: 1. What disturbs Davao City public school teachers about the Dropout Reduction Program? What challenges do they face in selecting Dropout Reduction Program participants for at-risk students? This study examines instructors' DORP opinions and concerns about implementing the program. The study found that teachers are worried, which can assist schools in preventing dropouts after the outbreak. Researchers advise raising awareness of the Dropout Reduction Program among teachers. More students in danger of leaving out should attend school. C.D. Balubayan (2023)

Theoretical Framework

This study's Motivation Theory and Sociocultural Theory explain why students are at risk of dropping out and what teachers can do to prevent it, leading to the Motivo-Cultural Intervention Theory.

Motivation theory states that internal and external goals affect students' academic commitment and tenacity. Preventing dropouts requires understanding SARDO students' motivations. Teachers' supportive, intellectually stimulating environments motivate students. Motivation Theory can explain how teachers' inspiration influences SARDO students' grades and dropouts. Focused education, goals, and praise help keep pupils from dropping out. To help SARDO understand the complex relationship between inner motivations, external incentives, and educators. Motivation theory helps teachers encourage at-risk kids, boost academic performance, and reduce dropout rates. This comprehensive approach helps students and improves schools.

According to Sociocultural Theory, society, culture, and environment influence learning and development. Culture, family, and community heavily influence at-risk students' academic performance. Understanding sociocultural differences helps teachers protect vulnerable youngsters. Social Cultural Theory evaluated teachers' dropout prevention and student sociocultural awareness. Home, community, and cultural education may help SARDO. Social Cultural Theory explains SARDO education. Address these sociocultural factors to improve interventions and support for at-risk students, creating a more inclusive and supportive educational environment that boosts SARDO students' academic progress and retention in Daraga District National High Schools.

The Theory assessed students' motivational profiles and recommended goal-setting workshops, autonomy-supportive activities, and extrinsic incentive reinforcement. Based on Sociocultural Theory, the plan recognizes sociocultural influences on student education. Culturally sensitive teaching, family involvement, and community collaborations develop belonging and respect for students' backgrounds. Motivo-Cultural Intervention Theory promotes school collaboration through mentorship, peer support, and counseling. These help SARDO students succeed and minimize dropout by addressing motivational and sociocultural challenges. Using this holistic approach, we support SARDO students and provide an inclusive learning environment for academic success at Daraga District National High Schools.

Conceptual Framework

This research utilized the CIPP (Context, Input, Process, and Product) paradigm to investigate student dropout rates. DepEd Order No. 74, Series of 2010, and early school dropout rates in Filipino children were the study's primary focus. This study revealed that understanding the Daraga District's environment is crucial to solving SARDO issues.

Daraga District National High School (NHS) dropout rates were rigorously collected and examined throughout the input phase of the research. According to statistics data from various schools, between 0.86% and 2.43% of students left school. Due to this variance, one must adjust one's technique to each institution. Peer, family, individual, and teacher dropout factors were identified to generate focused intervention techniques.

A thorough collection, rigorous analysis, and intelligent interpretation of data revealed SARDO patterns and trends in the Daraga District. Dropout patterns were investigated using several research methods to gather stakeholder, student, and instructor views. For validity and reliability, participatory methods and collaborative data analysis were prioritized.

This project's product phase seeded a multimodal intervention method to reduce Daraga District National High School dropouts using diverse research findings. Specialist interventions targeted student engagement, retention, and academic achievement in this holistic intervention strategy. The intervention plan's individualized coaching helped pupils avoid dropping out. To recognize that pedagogy is not one-size-fits-all, the intervention comprised customized mentorship and many

instructional methods. This technique aimed to establish a dynamic and engaging learning environment that improved academic achievement and student retention using teaching methods that met students' needs. Experiential, Project-based, and collaborative learning increased students' academic success and passion for learning. The intervention plan comprised targeted counseling and support for at-risk pupils' complex concerns. This effort provided professional counseling and peer support to adolescents with psychosocial barriers to academic success. Academic success is possible despite familial troubles, self-doubt, and peer pressure. Targeted academic interventions supported these efforts. Remediation, enrichment, and adjustments targeted at at-risk students' academic needs and obstacles did not leave them behind.

Significance of the Study

This section examined the study's implications. According to the proponent, this study improved teachers' skills in generating learning activity sheets and techniques to reduce student dropout. This study was significant because:

Students. The study revealed dropout risk factors. It stressed individualized interventions and support networks to assure academic performance and well-being.

Teachers. Teachers learned about their struggles to identify and serve at-risk students. The findings offered professional development and focused solutions to improve teacher-student relationships and support.

Guidance Counselors. This research can help create holistic, student-centered dropout prevention methods that use teachers' and guidance counselors' experiences.

Parents. Dropout dangers and how parents might help their children's education were clarified for parents. In order to reduce dropout rates, the study encouraged parents and educators to talk.

Administrators of Schools. The administration used the study to drive policy and resource allocation to promote retention and establish a welcoming learning environment for all students. The findings helped build successful intervention programs for Daraga District's national high schools' unique needs.

The Department of Education (DepEd). This agency gained empirical knowledge to inform regional and national dropout reduction policies from the study. Research findings helped build evidence-based solutions to improve student engagement and retention across education.

Researchers. Future studies might use the study's approach to explore dropout risk variables and intervention efficacy in a specific geographical setting. It inspired further research into this crucial educational topic. It illuminated the challenges and potential of aiding dropouts.

Definition of Terms

The following terms used in this study will be defined conceptually and operationally.

Challenges: A stimulating activity or difficulty. (<https://www.merriam-webster.com/dictionary/challenges>). Teachers encounter everyday challenges such a lack of resources or a diverse student body that hinder classroom instruction and educational goals.

Students-at-Risk of Dropping Out (SARDO): Students who may drop out are called "SARDO." The Philippines' Department of Education coined a student likely to drop out.

(<https://tinyurl.com/dropout>) Academic performance, attendance, and conduct records were used to identify students at risk of dropping out. In addition, surveys and interviews will assess their needs. **National High Schools:** Secondary education is free in the Philippines, regardless of location or income. Philippine schools follow the K–12 curriculum and offer two years of senior high school and four years of junior high. (<https://tinyurl.com/national-high-school>) Daraga District's National High Schools were Daraga, Malabog, Anislag, and Lacag. The study focuses on national government-run schools. National high schools are government-funded secondary schools that serve a broad spectrum of students in a region with comprehensive and uniform curricula.

Teacher Intervention: A "teacher intervention" program helps pupils manage their emotions, get along with others, and succeed in school. It typically involves procedures and methods adapted to each student's needs, such as arithmetic or reading help. (<https://tinyurl.com/teacher-intervention>) According to this study, "teacher intervention" refers to teachers' actions to identify, support, and retain students with special educational needs. SARDO may receive one-on-one mentoring, extra tutoring, behavior management, counseling, or other specialized interventions to overcome academic and non-academic obstacles.

Dropout rates: Percentage of students who fail to finish a certain school or college course. (<https://tinyurl.com/drop-out-rate>) This study will objectively analyze term dropout rates using historical and current school information. This study examined the number of students who have dropped out of secondary school or have yet to finish.

METHODOLOGY

The methodology employed in the research served as the blueprint for comprehensively investigating the complexities surrounding student attrition within the educational landscape of Daraga District. This section delineates the systematic approach to gathering, analyzing, and interpreting data and the strategies to address the research objectives effectively.

Research Design

A "mixed methods" research method combines rigorous quantitative and qualitative methodologies to maximize their benefits. Multiple data types are used in mixed-method research to improve comprehension. These strategies combine inductive and deductive thinking and overcome the limitations of quantitative or qualitative research to improve understanding. 2022 Harvard Catalytic In this study, Daraga District's four national secondary school teachers participated. These schools were Daraga, Malabog, Anislag, and Lacag. There were the most dropouts at these schools. These educators are vital to the research effort because of their firsthand experience addressing SARDO's difficulties. Research focuses on quantitative and qualitative data from participants to grasp these people's skills, techniques, and experiences.

Research Instrument

A comprehensive survey questionnaire and in-depth interviews were used to examine educators' attitudes, tactics, and issues surrounding SARDO pupils at the Daraga District's four national high schools. The study of teachers and guidance counselors focused on the year with the highest early school leaving rates. In order to illuminate the educational system's practices and needs, this quantitative technique evaluated educators' viewpoints and issues objectively. Qualitative interviews with teachers and guidance counselors enhanced the research by revealing their experiences, approaches, and contextual factors affecting SARDO student assistance. This mixed-method approach analyzed the Daraga District's education system, particularly for at-risk kids, to identify opportunities for improvement and assess present dynamics and tactics. According to the study's goals, the survey questions covered dropout rates, causes, teacher interventions, and

SARDO student interventions. Using closed-ended and open-ended questions, the survey collected quantitative and qualitative data to analyze instructors' replies and insights. This detailed study identified difficulties and presented an intervention plan to improve support networks for Daraga District students at risk of dropping out.

Data Gathering Procedure

This study had four parts to ensure accurate and complete data collection from participating teachers. Surveys were given to research teachers in the first phase. The study's methodology and findings relied on teacher data collected during this period. Survey questionnaires were carefully monitored and retrieved in the second phase. This stage was crucial to ensure timely and efficient data gathering and research integrity by avoiding errors and omissions: the final step examined and tabulated survey questionnaire results. Statistics including frequency, percentage, rank, weighted mean, and Likert scales were used. These tools revealed the teachers' struggles with at-risk students, revealing areas for improvement and assistance. Results analysis concluded the data-gathering process. The researchers carefully reviewed the data and conclusions to develop programs and interventions to improve teaching tactics and help teachers handle at-risk children. This phase was essential for translating the study's findings into practical strategies to improve Daraga District pupils' education.

Respondents of the study

The study's primary responders were teachers and guidance counselors/designates from Daraga, Malabog, Anislag, and Lacag National High Schools in Daraga District. The study examined teachers at the year level who had the most dropouts in recent years. These teachers led the Daraga District SARDO student challenge resolution. The researcher sought these institutions' distinctive dynamics and capacities by focusing on this group. The study excluded teachers from district secondary schools that were not "national high schools." The research examined teachers' distinctive dynamics and skills in national high schools. Since guidance programs prevent dropouts, guidance counselors/designates were also surveyed. A structured questionnaire was created, validated, and distributed to the specified group. The study's objectives were met by this questionnaire, which sought teachers' viewpoints, tactics, and obstacles in teaching SARDO kids. An expert team evaluated the questionnaire to ensure its accuracy and data collection. After validation, the questionnaire was distributed to the identified population and analyzed using statistical methods to identify patterns, trends, and insights that could inform Daraga District SARDO student support interventions and strategies.

Sampling Technique

A purposive total enumeration sample examines the entire population with certain traits, knowledge, or experience. (<https://dissertation.laerd.com/total-population-sampling.php>) In rare cases, complete population sampling might be advantageous to study. Total enumeration was used as the most acceptable sample method for this research. According to the study's aims and research questions, the researcher selected a representative population to sample. This involved defining the population's requirements for study participation. With no exceptions, the researcher collected data from the entire population after identifying it. Total enumeration sampling is beneficial for understanding the entire population, reducing sample error, and improving study reliability and validity. There are downsides to this sampling method. For big populations, total enumeration sampling may be too time-consuming and resource-intensive. Data collection from all population members may be difficult, especially if the population is geographically distributed or inaccessible. The researcher chose entire enumeration sampling for this investigation despite these constraints. The researcher understood the obstacles and opportunities of aiding SARDO students in Daraga District by examining the overall population.

Study Site

The study focused on four Daraga National High Schools: Daraga, Malabog, Anislag, and Lacag. These schools are part of Daraga District education and have had dropout issues recently, making them relevant to the research. The study focused on year-level teachers in these schools with the most dropouts. The study excluded secondary schools, not "national high schools" in the district and schools with no dropout incidents to focus on teachers' SARDO student management skills. This focused methodology helped the researcher explore SARDO student assistance difficulties and potential in various schools. The research focused on these four National High Schools and examined teachers' SARDO student management skills. This study can help establish evidence-based treatments and methods to improve educational outcomes for SARDO students in Daraga District, particularly in these four National High Schools.

Data Analysis Plan

The researcher requested study approval from the Division Office. The adviser signed a letter detailing the study goals, methodology, and benefits. The researcher received Division Office approval weeks later. Next, the researcher asked the four National High School heads to approve the study. This requires a meeting with each school head to explain the study's goals, procedures, and benefits and solicit permission. After school authorities approved, the researcher sent survey questionnaires to teachers and guidance counselors at each year level at the four schools. After a week, the researcher collected and analyzed questionnaires. Data can be entered into a statistical software program, cleaned, and prepared for analysis, and descriptive and inferential statistical analyses can be executed to uncover patterns and links. In addition to survey questionnaires, study teachers and guidance counselors were questioned in-depth. Interviews provided qualitative data to enhance survey questionnaire data. The researcher's final report summarized the study's findings, effects, and recommendations for Daraga District SARDO education. Data analysis showed connections. Statisticians used the Likert scale, frequency, percentage, weighted mean, and ranks. Data analysis helps researchers identify essential variables, correlate correlations, and draw conclusions regarding teachers' dropout-risk student problems. Qualitative in-depth interview data was categorized by thematic analysis. This revealed similar difficulties and methods instructors and guidance counselors used with at-risk students.

RESULTS AND DISCUSSION

Status of Drop out in Identified Schools

This study examined teachers' difficulties meeting Daraga District National High School (NHS) requirements for students at high risk of dropping out. Dropout rates at Daraga NHS, Anislag NHS, Malabog NHS, and Lacag NHS were crucial to this inquiry. Each district school has a distinct learning environment. Daraga NHS enrolls 5236 students, and 0.86% drop out. Anislag NHS, with 2100 students, has a higher-than-average dropout rate of 2.43%. Malabog National High School, with 1540 pupils, has a 2.20% dropout rate. Lacag NHS is impressive for having a "0" dropout rate among 281 students. The fluctuations in dropout rates highlight the need to study instructors' attrition difficulties in diverse educational environments. This study explored teachers' challenges in handling Daraga District National High School's students at risk of dropping out, noting varied dropout rates among district schools. Drawing on contextual factors outlined by Johansson (2019) and Sarker et al. (2019), it emphasizes the economic and social ramifications of dropout rates while also proposing predictive modeling strategies outlined by Barros et al. (2019) to address this issue efficiently.

CAUSES OF DROP OUT

This study examined teachers' difficulties in helping Daraga District National High School (NHS) students at risk of dropping out. Understanding the causes of student dropout is essential to

developing effective intervention measures. Four main factors affected dropout rates at Daraga NHS, Anislag NHS, Malabog NHS, and Lacag NHS: Peer factor, families, personal traits, and teachers. Due to peers' influence—classmates and social groups—the average value was 2.75. The family component, which represents family dynamics and support networks, had a weighted average of 3.14. Self-factor, which includes personal education goals and attitudes, had a weighted mean score of 2.86. The teacher component had a weighted average of 2.59 to measure teacher-student interactions and assistance. These attributes must be understood to fully understand the issues teachers encounter while dealing with student attrition in diverse educational situations.

This study examined teacher challenges in supporting at-risk students at Daraga District National High School, identifying four main factors affecting dropout rates: peer influence, family dynamics, personal traits, and teacher-student interactions. Complementing this, Stewart (2021) emphasizes understanding dropout trends, while Taddese & Tadele (2019) and Enriquez et al. (2019) highlight similar issues, underlining the need for tailored interventions to mitigate dropout risks effectively.

INTERVENTIONS UNDERTAKEN

Based on the data analysis, individualized mentorship was the most successful intervention, with a weighted mean score of 2.97. This suggests that the personalized instruction and assistance given by teachers had a substantial impact on meeting the needs of students who were at risk and encouraging their continued academic commitment. Although significantly lower, varied teaching techniques also showed effectiveness, with a weighted mean score of 2.80. This indicates that the utilization of varied teaching methods customized to students' individual learning preferences played a role in fostering active participation and long-term knowledge retention within the educational setting. The counseling and support services and the specialized academic help were rated with weighted mean ratings of 2.84 and 2.90, respectively. These results indicate that these services substantially contribute to meeting students' socio-emotional and academic needs.

The study found individualized mentorship to be the most effective intervention (weighted mean score: 2.97), followed by varied teaching techniques (2.80), counseling and support services (2.84), and specialized academic help (2.90). These findings align with Christie et al. (2019), emphasizing targeted interventions for at-risk students, and Yang et al. (2023), showcasing the efficacy of precision education programs in dropout prevention. Balubayan (2023) underscores the importance of teacher concerns in implementing dropout reduction programs effectively.

CONCLUSIONS

Based on the results of the study, the following conclusions were drawn:

1. Dropout rates varied significantly among the four National High Schools, with Daraga NHS having the lowest rate at 0.86% despite its larger student population. Conversely, Anislag NHS and Malabog NHS exhibited higher rates of 2.43% and 2.20%, respectively. Lacag NHS boasted an exceptional 0% dropout rate, emphasizing teachers' diverse challenges in different school settings.
2. Four primary factors influencing dropout rates were identified: peer influence, family dynamics, personal characteristics, and teacher-student interactions. Peers' influence received an average score of 2.75, highlighting their impact on student decisions. Family dynamics scored the highest at 3.14, underlining the critical role of family support systems. In contrast, personal characteristics and teacher influence scored 2.86 and 2.59, respectively, emphasizing individual attitudes and teacher-student relationships in dropout prevention.
3. The study found individualized mentorship to be the most successful intervention, with a weighted mean score of 2.97, emphasizing personalized support for at-risk students. Varied teaching techniques, counseling, and specialized academic help also showed effectiveness, with

ratings ranging from 2.80 to 2.90, highlighting the importance of tailored approaches to meet students' diverse needs.

4. Based on DepEd Order No. 74 series of 2010, the intervention plan prioritized school-specific strategies to address dropout rates in Daraga District National High Schools. Individualized mentorship programs and diverse teaching methods were emphasized to cater to student's needs and promote active involvement. Comprehensive counseling and academic support were provided to overcome obstacles, ensuring a supportive learning environment and student success.

RECOMMENDATIONS

According to the conclusions in this study the following recommendations were suggested:

1. Daraga District's four National High Schools' dropout rates vary, requiring specialized intervention. Administrators and instructors must collaborate to analyze school-specific dropout statistics and tailor interventions to student needs. Dropout rates and intervention outcomes must be evaluated to improve methods and ensure efficacy.
2. Implementing effective student retention methods requires understanding the study's dropout factors. Family relations are crucial. Thus, schools should actively support families to lower dropout rates. Parent outreach, family therapy, and community partnerships can provide a supportive home environment for student success, while teacher professional development should focus on positive student connections and academic assistance.
3. After assessing instructor interventions, Schools should prioritize customized mentorship for at-risk children. Student needs and academic commitment are met by tailored instruction and support. Alongside mentorship, schools should use various teaching methods, counseling services, and specialized academic aid to meet kids' socio-emotional and intellectual requirements and provide a conducive learning environment.
4. DepEd Order No. 74 series of 2010 guides the researcher's intervention plan to reduce Daraga District National High School dropout rates. Schools should personalize interventions to local contexts and student populations for maximum efficacy. This could include personalized mentorship programs, innovative teaching methods, and extensive counseling services in line with DepEd rules to create a supportive and inclusive learning environment that supports student retention and academic achievement. Monitoring and assessment are necessary to ensure the intervention plan's long-term dropout reduction.

REFERENCES

- Balubayan, C. D. (2023). Exploring Teachers' Apprehension on Drop-Out Reduction Program in the Post-Pandemic Period: A Thematic Analysis. *European Journal of Theoretical and Applied Sciences*, 1(4), 289-301.
- Christie, S. T., Jarratt, D. C., Olson, L. A., & Tajjala, T. T. (2019). Machine-Learned School Dropout Early Warning at Scale. *International Educational Data Mining Society*.
- Enriquez, N. S. U., Tanbio, C. I. H., & Jandoc, K. R. L. (2019). *The study of the effects of parental factors on the educational outcome among children in Filipino households*. School of Economics, University of the Philippines Diliman.
- Gubbels, J., van der Put, C. E., & Assink, M. (2019). Risk factors for school absenteeism and dropout: A meta-analytic review. *Journal of youth and adolescence*, 48, 1637-1667.
- Johansson, B. (2019). DROPPING OUT OF SCHOOL: a systematic and integrative research review on risk factors an intervention.

- Nuray, K. I. S. A., Feyza, G. Ü. N., TURABİK, T., & NEYİŞCİ, N. Examining International students' school dropout tendencies in the context of university adaptation processes. *Kocaeli Üniversitesi Eğitim Dergisi*, 6(1), 1-26.
- Sarker, M. N. I., Wu, M., & Hossin, M. A. (2019). Economic effect of school dropout in Bangladesh. *International journal of information and education*, 9(2) 136-142
- Shah, D., Haider, G., Taj, T. (2019). Causes of Dropout Rate at Primary Level in Pakistan. *International Journal of Curriculum and Instruction*, 11(2), 38-74.
- Stewart, K. K. (2021). Understanding School Dropout: An Analysis of the Underlying Causes and Their Significance in Building Meaningful Interventions.
- Taddese, E. T., & Tadele, Y. (2019). Prevalence, causes and prevention of primary school dropout in Gurage Zone, Ethiopia. *IOSR J Humanit Soc Sci*, 24, 69-77.