

Chapter I
THE PROBLEM AND ITS SETTING

Introduction

Dropping out is the act of leaving of a student from high school, university or another group for practical reasons, necessities, or disillusionment before completion. Dropping out of school is often the result of a long process of disengagement that may begin in some cases even before a child enters school, and is often described as a process, with factors arising and compounding overtime (Hammond et al., 2007).

School dropout is a complex, multi-faceted problem and the decision to drop out of school is a process, not an event. Hence, dropping out is often the result of a combination of factors across various reasons. This view was reaffirmed in the study by Hunt (2008), who also found out that dropping out is often a process caused not only by a single event but also more than one proximate cause. The alterable variables such as school attendance and identification with school which can usually be influenced by students, parents, educators, and community members are the school factors leading to dropout. Also, most students who dropped out in school tend to be older compared to their grade level peers.

The right to universal education has been under serious threat due to continued high number of school dropouts making school retention hard to maintain over the past several years (UNESCO, 2012). For example, one of the schools in Lipa City, Batangas recorded an alarming increasing number of dropouts. According to the official school

record, the percentage of senior high school dropouts for school year 2017-2018 is 2.44%, while for S.Y. 2018-2019 is 4.11%.

Due to the serious case of dropouts in the schools, the researchers would like to know the causes and effects of this case to lessen or to reduce its rate through the use of interaction of the students. This study is expected to give enough information and solution about the main problem.

Statement of the Problem

This study aimed to reduce the increasing dropout rate of senior high school students of Pinagkawitan Integrated National High School.

Specifically, this study sought to answer the following questions:

1. What is the most common reason why students drop out from the school among the following factors:
 - 1.1 Academic;
 - 1.2 Family;
 - 1.3 Internal; and
 - 1.4 External?
2. How does dropping out in school affect the students?
3. How does interaction of students help reduce the dropout rate of senior high school students?
4. What are the activities to be proposed to use interaction in reducing the dropout rate of students?

Scope and Limitation

The main purpose of the study was to give information or necessary step to reduce the dropout rate of senior high school students.

The study focused on the students of Pinagkawitan Integrated National High School because the researchers observed that there is an increase of dropout rate in their school.

The researchers narrowed the study in senior high school students of Pinagkawitan Integrated National High School to limit the respondents who would answer the questionnaires. The research design that the researchers used was descriptive survey and was only limited to 28 respondents who were reported from their teachers with difficulties in studying and were recorded in Student-At-Risk of Dropping Out (SARDO).

The 25 respondents were those who have problems from different aspects such as financial, family, emotional, and psychological and others. Each of the respondents from senior high school was given a questionnaire to answer. The selected students were from Humanities and Social Sciences (HUMSS) strand with 5 students, Technical-Vocational-Livelihood Track with 13 students in Information Communication and Technology and 7 students in Home Economics both grade 11 and 12 levels to avoid prejudice of their perceptions. The other 3 students were the ones who already dropped out in senior high school. Those respondents were not restricted by gender so as become part of this study-significant that it was either male or female were probably and possible to be the respondent. Also, the limitation of time and budget somehow affected the results of the study. The study covered the data from 2017-2020.

The study is conducted within the whole semester of school year 2019-2020.

Significance of the Study

The study may benefit the following:

To the senior high school students. This study may serve as a guide because they will be informed about the problem and will be able to help in reducing the dropout rate of the students.

To the teachers. This study will help the teachers to deal with the students coping with the tasks and problems the students may encounter in school.

To PINHS. This study may assist the school in improving the SHS students' performance and avoid bad image due to increasing rate of dropout.

To the community. Through this study, the community may provide fun educational activities for the students to improve learning.

To the government. This study may help them in providing well-defined education system that could answer the need for action of increasing dropout rates of the students.

To the present researchers. This study may give ample information on how to overcome the problems their fellow students may face.

To the future researchers. This study may give them additional information which they may use in their own study.

Chapter II REVIEW OF RELATED LITERATURE

For better understanding of this study, the researchers conducted a review regarding the reading and literature that are found relevant to the study. This chapter presents the discussion of conceptual literature, related study, synthesis, conceptual paradigm, theoretical framework, hypothesis and the definition of terms to further understand the main focus of the study.

Conceptual Literature

Within this chapter, definition of dropout, global and local situation of school dropout, and the policies of Department of Education are presented. This chapter also provides the factors influencing school dropouts, its effects and the interaction of students to reduce dropout rates.

School Dropout. School dropout is a long-term process of disengagement by which students do not persist toward graduation. These are the students who did not complete and dropout before gaining a high school diploma. This process is often incremental and may begin as early as elementary years (Bridgeland et al., 2006).

According to UNICEF and UNESCO (2011), school dropouts refer to children who were enrolled in school but have left before completion. Dropping out of school can be related to a variety of factors that can be classified in four categories: individual, family, school, and community factors.

Globally, the number of students who are dropping out of school is of particular reason to educational systems and society as a whole. According to UNESCO (2012)

Global Report on education, there was a clamant need to identify the high numbers of students who dropped out from the school before completing primary education. The findings by UNESCO (2011) on the global picture regarding the attainment of Universal Primary Education (UPE) indicated that about 31.2 million primary students in 2010 dropped out of school and may never return. This means that even in primary education, there's already a high number of dropout rate.

In addition to this, Colby, O'Neill & Stid (2009) states in their journal entitled, "Portland Public Schools: From data and decisions to implementations and results on dropout prevention" that one-third of high school students across the U.S. fail to get a high school diploma on schedule. The rate falls to 50% for minority students; every day 7,000 students drop out of school.

Locally, based on the report of Department of Education (2010), Cohort Survival Rates (CSR), for the past 10 years, has fluctuated between 60% and 80% in both elementary and secondary levels. These statistics mean that about 20 to 40% of elementary students did not complete schooling until Grade 6, while 60 to 75% of secondary students has one-third of them did not finish high school.

Moreover, one of the schools in Lipa City, Batangas recorded an alarming increasing number of dropouts. According to the official school record, the percentage of senior high school dropouts for school year 2017-2018 is 2.44%, while for S.Y. 2018-2019 is 4.11%.

In connection with this, an article entitled "Number of elementary, high school dropout rising—lawmaker" by Porcalla (2017) states that the number of both elementary

and high school dropouts has risen. According to a senior administration lawmaker, it has reached 4.8 million or an 11% increase since 2012.

Due to these cases, Department of Education implemented policies regarding this. Based on the article of Amoroso & Bajo (2014) entitled "Phl dropout rates rising since 2007," the Department of Education (DepEd) found out that there has been no significant movement in dropout rates among elementary and high school students in the last five years. However, dropout rates in both levels have been rising since 2007. From 5.99 percent in school year 2007-2008, the dropout rate went up gradually until it reached 6.81 in school year 2012-2013. The same trend can be observed for the secondary level dropout rate, which ranged from 7.45 percent in school year 2007-2008 to 7.82 percent in school year 2011-2012.

The Department of Education (DepEd) will thresh out and stop students in elementary and secondary schools from dropping out. In the DEPED Order 74, s. 2010 which states the Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools. The effectiveness of the Dropout Reduction Program (DORP) in reducing dropout rate, in the attainment of zero dropout rates, in increasing participation rate and improving learning outcomes using formal, non-formal and informal approaches. These approaches utilize the Family, Individual, Community and School (FICS) Analysis to facilitate the identification of students-at-risk of dropping out (SARDO) by introducing the appropriate interventions. The FICS Analysis encompasses the psychological, emotional, economic, cultural and social dimensions of the risk factors for dropping out affected the students/learners.

In an article entitled “DepEd: Dropouts Start at 1st Grade” by Zaldivar (2010) states that DORP was designed to address the problems faced by students, which prevent them from completing their elementary and high school education. Many students cannot report to class regularly because of various reasons such as work, financial problems physical handicap, family and health issues, among others. DepEd attributed this to their intensified efforts to address the occurrence of children dropping out of school.

According to DepEd's Bureau of Secondary Education director Lolita Andrada, DORP has several programs that rescue students-at-risk of dropping out (SARDO), from discontinuing their schooling and being considered a school failure. The Open High School Program (OHSP) is a distance education program that allows working students or previously out-of-school youth (OSY) to continue studying using a specialized module. The Effective Alternative Secondary Education (Ease) provides an innovative learning tool that allows students to pursue lessons outside school using modules. Some children may have to be temporarily absent from class because of justifiable reasons such as natural calamity or an illness. The Schools Initiated Interventions (SII) is the most effective help for SARDO since the school itself fits the kind of help a student needs according to his unique circumstances. The SII has enabled schools to determine, based on interview, specific problems of students or the real causes for dropping out. DORP was first tried out under the Secondary Education Development and Improvement Project implemented in 2000-2006, which was co-financed by the Asian Development Bank.

Factors Influencing School Dropouts. High school dropout was commonly seen as the result of a long-term process of failure and disengagement of the students. However, Bowers & Sprott (2012) revealed in their journal, “Why tenth graders fail to

finish high school?” that there was a record of as many as 40% of dropouts do not show or give any clear signs of disengagement or major academic or behavioral problems that may be the reasons in the years before dropping out.

Regardless, many studies have been done to identify predictors and variables associated with dropout. One of the studies related to this is the book, “Dropping out from school,” by Hunt (2008) who categorized the variables associated with school dropout according to the extent to which they can be influenced to change the situations leading to dropout. According to the study, most school factors leading to dropout fall in the alterable variables such as school attendance and identification with school which can usually be influenced by students, parents, educators, and community members. Furthermore, he also found that there are often precursors to dropping out, where students could be seen to be at risk or vulnerable to early withdrawal. The study also found that students who repeated grades, those who consistently performed poorly and those who were over age for the grade, were attending more likely to drop out of school. Students who dropped out tend to be older compared to their grade level peers.

According to the book of Lewin (2008) entitled “Access, Age and Grade,” there were effects in the relationship between age and grade. It affirmed that the relationship between age and grade attended were consistent with dropping out. The study found that other students who were too old for the grade they attended were more likely to drop out of school.

An article, “Mapping the incidence of school dropouts,” done by Ampiah and Adu-Yeboah (2009) identified some school factors that contributed to students dropping out of school. These included grade repetition, over age enrolment, low achievement and

regular absenteeism or previous temporary withdrawals from school. It was not clear whether the repetition helped in increasing the chances of completion. However, according to this study, grade repetition extended the age range in a particular grade. Thus, it increased the possibility of repeaters dropping out. The study found that students who were made to repeat grades with a view of improving their performance ended up dropping out of school.

Furthermore, Nava (2009) found on his journal, “Factors in School Leaving: Variations Across Gender Groups, School Levels and Locations¹,” that even if dropouts re-enter school, at some point, many repeaters eventually dropout at a later time. Readmission on schools seemed to have little to no positive effect on achievement. The study also indicated that students in various gender groups, school levels and locations were at risk of dropping for various reasons. Some of these factors were common to all dropouts.

In addition, the book, “Dropout prevention fieldbook: Best practices from the field,” by Schargel (2012) revealed that there were four major causes of students dropping out of school: the student himself/herself, family problem, school environment and the community they live in. This study also suggested that in order to prevent the increasing dropout rate of students, the causes listed above must be defeated.

An analysis of the Dropout Reduction Plan of the Department of Education (2007) found out the factors that lead the students to dropout. First, it was related to family situation, low family income, unemployed parents, and parents engaging in seasonal jobs are included. Some parents tended to neglect their parental responsibilities towards their children's education because they are busy with other activities associated

to increasing the family income. Some are working as Overseas Filipino Workers (OFWs), other parents have poor educational background, and others are just irresponsible parents who are indulging in vices such as gambling and alcoholism. Broken family and family conflicts also affected the students' school performance.

Then, the student herself/himself is a problem already. Internal factors which occur within oneself and having social disengagement where students have little to no relationships with peers, lacking social skills, or their group of friends, early marriage and pregnancy that can lead in dropping out of school. Health troubles such as malnutrition and illnesses were involved. Some were doing poor in their academic performances which are brought about by being slow learners, having low self-esteem, having poor study habit, being not ready academically for secondary school, and non-compliance of subject requirements. Associated to this, under the external factors, which happen outside or in the environment and thus influence a student to dropout are peer pressure/*barkadahan*, school environment or facilities, playing amusement games during classes and even indulging in various vices were identified among students.

Third, some students have no access to regular transportation because of the distance and difficult geographic allocation of the school. Fourth, these were the school factors. A good number of schools have been insufficient instructional equipment and facilities. Many teachers still resort to the traditional methods of teaching, inappropriate teaching styles and utilization of traditional assessment of learning outcomes. Also, some schools provide inadequate guidance program or some do not have full-time guidance counselors. Lastly, it is community related problem. The presence of amusement and recreation centers such as internet cafe, video games, billiard halls, and video houses,

operating in the locality of the school and community during class hours entice students not to attend classes.

However, Hupfield (2011) stated on his book entitled “Resiliency Skills and Dropout Prevention” that there is no single risk factor that can be used to accurately predict who is at risk of dropping out.

Effects of Dropping Out. Not completing high school negatively impacts not only the lives of those who drop out but also society as a whole. Based on an article entitled “Effects of Dropping Out of the Students in School” done by Robertson (2018), there are several consequences of dropping out. These include greater chance of being unemployed; lower income, incarceration such as a jail or a juvenile, missing all the different opportunities, affecting more public financial resources, and being single motherhood.

According to Campbell (2017), the most significant disadvantage that high school dropouts were facing was the low amount of income they gained from the economy compared to high school graduates. Also, dropouts may not have access to wealth-producing assets such as retirement, pension and employers often offer as a benefit. Other than these, some of the disadvantages brought by being a dropout are lack of access to higher education, reducing the tax revenue, poor health outcomes and increasing the likelihood of legal trouble.

In addition, the rate of engagement in high-risk behavior such as early pregnancy, delinquency, crime, violence, premature sexual activity, alcohol and drug abuse and suicide has found to be the significantly higher among dropouts (Consequences of Dropping out of School, 2012).

A study done by Crain- Dorough (2003) states that dropping out has negative impact on adult psychological functioning. First, dropping out may cause individual's self-worth to be lowered due to the negative stigma from the society and losing opportunities the individual faces. Second, dropping out may disrupt the coping mechanisms of the individual that he/she is using in his/her adolescent years. Finally, dropping out forces an individual to face new expectations as the responsibilities of an adult.

Interaction of Students to Reduce Dropout Rates. According to a study, "Education for All, the Quality Imperative and the Problem of Pedagogy" by Alexander (2008), school factors leading to pupils dropping out from school were classified under alterable variables because they are easier to change and can usually be influenced by pupils, parents, educators, and community members. These school factors could be dealt with by making changes involving the students, school staff and members of the local community. This study recommended the school by developing strategies which include supporting the students at risk and hereby reducing the dropout rate of students and will also help them in having a clearer understanding on how they will solve the problems of dropouts in school. This study also observed that reducing dropout rates require a change on how the school operate. They had observed that there is a lack of interaction occurring between teachers and students. It also recommended the school to engage parents by establishing relationships between the school and the community.

One of the top six reasons for dropping out was receiving poor grades (Liu 2004). A survey performed by Ministry of Education (2008) implicates that students who perform poorly overtime were exposed to a greater risk of dropping out. Therefore, to prevent the students from dropping out, they should get good grades. So, for students to

be able to learn, they should be readers, writers, speakers, listeners, and thinkers at the same time through the active engagement in social interaction with other students, peers and teachers in the classroom (Vacca, Vacca, & Mraz, 2011). Interaction in the school setting is usually referred to as the framework of cooperative learning, pair work, group work, project-methods and other models used in teaching.

Interactive learning for Nenad Suzic (2005) is a process that results in relatively permanent changes in thinking, emotions and behavior that arise from the experience, traditions and practices achieved in social interaction. Interactive learning, according to Krneta (2006), cannot be viewed as learning at school, nor as an interaction or a simple collection of learning and interaction. The key notion in the phrase interactive learning is the concept of learning. The term interaction is a factor which precisely shows how indicated learning takes place according to “Interactive Learning and Students’ Competences in Teaching Literature” (Knežević and Kovacevic 2011). This way of learning puts students in a position to work at their own pace (for as long time as they need to, at a time when it suits them, to choose collaborators who to cooperate with, and that all students have the chance to learn the planned curriculum to the level that best suits them) and that they receive the satisfaction (praise for the success or reproach for the failure). Interactive learning provides unflinching support and cooperation of students with their teachers and other students in the process of acquiring new knowledge or learning new things.

In the process of learning, cooperation is practically manifested through the willingness to work with others (working in a collective, group or pair), the willingness to establish equal and reciprocal relations with others, and the great trust and tolerance

towards those they learn with. Therefore, socially interactive learners are engaged learners (Vacca et al., 2011).

This was also proven by the findings of a study performed by Hurst, Wallace, and Nixon (2013) entitled “The Impact of Social Interaction on Student Learning,” wherein students believe that social interaction: (a) helps students learn from others (23%), (b) makes learning fun (16%), (c) gets students interested and engaged (10%), and (d) allows students a chance to talk in the classroom (8%). Other students also answered that “social interaction encourages students to think, read, conclude, summarize, question, etc.” In short, social interaction is vital to the learning process.

An event that can also be connected to a high rate of dropout students is not getting along with teachers or poor pupil-teacher relationship. A negative relationship between 90 teacher and student, marked by chronic conflict, is on the other hand associated with underachievement (Spilt et al., 2012). When a student doesn’t have a good relationship with his/her teacher, he/she is more likely not interested in learning, will show unethical behaviors towards the teacher, a high risk of absenteeism that will currently lead to dropping out.

In Cornelius-White’s study, “Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis” (2007), found that learner-centered education, which emphasizes the role of teacher-student relationships, has significant association with learning achievement, as well as reducing disruptive behavior, absences, and dropout. Roorda et al., (2011) reconfirm this strong association between good teacher-student relationships and student engagement and achievement in their study, “Teacher Well-being: The importance of teacher-student relationships. Educational Psychology

Review”. Hattie (2009) concluded that Cornelius-White’s meta-analysis illustrates that in classrooms with teachers focused on developing good relationships with students, there was more engagement, more respect of self and others, fewer resistant behaviors, greater student-initiated activities, and higher learning outcomes.

There were numerous reasons why students lose interest in learning and get unmotivated in pursuing school completion according to “The Effect of Teacher-Student Relationships on the Academic Engagement of Students,” a study by Varga (2017). One of these is the fact that students spend about fifty percent of their waking hours (8 hours) in a classroom and it is essential that students are bored or they will not be willing to learn. This creates a problem for both the teacher and the student. Throughout an average school day, teachers frequently overhear students complaining about an assignment, a class, or even a teacher. If students have positive relationships with their teachers, they will be more engaged and thus more motivated throughout each of their classes. When students feel that their teachers are more supportive, they can have better achievement outcomes (Gehlbach et al., 2012). Therefore, the first step to helping a student become more motivated and engaged, and thus academically successful, is building and maintaining positive teacher-student relationships.

Thus, in a motivational research conducted by Deci and Ryan (2000), the importance of good teacher-student relationships is explained by self-determination theory, which argues that all individuals have three basic psychological needs: the need for relatedness, autonomy, and competence. The need for relatedness, or belonging, refers to a human being’s tendency towards wanting ‘to feel connected to others; to love and

care'. However, Osterman (2000) noted the concept of belonging is broad and is also referred to as a sense of community, support, or acceptance.

Positive teacher-student relationships were associated with students' intrinsic motivation as a genuine interest in learning, as opposed to extrinsic motivation that is driven by pressures from others or desire for rewards (Deci and Ryan, 2000). Teachers' warmth and attention can contribute to students liking school and feeling a sense of belonging. Such positive emotions drive student motivation (Skinner et al., 2008), and can therefore lead to behavioral engagement, which is when students cooperate by following rules and participating in learning activities (Fredricks et al., 2004).

In another study conducted in Ghana by Ananga entitled "Understanding the push and pull factors in school dropout: A Case Study of Southern Ghana" (2010), found that when a teacher becomes more approachable to the problem of dropout, the situation can still be able to improve. An example is when the Consortium for Research on Educational Access, Transitions and Equity (CREATE) works in Southern Ghana has revealed that few teachers who are sensitive of the problem of dropouts started to intervene to prevent dropouts and encourage 'drop-ins'. This was achieved through identifying the children at risk of dropping out and later on visit these children and their parents and encouraging the students to continue attending classes. These measures are indicative of what schools can do if sensitized about their role in reducing drop out.

Related Study

According to the study of Moore (2007) entitled as "Dropped Out: Factors that Cause Students to Leave Before Graduation," there were factors that cause students to leave before graduation, and seeks information about preventative methods to keep students from quitting. The study utilized a qualitative research methodology which consisted of 15 respondents from an adult high school and used a one-on-one interview guide, follow-up phone call interview and observations. The research showed significant outcomes: (a) lack of credits and falling behind was the most common reason why students quit; (b) moving, being bullied, language barriers, and a combination of the factors were also listed as recurrent reasons students dropped out; (c) respondents felt like monitoring progress, providing academic support, and creating a safe and inviting learning environment could prevent students from leaving prior to graduation.

Additionally, the study of Miller (2006), entitled as "Dropped Out or Pushed Out: A Case Study on why students Drop Out," explored the factors involved in why students drop out of school. It concentrated on the difficulties of adolescent youth in middle school which was where the researcher believed the drop out process is likely to begin. The study was a quantitative research that used an interview which involved four participants. The study found out the potential causes such as family issues, negative interactions with teachers and other school staff, and the feeling students have of not being connected to school. It provided accounts of personal experiences and literature on these issues and combined this information in an attempt to identify what happens in the educational experiences of students to cause them to drop out of school. After looking at the possible causes of why students decide to drop out of school, this study offered recommendations for educators to assist in alleviating these causes. It offered ideas to

identify the "at risk" students and possibilities to stop the process while in its early stages or to prevent it from starting.

Likewise, the study of Dimas (2013) which was "School Factors Contributing to Learners Dropping Out of Schools in Solwezi District" focused on investigating the school factors that contributed to dropping out of school among the students in Solwezi district of Zambia. Both qualitative and quantitative methods of data collection and analysis were used. The study used descriptive survey design and involved 250 participants purposively selected who included teachers, pupils and school dropouts drawn from five schools. The study found that school factors contributing to pupils dropping out of school were prevalent in schools under study such as: poor teacher-pupil relationship, manual work, lack of readiness to learn, lack of functioning pupil support structures, unstimulating school environment and punishments. The study further found that five components of the school environment (place, people, policies, programs, processes) to a certain degree transmitted negative signals to pupils resulting in negative attitude formation, which to some extent influenced pupils' decisions and behavior leading to dropping out.

Similarly, Rumberger (2001) attempted to explain on his study, "Why Students Drop Out of School and What Can Be Done," the reasons why students drop out of school based on two different conceptual frameworks and recommended to solve it. The study used qualitative research through examining the records of dropouts in various schools of United States. The study found that dropping out was not simply a result of academic failure, but rather often results from both social and academic problems in school.

In connection with this, the study of Chugh (2011) named as “Dropout in Secondary Education: A Study of Children Living in Slums of Delhi” examined the factors that contributed to dropping out by children at secondary level. The analysis used qualitative research through conducting surveys undertaken on the marginalized group of children living in slum areas of Delhi who dropped out from the Government schools. The findings revealed that both the family and school related factors were responsible and appeared to be highly correlated with each other. It was also found that adolescents’ dropout not merely due to poverty and financial constraints, but also because the schools did not respond appropriately to their special educational needs forcing them to dropout.

Meanwhile, based on the study of Robinson (2014) entitled "The Lived Experiences of Students at risk of Dropping out: An Interpretative Phenomenological Analysis," there was a need to explore the engagement experiences of students who were formally at risk of dropping out before enrolling in a credit-recovery high school. This study sought to enrich the research base for engagement and to identify factors that can be implemented in future dropout prevention initiatives. The study used qualitative phenomenological methods that analyzed interviews from five students. Interview data collected from the participants was analyzed using the framework of student engagement as a psychological experience, with a focus on the affective and cognitive dimensions. The results revealed the extent to which important contextual elements may interfere or contribute to student psychological experiences at school”, a gap in current engagement. It showed that each of the five students experienced a dramatic shift in motivation to complete high school after experiencing success at the alternative, credit-recovery school. The combined factors led one to believe that for this study the change in engagement that

the students experienced was connected to the following contextual and structural factors: (1) The roles played by effective learning facilitators; (2) An atmosphere of tolerance and acceptance; (3) School and class size; (4) The curriculum dissemination method; and (5) The curriculum itself. These results indicated the potential replicability of such an alternative learning environment.

Moreover, the journal of Witte et al (2013) which is "A Critical Review of the Literature on School Dropout" focused on early school leaving in all its complexity, and on the interplay of relevant factors such as in students, schools or families. The journal was an empirical-analytical or quantitative research which predominates case study and ethnographic method through interviews and participant observation. The findings stated that the role of the economy, politics and society in general is often left out of the picture. School systems' organization and its effect on early school leaving are also still underexplored.

On the other hand, the study of Torres & Saromines (2016) entitled as "Students at risk of Dropping Out of School: Children's Voices" explored the truth behind the experiences of students at risk of dropping out from public schools. This study used a qualitative and twenty secondary students were selected through a purposive sampling. Through in-depth interview and focus group discussion, the study found that hostility in the family, adversities at home, peer influence, learning difficulty, low self-esteem and poor disposition, and negative social interaction were barriers of students to enthusiastically focus on their studies resulting to higher risk of dropping out. As to their insights, they could share to other students who were also at risk of dropping out and to the school in general: have faith, reform and transform, hold on and be positive. This

study has significance in education as to how to address the problem and find ways to prevent it.

In relation with this, Crain-Dorough (2003) conducted "A Study of Dropout Characteristics and School-Level Effects on Dropout Prevention" which examined the characteristics of students' dropouts and the characteristics of schools successful and unsuccessful in mediating dropouts. The study used quantitative analyses through the formation of narrative profiles and mixed data analysis strategies which made it to have mixed method design. This study was conducted using public high schools and students in Louisiana, United States. The cluster analysis resulted for the non-dropouts and dropouts yielded three clusters: "high achievers," "average achievers," and "low achievers." The cluster analysis for the dropouts also resulted in three clusters: "quiet dropouts," "typical dropouts," and "high-achieving pushouts." It also found that consistently low dropouts' schools had significantly higher student achievement than the less effective schools, while the more effective schools had significantly higher attendance rates and student achievement than the consistently high dropouts' schools.

As indicated in the journal of Dupere et al (2014) entitled as "Stressors and Turning Points in High School and Dropout: A Stress Process, Life Course Framework," to integrate long-term and immediate determinants of dropout, proposing a stress process, life course model of dropout is needed. In a qualitative analysis, reviewing the documents about dropout was used. The journal found that some students leave school not as a result of protracted difficulties, but in response to situations that emerge late in their schooling careers, such as health problems or severe peer victimization.

However, Pollack (2010) conducted a study, "Examining the Effectiveness of Dropout Prevention Practices and their Implications for intervention with Public School Students," which focused on determining the effectiveness of the ongoing efforts of the federal and state government, as well as those of the local school districts, to prevent the continued problem about dropping out. The study used qualitative research through conducting a survey among the previous dropout students who had elected to enroll in a General Education Development (GED) program in a community college in a mid-south state. The results indicated that the sample population generally agreed that dropout prevention practices are effective for dropout prevention; however, some practices were weakly supported.

An article of Hurst, Wallace, & Nixon (2013) entitled as "The Impact of Social Interaction on Student Learning" examined how students perceived the value of social interaction in learning by reflecting the classroom experiences at the end of each class period. Qualitative analysis was used to gather data with the help of survey among the students and observation to the three literacy teacher preparation courses. The findings revealed that the students in all three courses perceived that social interaction improved the learning by enhancing the knowledge of literacy and teaching and critical-thinking and problem-solving skills.

The study of Fighetti (2017) entitled "An Effective Social Interaction in the Classroom," was designed to understand the motives that could cause students to choose to work alone during the lessons. The study used a qualitative methodology with surveys, focus group and artifact analysis used to develop data. The research was conducted in a small seventh-grade class in which peer interaction was identified an issue of concern.

Although there were only seven students, social interaction during lesson was minimum. In this context, interest in the factors that limited students' communication arose, particularly considering that perspectives such as that of Vygotsky's socio-cultural approach foregrounds social interaction as a cornerstone of learning. The primary outcomes were: participants' perception of learning contrasted with the expectations of the school, there was recognition of psychological factors that limited interaction, and the need to scaffold opportunities to engage socially with the appropriate conditions for a meaningful dialogue during class time.

Knezevic and Kovacevic (2011) conducted a study, "Interactive Learning and Students' Competencies in Teaching Literature" which aimed to identify and analyze the impact of interactive learning on the development of students' competences. The study used experimental method, empirical-nonexperimental research and methods of theoretical analysis and synthesis through survey instrument which is a scale of assessment. The respondents comprised 250 students, of which 125 experimental and 125 students in the control group. The findings reported that interactive learning in the class has quite a few advantages over the traditional learning in the classroom. The effects of interactive learning were expressed through a higher degree of development of cognitive, emotional, social and working competences of students.

The study of Moore, Warner & Jones (2016) entitled as "Student-to-Student Interaction in Distance Education Classes: What Do Graduate Students Want?" determined if graduate students taking distance education classes desire student-to-student interaction. The study used a descriptive qualitative research through a field test or a likert-type statement. Over 200 graduate students who completed one or more

distance education graduate classes in agricultural and extension education during the past three years were surveyed. Based on the findings, some students desired student-to-student interaction, the majority of the respondents did not particularly like or want student-to-student interaction. When various sub-groups of the population (disaggregated by gender, personality type, age, work status, and student status) were examined, the results were the same.

According to the study of Altinay (2017) entitled as "Examining the Role of Social Interaction in Online Learning Process," there was a role of social interaction in online learning process in higher education. The study was a quantitative research design that used a survey-questionnaire with 715 participants. The questionnaire provided to evaluate perceptions of learners on social interaction role, interaction behavior, barriers, capacity for interaction and group interaction. As research was conducted in a quantitative nature by using inferential statistics, the research was taken place at the higher online education system through the application of adobe connect within the framework of Social Learning Theory and Cognitive Absorption Theory, knowledge construction of learners was perceived as facilitating students' engagement in activities shaped by interactions and involvement. The findings of the study shed a light on the evaluation on the integration of social interaction within online learning contexts and the role of transparency in open learning practices.

Synthesis

The study of Moore is similar to the current study of the researchers because it also sought for the factors that caused students to dropout and also found for preventative methods to keep students from leaving the school. However, this study consisted of only 15 respondents and it is different from the researchers' study which is limited to 20 ICT students.

Likewise, Rumberger's study also attempted to explain and gave different reasons of dropouts and what could be the possible solutions. He provided two different conceptual frameworks wherein in finding information, he used records of various schools in the United States which made it different from the researchers' current study.

A study conducted by Robinson also aimed to identify factors that could be implemented in future dropout prevention initiatives. However, this study is different from Robinson's research because his study was a phenomenological analysis that analyzed interviews of five students only. His study also focused on the engagement of students as a psychological experience. He also provided contextual and structural factors to explain better and prove his stand.

Another study conducted by Torres and Saromines showed similarity to the current study. In their research, they explored truth behind the experiences of students at risk of dropping out. They also used twenty secondary students selected through purposive sampling. However, their study only focused on the factors of dropping out of school. They had left the possible solutions to other educators to study.

A quantitative research of Miller also showed similarities in some ways to the researchers' current study because it also explored factors involved in why students dropped out of school. It also provided different recommendations to assist in alleviating

these causes. Despite the similarities, they are also different in many ways. Some of these are that Miller's study gave some recommendations in preventing the problem while the researchers' study only gave a specific solution which was interaction. Moreover, in Miller's study, he concentrated on the difficulties of adolescent youth in middle school and also offered ideas to identify the "at risk" students.

In another study of Dimas, he also sought to know the school factors contributing Learners Dropping Out of School. Only that this study focused on Solwezi District of Zambia. However, his study involved 250 participants who included teachers, pupils and school dropouts drawn from five schools in the district.

Similarly, in a study of Chugh which also examined the factors that contribute to dropping out of children at secondary level. However, this study focused on children living in slums of Delhi who dropped out from the Government Schools. It conducted surveys in finding information.

A journal of Witte et al. which focused on early school leaving in all its complexity, and on the role of different factors, also showed similarities to the current study. It explained the different factors of dropping out. However, this study was an empirical-analytical quantitative research and used interviews and participant observation in gathering information. Also, in their findings, they had included politics, economy and society to the factors or reasons of dropping out.

In another journal of Dupere et al, some similarities are also seen. In this study, it proposed stress and stressors as factors of dropping out wherein documents about dropouts was used. However, in this study's findings, it was found out that some students

leave school in response to situations that emerged such as health problems and severe peer victimization.

On the other hand, on the aspect of interaction, the researchers also discovered books that have similarities and differences to the current study. One of these was a study by Fighetti. It was qualitative methodology with surveys, focus groups and artifact analysis used to develop data. In this study, peer interaction was identified as a primary cause of learning. It was also designed to understand the motives that could cause students to choose to work alone. However, this study was only limited to seven students in seventh-grade. This study also gave primary outcomes of social interaction inside the classroom.

A study conducted by Pollack examined the effectiveness of dropout prevention and practices and its implications, which is also similar to the study. Pollack's research also included dropout students as his respondents only that his respondents should be enrolled in a General Education Development Program. However, they are also different because Pollacks study focuses on determining the effectiveness of the government's efforts in solving the problem on dropouts.

In an article of Hurst, Wallace, and Nixon, it also shows the value of social interaction on the learning of the students. Surveys and observation were used to gather data. However, the study involved three literacy teacher preparation courses in gathering data, wherein the students in these courses reveal that social interaction improved the learning by enhancing the knowledge of literacy and teaching and critical thinking and problem-solving skills.

In a study conducted by Knezevic and Kovacevic, it aims to identify and analyze the impact of Interactive Learning on the development of student's competences. However, this study used experimental method, empirical-non experimental research and methods of theoretical analysis and synthesis through survey which is a scale of assessment. The study involved 250 students in the control group. The findings revealed the Interactive Learning in the class has a few advantages which includes a higher degree of development.

Another study by Moore, Warner, and Jones also tackles social interaction of students. This study aims to know if graduate students desire student-to-student interaction. However, the respondents of this study are graduate students. It has a respondent of 200 students and used field test to gather information. Its respondents should be a graduate of one or more distance education classes in agriculture and extension education.

Another study by Altinay also tackles about social interaction. It aims to evaluate perceptions of learners on social interaction role, interaction behavior and group interaction. However, this study focuses on the role of social interaction in online learning process in higher education. It used survey-questionnaire in 715 participants. It also used inferential statistics through the application of adobe connect within the framework of social learning theory and cognitive absorption theory.

Theoretical Framework

This study was guided by William Watson Purkey who first introduced Invitational Education theory in 1978. It was developed as a method of creating

environments in which self-concept could be enhanced and human potential more fully developed.

The choice of school completion is an example of a positive choice fostered by an environment of acceptance from likeminded social groups, which include not only peers but teachers and administrators. Invitational Education theory, believes that every person and everything in and around the school adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings (pupils) depending on the type of messages they transmit to the pupil. The five factors should be so intentionally inviting in order to create an environment in which each pupil is cordially summoned to develop intellectually, socially, physically, psychologically and spiritually. Invitational education suggests some practical strategies for making schools the most inviting place. The theory helped to examine how people (school staff and pupils), places (physical environment of the school), policies (school rules and regulations), programmes (school curricula) and processes (methods used to come up with a better school) sends messages that influence pupils' decision leading to dropping out of school. Teachers are in a helping profession and good teachers feel good about themselves, and they feel good about others. Therefore, an intentionally inviting school environment impacts pupils positively and most likely to prevent pupils from dropping out (Purkey & Novak 2015).

The researcher had chosen Invitational Education Theory for this study because it is helpful in the sense that it creates a school environment, which sends caring signals or messages to pupils that they are liked. It promotes creation of an intentionally inviting school environments in which pupils feel liked, welcome, given the opportunity to work and free to express themselves, as they feel working among friends, which in turn helps

them perceive school in much more positive ways that are helpful in preventing them from dropping out.

Conceptual Framework

The conceptual paradigm of the students shows the input, process, and output that the researchers will perform.

The first box shows the input. It also includes the most common reason why students drop out of school in terms of: academic factors, family factors, internal factors and external factors, the effects of dropping out of school to the students and also how interaction help reduce the dropout rate of the senior high school students.

The second box shows the process that the researchers will use to gather data. They will use survey- questionnaire in collecting information wherein they will conduct a survey through the use of the questionnaire that they will give to the respondents.

The third box shows the output of the study. At the end of the study, the researchers will conduct a colloquium or a seminar about interaction. The attendants will be the senior high school students from Pinagkawitan Integrated National High School

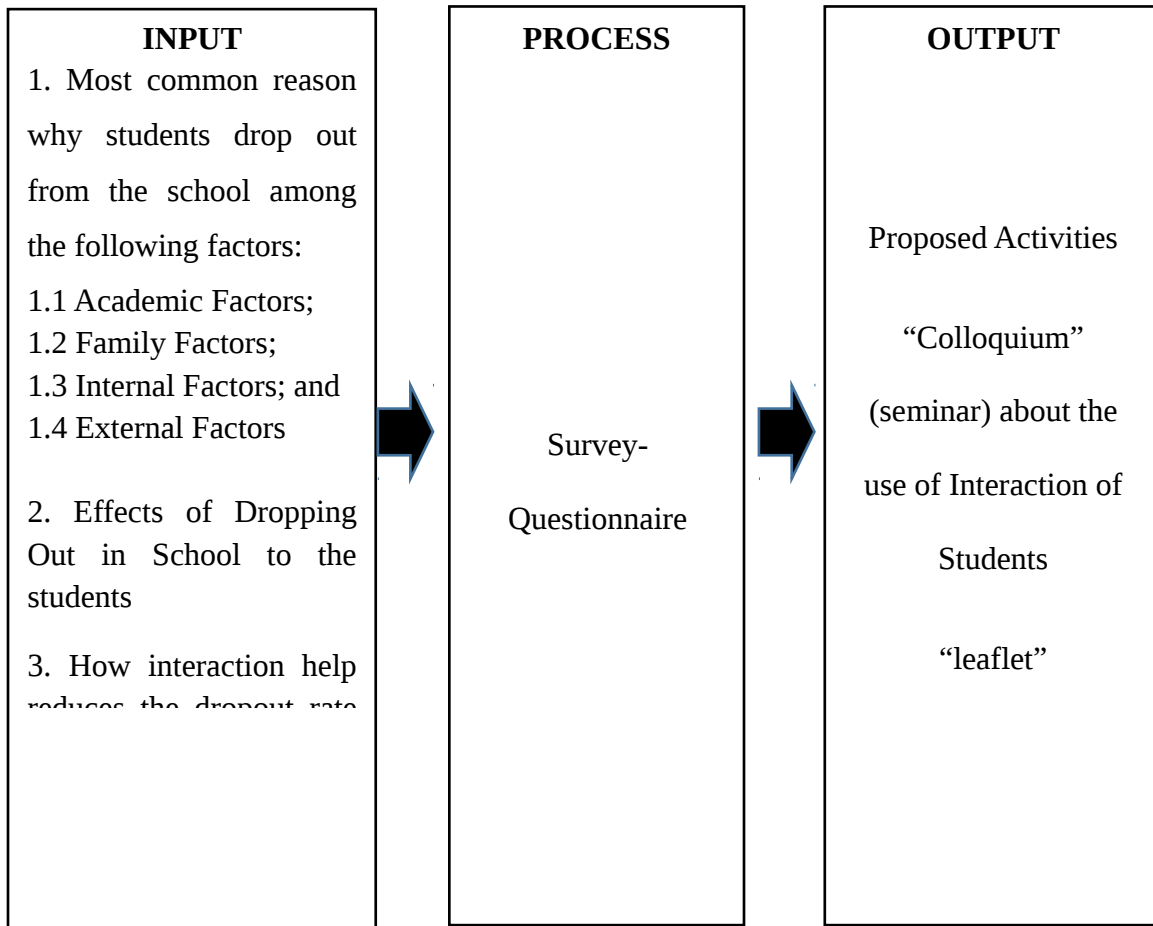


Figure 1. Conceptual Framework of Senior High School students

Hypothesis

The given null and alternative hypotheses were tested in this study:

Ho: Interaction does not reduce the dropout rate of Senior Grades.

Hi: Interaction reduces the dropout rate of Senior Grades.

Definition of Terms

Dropout Rate. According to the National Center for Education Statistics, dropout rate represents the percentage of students who are not enrolled in school and have not earned a high school diploma. In this study, the term is defined to mean the number of students who did not receive a traditional high school diploma at the end of their senior year in high school.

Dropouts. Based on Collins English Dictionary, are someone who has left school or college before they have finished their studies. In this study, the term means students who did not complete and did not receive a high school diploma.

Dropping Out. According to Google Dictionary, it is an act of abandoning a course of study. In this study, it is a “process of disengagement” by which students do not persist toward graduation.

Interaction. Cambridge Dictionary states that it is an occasion when two or more people or things communicate with or react with each other. In this study, it is a way on how to reduce the dropout rate of the students.

Interactive Learning. According to the “The Classroom”, it is a pedagogical technique that engages student by having them actively participate with peers in lessons. In this study, it is defined as a ‘method of organization of learning with others. Interactive learning provides unflinching support and cooperation of students with their teachers and other students in the process of acquiring new knowledge or learning new things.

Chapter III RESEARCH METHODOLOGIES

This chapter presents the research design of the study, the respondents, data gathering procedures, data gathering instrument and statistical treatment of the data.

Research Design

The researchers used a descriptive survey research design in conducting the study which focused on the factors and effects of dropping out and the impact of interaction in reducing dropout rates of senior high school students.

According to Calderon (2008) as cited by Alberto et al (2011), descriptive method is also known as statistical research. It describes data and characteristics about the population or phenomenon being studied. This research method is used for frequencies, averages and other statistical calculations. Often the best approach prior to writing, descriptive research is conducting a survey investigation. This method is used to gather information in order to test hypothesis or to answer questions concerning the current status of the subject of the study.

The researchers used this type of research design because the study focused on describing a phenomenon which was the increasing rate of dropout students. It also focused on describing the effect of dropping out and the impact of interaction in reducing dropout rates. However, this study was only centered in senior high school students. The researchers conducted a survey in a form of questionnaire in gathering information which tested the hypothesis and answered the questions regarding the study.

Respondents of the Study

The respondents of the study were 28 senior high school students of Pinagkawitan Integrated National High School who were at risk of dropping out based on the pre-survey given to them. The researchers used snowball sampling and selected students from Humanities and Social Sciences (HUMSS) strand with five (5) students, Technical-Vocational-Livelihood Track with 13 students in Information Communication and Technology and seven (7) students in Home Economics because they were recorded in Student-At-Risk of Dropping Out (SARDO). The other three (3) students were the ones who already dropped out from the school and served as sources of information because of the ability to answer the questions that the researchers asked since the other three (3) students were experiencing different problems that could lead in dropping out of school.

Only those who were willing and available were involved in the study.

Data Gathering Procedure

The researchers gathered data based on existing documents from the school personnel. After this, they conducted an interview with the teachers who showed the records of those students who have the probability of dropping out in school. The researchers conducted a survey in a form of questionnaire to those chosen students to gather data and information on their research questions. The next step was explaining the instructions on how the respondents would be answering the survey and assuring that all items were clear and understandable. The questionnaires were collected after the participants had answered all the items in the tool. After transcribing the responses, the researchers interpreted and made a generalization of the gathered data.

Data Gathering Instrument

The researchers conducted a survey in a form of questionnaire. This was prepared in a Likert scale question that used to measure the collected data and information. It was divided into two parts: the first part was the demographic profile of the respondents which includes the age, sex and grade level while the second part contained the Likert questions with 27 statements. The questionnaire included 27 statements wherein the first 17 statements determined the causes of dropping out and was divided into 4 factors: academic, family, internal and external factors. Then, items 18 to 22 determined the effects of dropping out to the students and items 23 to 27 determined how interaction of students helps to reduce the increasing dropout rate.

Statistical Treatment of Data

To interpret the gathered data, the following statistical tools were utilized by the researchers:

1. Ranking. This was used to know the level from the most effective to the less effective, wherein the most effective ranked 1.

2. Weighted Mean. It was used to determine the assessment of the respondents with regards to their personal profiles and to compute the effectiveness of interaction of students to reduce the dropout rate of senior high school.

$$WF = \frac{F1 - W1}{N} \qquad \text{Composite Mean} = \frac{\sum WF}{N}$$

Where WF is the weighted mean, F1 is the frequency, W1 is the summation of weighted frequencies and N is the total.

Chapter IV
PRESENTATION, INTERPRETATION, AND ANALYSIS

This chapter presents the data gathered in a tabular form, supported with corresponding analysis, interpretation, implication and theoretical bases.

The statement of the problem consists of 27 statements wherein the first 17 statements determine the causes of dropping out and is divided into 4 factors: academic, family, internal and external factors then items 18 to 22 determine the effects of dropping out to the students and items 23 to 27 determine how interaction of students helps to reduce the increasing dropout rate.

Table 1. Academic factors of dropping out.

Academic Factors	Weighted Mean	Verbal Interpretation	Ranking
1. I have a poor study habit.	2.64	Agree	3
2. I don't have the confidence to express my own ideas.	2.80	Agree	1
3. I can't understand the lessons being discussed.	2.52	Agree	4.5
4. I can't comply with the requirements that should be submitted in each subject.	2.76	Agree	2
5. I feel that I am still not ready academically.	2.44	Disagree	6
6. I perform poorly in class.	2.52	Agree	4.5
Composite Mean	2.61	Agree	

The table shows that most of the respondents agreed to the listed reasons under academic factors of dropping out of students in school with a composite mean of 2.61 and verbally interpreted as Agree.

Based on United Way website, “Academic performance is another key factor that was consistently cited as a factor that influences a student staying in school and graduating. Several research articles cite that the road to academic success starts early in the education system” (3 Reasons Students, 2013). Academic performance is one of the most influencing factors that causes students to quit school.

In connection to this, the respondents do not have the confidence to express their ideas which got the highest weighted mean of 2.80. This shows that most if not all the respondents claim that having no enough confidence causes students to have failures in their academic performance.

The website of Accredited Schools Online (2019) states that a recent survey by America’s Promise Alliance of high school students who were left before the completion or graduation stated that failing too many classes was the answer given by nearly 28 percent of the respondents. Falling behind in classes can feel demoralizing and make students question the point of school. According to Jason Patel, “students lack confidence to keep up with the work in school.”

This factor was supported through the study of Klepfer (2015) entitled as “Self-Esteem and Motivation Effects on Predicted High School Graduation Outcomes”. The study argues that motivation and self-esteem have been to be influential on a students’ decision to drop out of high school.

However, being not yet ready academically got the lowest rank with a weighted mean of 2.44 and verbally interpreted as Disagree. In contrast to the result in the table, the study “Seven Reasons Why Students Drop Out” by Suvin (2019) found out that the lack of readiness academically is a major culprit in high school graduation rates and first-year students are the first prey.

Students quit higher education because they are simply not ready for it. Moreover, Education Trust (2016) produced a report which shows that about 50% of high school graduates from US drop-out of high school without completing college and career-ready courses of study.

With the overall composite mean of 2.61 in weighted mean, the respondents agreed to the academic factors of dropping out of students in school written in the table. Therefore, it can be concluded that the most of the respondents agreed that having poor study habit, lack of confidence, lack of knowledge to the lessons, failure to comply with requirements, and poor performance are the factors affecting the students from dropping out of school.

Table 2. Family factors of dropping out.

Family Factors	Weighted Mean	Verbal Interpretation	Ranking
1. I have an ongoing stressful life event that affects my school life.	2.48	Disagree	3
2. I belong to a family with low income to support our local needs.	2.64	Agree	2
3. I can't open up with my parents regarding school concerns because of their busy schedule.	2.80	Agree	1

4. I have poor treatment from my parents.	2.40	Disagree	4
Composite Mean	2.58	Agree	

Table 2 shows that most of the respondents agreed that family is one of the main causes why students drop out of school or why they perform poorly in class with a composite mean of 2.58 and is verbally interpreted as Agree.

An analysis of the Dropout Reduction Plan of the Department of Education (2007) found out that one factors that lead the students to dropout was related to family situation, low family income, unemployed parents, and parents engaging in seasonal jobs. Some parents tended to neglect their parental responsibilities towards their children's education.

Based on the table, the respondents cannot open up to their parents because of their busy schedule. Also, they belong to a family with low income and was not able to support all the respondent's school needs. Despite these, they are not experiencing a stressful life event that affects their school life and are not receiving poor treatment from parents.

This is supported by Rumberger and Lim (2008) who state that students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements. More importantly, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the

odds of dropping out. Since the respondents are experiencing family problem, then family is one of the causes why students drop out of school.

Table 3. Internal factors of dropping out.

Internal Factors	Weighted Mean	Verbal Interpretation	Ranking
1. I can't communicate with other students.	2.28	Disagree	3
2. I am not socially active that's why I get pressured when there are activities that require group work.	2.60	Agree	1
3. I have difficulties in interacting with my teacher.	2.56	Agree	2
4. I can't cope up in the lessons because I am/I got pregnant.	1.16	Strongly Disagree	5
5. I can't continue my studying because of the responsibilities of being married.	1.32	Strongly Disagree	4
Composite Mean	1.98	Disagree	

Table 3 shows the internal factors affecting the students to dropout in school. It has a composite mean of 1.98 and is verbally interpreted as Disagree. The main internal factors of dropping out is 'I am not socially active that's why I get pressured when there are activities that require group work'.

This is supported by Hammond (2007) who states that social disengagement occurs when students have little to no relationships with peers, lacking social skills, or their group of friends that can lead in dropping out of school.

While, the internal factors that are not too much affected by the respondents is ‘I can’t cope up in the lessons because I am/I got pregnant’. Although early marriage and pregnancy are often anecdotally linked to school dropout, evidence proving a direct and causal link is limited. This is because early marriage and pregnancy can be both the cause and consequence of dropping out of school (UNESCO, 2017). There is a body of evidence to suggest that girls who become pregnant or are married early may already have been performing poorly at school, have started school late or have experienced barriers to academic achievement which increase the likelihood of an early marriage or pregnancy (Grant and Hallman, 2006). This further explains that internal factors of dropping out are lowly causes on why students drop out from school. It means that there are other causes of dropping out.

Table 4. External factors of dropping out.

External Factors	Weighted Mean	Verbal Interpretation	Ranking
1. I am being influenced by my friends to play games than focus on my studies.	2.48	Disagree	1
2. I am being affected by the	2.24	Disagree	2

insufficient instructional facilities and equipment of the school.

Composite Mean	2.36	Disagree
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Table 4 shows the external factors that affect the students to dropout in school. It has a composite mean of 2.36 and is verbally interpreted as disagree. The main external factors of dropping out that are not too much affected by the respondents is ‘I am being affected by the insufficient instructional facilities and equipment of the school. The condition, adequacy and management of a school building are directly under the control of the school district and state, hence improving school facilities offers opportunity for improving academic performance. That is why the provision of necessary facilities in schools provide a challenging environment for students to learn and for effective teaching by the teachers (Alobi, 2008). The awareness of improving and evaluating educational settings are very important; therefore, as efforts are made to build or renovate schools and educational facilities, as urgency is created with regards in understanding situations that represent the most effective learning environment (Schneider, 2002). This further explains that external factors of dropping out does not affect the students from dropping out in school.

Table 5. Effects of dropping out.

Statements	Weighted Mean	Verbal Interpretation	Ranking
1. I have a hard time nurturing myself.	2.56	Agree	5
2. I have difficulties in making decision with regard to life purpose.	2.80	Agree	3

3. I am worried that I might not meet other people's expectation.	2.96	Agree	1
4. I certainly feel useless at times.	2.76	Agree	4
5. I have greater chance of missing all the different opportunities.	2.84	Agree	2
Composite Mean	2.78	Agree	

Table 5 shows that most of the respondents agreed to the listed effects of dropping out in school to the students with a composite mean of 2.78 and verbally interpreted as Agree.

The consequences of not graduating from high school are clearly stated in Northeastern University Center for Labor Market Studies' 2007 report, "State and Local Fiscal Consequences of High School Dropout Problems in Massachusetts. Dropping out of school impacts student's self-esteem and psychological well-being, faced with the reality that they lack skills and knowledge to fulfill their desires. Students who decided to drop out of school face social stigma, fewer job or other opportunities, and higher probability of having internal problems in regards to making decisions for their lives.

Moreover, the respondents might not meet other people's expectation. This statement got the highest weighted mean of 2.96 and verbally interpreted as Agree. In accordance to the survey, this is the greatest effect of dropping out in school to the students.

A study done by Crain- Dorough (2003) argues that dropping out has negative impact on adult psychological functioning. First, dropping out may cause individual’s self-worth to be lowered due to the negative stigma from the society and losing opportunities the individual faces. Second, dropping out may disrupt the coping mechanisms of the individual that he/she is using in his/her adolescent years. Finally, dropping out forces an individual to face new responsibilities of an adult which is being a problem because of being worried that they might not meet other people’s expectations from them.

Meanwhile, the statement of having a hard time nurturing themselves for the lowest weighted mean of 2.56. However, it's verbal interpretation still passes to Agree condition.

With the overall total of 2.78 in weighted mean, the respondents agreed to the effects of dropping out in school to the students. Consequently, most of the respondents agreed that having a hard time nurturing themselves, having difficulties in making decision with regard to life purpose, worrying that they might not meet other people's expectation, certainly feeling useless at times, and having a greater chance of missing all the different opportunities are the effects which are being experienced.

Table 6. Interaction of students.

Statements	Weighted Mean	Verbal Interpretation	Ranking
1. Classroom interaction helps me understand the lesson.	3.28	Agree	2
2. Interaction with other students helps me to express myself more.	2.96	Agree	5

3. Interaction helps me feel appreciated and loved.	3.32	Agree	1
4. Interaction with students helps me in doing the activities more accurately.	3.12	Agree	4
5. Classroom interaction helps me boost my confidence.	3.20	Agree	3
Composite Mean	3.18	Agree	

Table 6 above shows that most of the respondents agreed that interaction is an effective way in reducing the dropout rate of students. It has achieved a composite mean of 3.18 and is verbally interpreted as Agree.

Most of the students claim that interaction helps them feel appreciated and loved with weighted mean of 3.32. This is proven by William Watson Purkey in his theory “Invitational Education Theory” which states that creating a school environment which sends caring signals or messages to pupils that they are liked, promotes creation of an intentionally inviting school environments in which pupils feel liked, welcome, given the opportunity to work and free to express themselves, as they feel working among friends, which in turn helps them perceive school in much more positive ways that are helpful in preventing them from dropping out.

Also, according to the above statements, interaction is effective in making them understand the lessons and performing well in class. This is supported by the study of Hurst, Wallace and Nixon (2013) wherein students believe that social interaction: (a) helps students learn from others, (b) makes learning fun, (c) gets students interested and engaged, and (d) allows students a chance to talk in the classroom. Other students also

answered that “social interaction encourages students to think, read, conclude, summarize, question, etc.” In short, social interaction is vital to the learning process.

This only indicates that interaction is an effective way in reducing the dropout rates of students because it helps them understand the lesson, express themselves more, feel appreciated and loved, doing the activities more accurately, and also helps them boost their confidence.

Chapter V
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of this study with the findings from the statistically analyzed data, the conclusion derived from the findings and the recommendations based on the gathered data.

Summary

This study is entitled “A Study on Dropout Rate among Senior High School Students of Pinagkawitan Integrated National High School S.Y. 2019-2020” which aimed to know the causes and effects of dropping out and to reduce the increasing dropout rate of the school through the use of interaction.

Specifically, it sought to answer the causes of students’ dropout from the school among the following factors: academic, family, internal and external; the effects of dropping out in school to the students; the importance of interaction of students to help reduce the dropout rate of senior high school students; and the activity to be proposed which may be used to help further reduced the dropout rate of senior high school students.

To gather answers for the given questions, the researchers utilized the descriptive method of research using a survey in a form of questionnaire as the primary data gathering instrument. This was validated by experts such as the research adviser and other teachers and upon finalization, this was administered to twenty-five (25) senior high school students of Pinagkawitan Integrated National High School and three (3) students who already dropped out from the school. The data gathered were analyzed and interpreted through weighted mean, composite mean, and statistical treatments.

The major findings of the study were:

As shown in Table 1, the researchers found out that academic factors with the composite mean of 2.61 and was verbally interpreted as Agree affect the students from dropping out in school because they don’t have the confidence to express their own ideas.

It has the highest weighted mean of 2.80 while the students who feel like they are not ready academically got the lowest weighted mean of 2.44 and was verbally interpreted as Disagree.

In addition to this, as shown in Table 2, family factors affect the students from dropping out. It had a composite mean of 2.58 and was verbally interpreted as Agree. One factor that influences the students to dropout is that they can't open up with their parents regarding school concerns because of their busy schedule which was the highest weighted mean of 2.80 and was verbally interpreted as Agree. While the students who have poor treatment from their parents has the lowest weighted mean of 2.40 and is interpreted as Disagree.

Moreover, it can be seen in Table 3 that internal factors with the composite mean of 1.98 and was verbally interpreted as Disagree did not affect the students from dropping out. Although, the students who are not socially active that's why they get pressured when there are activities that require group work got the highest weighted mean of 2.60 and was verbally interpreted as Agree. Whereas, the lowest weighted mean got 1.16 and is verbally interpreted as Strongly Disagree which is, they can't cope up with the lessons because they got pregnant.

Likewise, as shown in Table 4, the researchers found out that external factors with the composite mean of 2.36 and was verbally interpreted as Disagree do not affect the students from dropping out of school because they are not being influenced by their friends to play games than focus on their studies. Also, insufficient instructional facilities and equipment of the school do not affect them from studying.

While, it can be seen in Table 5 that dropping out of school affect the students with the composite mean of 2.78 and verbally interpreted as Agree. The respondents might not meet other people's expectation that is why it has the highest weighted mean of 2.96 while the lowest weighted mean got 2.56 which is, they are having a hard time nurturing their selves. They are both verbally interpreted as Agree.

The researcher found out that students' interaction helps them feel appreciated and loved with the weighted mean of 3.32 which is the highest among five variables as shown on table 6. Furthermore, interaction among students with the composite mean of 3.18 and interpreted as Agree shows that it can be a way to lessen the rate of dropouts.

Based on the findings, the researchers proposed that interaction is one of the ways to reduce the dropout rate of the students.

Conclusion

Through careful analysis of the findings, the researchers concluded that most of the respondents had agreed that academic and family factors are the causes why students drop out from the school. It is supported by the analysis of the Dropout Reduction Plan of the Department of Education (2007) that academic and family factors can lead the students to dropout. The student herself/himself is a problem already because some were doing poor in their academic performances which are brought about by being slow learners, having low self-esteem, having poor study habit, being not ready academically for secondary school, and non-compliance of subject requirements. It is also found out that students' dropout related to family situation, low family income, unemployed parents, and parents engaging in seasonal jobs and can affect their school performance.

Some parents tended to neglect their parental responsibilities towards their children's education because they are busy with other activities associated to increasing the family income.

In addition, the researchers concluded that some of the students had disagreed that internal and external factors contribute to the reason of dropping out of the students. According to Grant and Hallman (2006), there is a body of evidence to suggest that girls who become pregnant or are married early may already have been performing poorly at school, have started school late or have experienced barriers to academic achievement which increase the likelihood of an early marriage or pregnancy. These are included on the academic factors of dropping out of students. While, on the other hand, improving school facilities offers opportunity for improving academic performance and that is why the provision of necessary facilities in schools provide a challenging environment for students to learn and for effective teaching by the teachers (Alobi, 2008). It means that internal and external factors are lowly causes of why students drop out from the school.

Moreover, the findings also revealed that dropping out of school affects the students. According to Robertson (2018), there are several consequences of dropping out. These include greater chance of being unemployed, lower income, incarceration such as a jail or a juvenile, missing all the different opportunities, affecting more public financial resources, and being single motherhood.

Additionally, it is also found out that interaction helps in reducing the dropout rate of the students. Interaction in the school setting is usually referred to as the framework of cooperative learning, pair work, group work, project-methods and other models used in teaching. So, for students to be able to learn, they should be readers, writers, speakers,

listeners, and thinkers at the same time through the active engagement in social interaction with other students, peers and teachers in the classroom (Vacca, Vacca, & Mraz, 2011).

Based on the findings gathered, the researchers conducted a colloquium to enlighten and to inform the students about the increasing dropout rate of the senior high school. Additionally, they decided to make a leaflet and Facebook confession page. The leaflets were distributed to the attendees of the colloquium which contains the information about dropout and how it will be reduced through interaction.

Recommendations

From the drawn conclusion, the researchers recommend to the following:

To the senior high school students. Open forum should be given value for it may enhance their expression within the class.

To the Senior High School Department of PINHS. Open forum should also be proposed as an activity of the students to strengthen the social interaction of the students in each class.

To Pinagkawitan Integrated National High School. Open forum of the students should also be given an emphasis as an annual school activity to improve their interaction with one another.

To the future researchers. They should consider colloquium as an output for this study for it may be a great help to inform the students about the factors and effects of dropout rate and reducing its rate through interaction.

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