REDUCING DROP OUT RATES: EXPERIENCES OF CLASS ADVISERS IN THE SECONDARY LEVEL

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ABSTRACT

Dropout is very a crucial issue now a days facing by third world countries. Keeping in mind the issue, the current study is conducted to find out the dropout perceptions of class advisers regarding drop outs. The major objectives of the study were: (1) to present the experiences of class advisers about dropouts rates (2) to determine the perceptions of class advisers regarding coping mechanism in their experience about drop-outs, and (3) insights encountered by class advisers regarding drop outs. Participants were chosen through purposive sampling in Bustamante National High School in Tibungco, Davao City. Data was collected through interview questionnaire. Questionnaire was distributed among 8 class advisers of the sample schools to get opinion/perceptions of respondents. Data was collected, analyzed and interpreted in the lights of objectives by applying qualitative approach. The research study revealed that there are numerous causes of dropout i.e. Social, economic and academic which becomes a hurdle in achieving high literacy rate. It was recommended that the there is a dire need of taking initiative by Govt against poverty. The teacher student's relation should be given to every citizens regarding importance of education.

Keywords: Drop-out, educational system, attendance, behavior, course performance.

1. INTRODUCTION

In a report published by the Philippine Department of Education, on the average, within the school years 2005 to 2018, 26% of elementary school students drop out before the sixth grade, and 23% did not graduate from high school. In general, 6% of elementary school students drop out of school. Between SY 2006-2015 (6.4%) and SY 2015-2018 (6.38%), there was only a slight decrease in the overall elementary school dropout rate (UNESCO, 2019). Since 2016 the elementary dropout rate has been at or below 6%, whereas the secondary dropout rate has remained in the 7% range since 2010. Additionally, it has been noted that, though slowly, since 2012, dropout rates of elementary and high school levels have been increasing. The dropout rate increased progressively from 5.99% in 2010-2016 to 6.81% in 2012-2013. The secondary level dropout rate also shows a similar pattern, increasing from 7.45% in 2010-2018 to 7.82% in 2018-2019.

According to reports, 3.8 million Filipinos, or 1 in 10 of those within the ages of 6 and 24, did not go to school in 2016. Fifty-three percent (53%) of the 3.3 million people in this age group, who should already be in senior high school or college, come from the poorest families. They are between the ages of 16 and 24. And as of 2018, it was noted that 18% of junior high school learners did not proceed to senior high school, compared to roughly 8% of sixth grade pupils who do not graduate and enter seventh grade. Given a rising enrollment rate, the Department of Education asserted that the numbers actually show improvement, noting that it is positive that enrolment rates are rising while dropout rates are nearly unchanged. However, a high dropout percentage indicates issues with the internal effectiveness of the educational system, so the optimal dropout rate should be close to zero percent (UNESCO, n.d.).

To address this problem, there must be a greater understanding of why students drop out. In this way, the government would have a basis on what programs they will prioritize to address this problem. This study examined the proportion of the population within the ages of 6 to 24 that are not in school.

This is to further study the experiences, coping mechanisms and insights about school dropouts in the Philippines. Since the learners are grouped into sections, each section is under a class adviser. Class advisers are tasked with the well-being, along with the academic achievement of students. Thus, the researcher conducted the research about the experiences, coping mechanism and insights of class advisers about school dropouts in their school.

I sought to answer the following research questions in this basic qualitative study: What are the experiences of class advisers of reducing the drop-out rates of the secondary level? What are the coping mechanisms in reducing the drop-out rates of the secondary level? What are the insights of the class advisers in reducing the drop-out rates of the secondary levels?

In the Philippines, as reported by the Department of Education, on the average, within the school years 2005 to 2018, twenty-six percent of pupils at the elementary level do not reach sixth grade while twenty-three percent fail to reach the end of high school. In general, around six percent of pupils in the elementary level leave school. A minimal reduction in the overall elementary school leaver rate was seen between SY 2006-2007 (6.4%) and SY 2011-2012 (6.38%) (UNESCO, 2015). In 2014, it was observed that the dropout rate of the elementary never got past the six

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percent level since 2008 while that of the secondary remained within the seven percent territory since 2007. It is also observed that dropout rates in both elementary and high school levels have been rising, albeit slowly 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 (Amoroso, V. & Bajo, 2019) Data showed that in 2016, 3.8 million or 1 in 10 Filipinos aged 6 to 24 years old are no longer in school. 3.3 million of this were aged 16 to 24 years old who are supposed to be in the senior high school or college level already and 53 percent of them belong to the poorest families (Golez, 2019). And as of 2018, it was observed that almost eight percent of sixth grade students do not graduate and reach seventh grade, while 18 percent of junior high school students do not reach senior high school (Cervantes, 2019). The Department of Education claimed that the figures actually reflect an improvement given a rising enrollment rate, saying that it is good because enrollment rates are increasing while dropout rates remain almost the same (Amoroso, V. & Bajo, 2019). However, the ideal dropout rate should approach zero percent since a high dropout rate reveals problems in the internal efficiency of the educational system (Dropout rate by grade, n.d.).

The K–12 program, according to the Department of Education, has steadily increased the number of dropouts who returned to their studies. Since senior high school began in 2016, the number of students who have returned to school has increased by half, from 158,000 to 370,000, according to a positive trend in the K–12 enrollment data (Hernando-Malipot, 2019). One contends, however, that millions of people continue to be denied of their right to education, even if the state "brags" about the growth in net enrollment in elementary and high schools (Golez, 2019). Some potential causes for dropping out include: the distance between schools, lack of a school in the barangay, lack of regular transportation, high cost of education, illness or disability, housework, marriage, employment or seeking employment, lack of personal interest, inability to handle schoolwork, issues with academic records, and insufficient family income to pay for a child's education.

To address the dropout crisis, there should be a better understanding of why students drop out (Kadil, 2019). In this way, the government would have a basis on what programs they will prioritize to address this problem. This paper studied the proportion of population 6 to 24 years old who are not attending school. This is to further study the main reason of dropping out in the Philippines and each of its regions in the year 2008 and 2013.

Researchers are yet to reach a common consensus on how "school dropout" should be defined (Selda, 2019). Certain researchers defined school dropout as the student's failure to complete the current stage of education he or she is currently enrolled due to several reasons (Dekkers, H. & Claassen, 2019). Some researchers defined this issue as "discontinuing school for two consecutive weeks in one admission"; while others defined the issue as "not enrolling in school even after reaching the compulsory school age" (Selda, 20194). Transfer to different schools, long term discontinuation, and failing to get admission can also be considered as "school dropout" (Gökşen, 2019). School dropout is also defined as leaving the current step of education without graduating or completing the ongoing educational program by a student who currently continues his/her education (Dekkers, H. & Claassen, 2019: Suh, 2021).

In addition, school dropout has been defined as leaving education without obtaining a minimal credential such as the higher secondary education diploma. School dropout is a serious problem not only for the individual and school but for society as a whole (Christle, C., Jolivette, K & Nelson, 2019).

Dropout in the Philippines

The Philippine Statistics Authority defines "dropout rate" as the percentage of students who left the school during the school year due to any reason as well as those students who complete the previous grade level but fail to enroll the next grade level the following school year to the total number of students enrolled during the previous school year (Dropout rate, 2019). The Philippines has been facing high percentage of this crisis as early as 2005 when twenty-six percent of pupils at the elementary level do not reach sixth grade while twenty-three percent fail to reach the end of high school (UNESCO, 2015). It is also observed that dropout rates in both elementary and high school levels have been rising, albeit slowly 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 2017-2018 (Amoroso, V. & Bajo, 2019). Some blamed this high dropout rate to the implementation of K to 12 which they called 'ill-planned' and 'haphazard'. Data showed that in 2016, 3.8 million or 1 in 10 Filipinos aged 6 to 24 years old are no longer in school. 3.3 million of this were aged 16 to 24 years old who are supposed to be in the senior high school or college level already and 53 percent of them belong to the poorest families (Amoroso, V. & Bajo, 2019).

Meanwhile, the Department of Education claims that the number of school dropouts who came back to school has been steadily increasing due to the implementation of the K to 12 program. A positive trend in the K to 12 enrollment

data shows that since senior high school started in 2016, there has been a doubling of those who have returned to school, from 158,000 learners in 2015 to 370,000 learners in 2016 ([Hernando-Malipot, 2019). However, one argues that while the state "brags" about the increase in the net enrolment in elementary and high schools, there are still millions deprived of their right to education (Amoroso, V. & Bajo, 2019). Some possible reasons for dropping out are: schools are very far, no school within the barangay, no regular transport, high cost of education, illness/disability, housekeeping, marriage, employment/looking for work, lack of personal interest, cannot cope with school work, problem with school record, and family income is not sufficient to send child to school.

The Romanian studies (Zidărescu, 2019; Chirteș, 2019; Surdu, 2021; Mihalache, 2011) indicate the following categories of factors that foster school dropout:

a) economic factors (Zidărescu, 2019; Chirteș , 2019; Marcu, 2020; Voicu, 2020; Andrei et al., 2021; Surdu, 2021; Mihalache, 2021; Costache, 2019): low level of family income; difficulties in assuring daily meals, lack of clothes and shoes, inappropriate environment for life and study; premature engagement of children in the labor field or in domestic tasks; belonging to isolated communities, great distances between home and school with no transportation available; low level of resources allocated by parents for attending school; high rate of unemployment; negative perception regarding the importance of school and education;

b) social and cultural factors (Zidărescu, 2019; Voicu, 2020; Andrei et al., 2021; Surdu, 2021): belonging to minorities or to delinquent groups; lack of social abilities that cause tensions at the community level; children' employment (mostly illegal) imposed by the family or at children' initiative; inappropriate model of social success – a shift at the level of moral values and promoting barbarism; addiction to social media;

c) family factors (Zidărescu, 2019; Marcu, 2020; Costache, 2019): poor family structure; dismembered family and/or re-established after consecutive divorces (presence of step parents), long families, with considerable fraternal sequences, single parents etc.; children raised by grandparents/relatives or in foster homes, or children who temporarily live in boarding houses; unfriendly climate at home; health chronical problems; tendency to break the law; family cultural and educational level; negative attitude of the family towards education; bad example of older brothers who dropped out of school; inappropriate parental style; discrepancy between the cultural model of the family and the values promoted in school; parents' disinterest regarding children's school activities and results; lack of parents' trust and support; early marriage and/or pregnancy; too high level of children's responsibilities inside the family; children's leaving abroad together with their families (temporary or final); family transfer to a different city without previous transfer of the child to a different school;

d) psychological/individual factors (Zidărescu, 2019; Marcu, 2020; Costache, 2019) (valid only for those who want to abandon school and not for the children who are forced to dropout): high level of aggressiveness; low level of cognitive intelligence; low level of communication and social skills – self-isolation; low level of resilience; school immaturity; mental immaturity expressed by the incapacity of analyzing and planning learning tasks; moral immaturity; physical immaturity, expressed by the low resistance capacity for effort in school context; volitional immaturity expressed by the incapacity of coordinating the necessary actions in school context; lack of aspiration, preference for instant rewards; emotional lability; conflicts with school authorities; low level of self-esteem; inefficient self-control; inefficient mechanism of rationalization in case of failure; low importance associated to education; the child at risk of dropout is older than his classmates; unhealthy lifestyle; drug addiction; juvenile delinquency; health problems; special educational needs; learning struggles;

e) psycho-pedagogic factors (Voicu, 2020; Andrei et al. 2021; Mihalache, 2021; Surdu, 2021; Costache, 2019) (that refer to the features of the school institution and of the teaching and learning process): failure in establishing an efficient family – school – community partnership; the distance between the educational objectives and the students' learning needs; school regulations and behavior policies versus discipline negotiated with students; fluctuation of teaching staff; simultaneous stages in the same classrooms; low level of teachers' motivation; inappropriate teaching styles; rigidity in approaching teaching; crowded classrooms; significant differences between teachers/schools regarding the nature and the level of cognitive expectances manifested towards the students; discrimination; lack of support programs for students at risk of dropout; inappropriate equipment and facilities offered by the schools, especially in the rural areas; bad results, repeat.

f) legal factors (Surdu, 2021; Andrei et al., 2021): lack of ID cards; incoherence of the national education policies or changes introduced by laws and other legal acts; lack of a clear legal framework regarding school dropout.

Consequences of School Dropout

Early school leaving is equivalent to raising a wall between the individual and a future that would have represented the manifestation of the individual potential as well as fulfilling the childhood dreams (Dekkers & Claassen, 2019). Those

who dropout will become a part of the unemployed population, with the lowest incomes, with any possibility of accessing high rated positions of jobs, without any chance of climbing too much the social-economic leather, with no plan for tomorrow, starting families whose children will be deprived of the best opportunities in life, continuing the mentality according to which they did not succeed because society did not offer any opportunities to them. But opportunities were the cost they paid when they left school, blinded by the illusion of a false freedom.

The negative consequences of not graduating school are extreme, affecting the individuals, the families and the entire society. The subjects at risk of dropping out tend to be depressive, unsatisfied with their lives, alienated. The ones who abandon school have a poor mental and physical health and a high probability of committing crimes or of becoming addicted to the governmental support programs (Grossman & Kaestner, 2019; Rumberger, 2019; Witte, 2019). These individuals have a great potential of entering gangs, consuming alcohol and drugs, adopting violent or even criminal behaviors [Blakemore & Low, 2019]. The entire society has to suffer from the increasing phenomenon of school dropout.

The research aimed at analyzing the school dropout phenomenon (Kaplan & Peck, 2021; Kirazoglu, 2019; Barclay, 2019; Lessard et al., 2020; Crowder & South, 2019; Franklin & Streeter, 2020; Fortin et al. 2020; Figueira-McDonough, 2019) emphasize all these negative effects and claim prevention and intervention strategies. The initiatives for preventing and correcting school dropout and for supporting children belonging to disadvantaged groups must be extended and multiplied. Counseling and orientation, extracurricular activities, local partnerships, parents' higher involvement in the educational process, the importance given to wellbeing in school – for the ones who learn and for the ones who teach equally – would be a start.

The K–12 program, according to the Department of Education, has steadily increased the number of dropouts who returned to their studies. Since senior high school began in 2016, the number of students who have returned to school has increased by half, from 158,000 to 370,000, according to a positive trend in the K–12 enrollment data (Hernando-Malipot, 2019). One contends, however, that millions of people continue to be denied of their right to education, even if the state "brags" about the growth in net enrollment in elementary and high schools (Golez, 2019). Some potential causes for dropping out include: the distance between schools, lack of a school in the barangay, lack of regular transportation, high cost of education, illness or disability, housework, marriage, employment or seeking employment, lack of personal interest, inability to handle schoolwork, issues with academic records, and insufficient family income to pay for a child's education.

This study anchors on the following theories: Misha and Azeez (2019), Suh and Suh (2020), and Ziomek-Daigle (2020).

While there is a plethora of research regarding high school dropouts (Hickman & Heinrich, 2021; Song, Benin, & Glick, 2020; Suh, Jingyo, & Houston, 2020), dropout rates (Mishra & Azeez, 2019; Suh & Suh, 2020; Ziomek-Daigle, 2020), and a variety of other topics related to high school dropouts (e.g., Heckman & LaFontaine, 2020; Johnson, 2021; Mishra & Azeez, 2019; Patterson, Hale, & Stessman, 2020), there is very little research regarding dropouts. This study anchors on theories founded by Mishra and Azeez (2019), Suh and Suh (2020), and Ziomek-Daigle (2020).

The qualitative study of Mishra and Azeez (2019) purposed to explore school heads and teachers' views on students' dropout with the aim of understanding the factors of dropout of children in secondary schools from school heads' and teachers' perspective, strategies adopted by schools to minimize dropout and to identify challenges faced by teachers in returning out-of-school children.

Suh and Suh (2020) identified experiences and factors to school dropouts among 3 categories of at-risk students: those with low grade point averages, those who had been suspended, and those from low socioeconomic backgrounds.

Ziomek-Daigle (2020) summarizes findings from a qualitative study involving 8 counselor educators accredited by the Council for Accreditation of Counseling and Related Educational Programs. Data analysis revealed an emergent theory of counseling at-risk secondary learners in dropping out.

Jordan, Kostandini, and Mykerezi (2022) theorized that the key to staying out of low-wage is staying in school at least through high school graduation. Despite this information, high school students are still leaving school before graduating without understanding the potential negative consequences associated with this decision (Jordan et al., 2022). These negative consequences can range from poor health to earning less money than that of high school graduates (Messacar & Oreopoulos, 2019). The dropout phenomenon is a social problem that induces personal and societal consequences that are negative in nature (Freeman & Simonsen, 2019).

According to Blaas (2014), dropouts have been discouraged with their school experience as early as elementary school. The sources of their frustrations are documented as related to being grouped with lower achieving students, as well as various negative family and environmental issues (Zabloski & Milacci, 2012). However, children often do not encounter the typical negative psychological, sociological, and familial experiences that non-gifted dropouts encounter

(Blaas, 2019). In other words, children's shared and non-shared environmental experiences control for many of the usual negative experiences associated with typical students dropping out of high school (Zabloski & Milacci, 2022).

Hickman et al. (2021) explained that the culture of a community and manner in which the neighborhood develops influences the ability of a child to succeed and that this pattern should hold true for learners. The No Child Left Behind Act (NCLB) of 2001 defines any learner who has shown average levels of academic abilities in areas of intellectual, creative, artistic, or leadership capacity, or in specific academic fields (Zabloski & Milacci, 2022). Specifically, a learner is defined as student above the norm of IQ which puts the student at 100 IQ. Additionally, average learners use divergent thinking (Zabloski & Milacci, 2022). This act requires states to disaggregate data in an attempt to identify average students (ESSA, 2015).

Hickman and Heinrich (2021) noted that researchers have addressed a number of factors, such as economic, familial, educational, and cultural factors, that have played a role in the emergence of the dropout problem. Ecological frameworks on human development acknowledge the social context within which an individual's life influences one's behavior (Jablonka, 2021). When students are progressing through early adolescence, they encounter many emotional and physical changes (Sawyer et al., 2019). Puberty results in a number of physical changes, which spur students into believing that they have become mature enough to carry out their lives independently (Vijayakumar, Op de Macks, Shirtcliff, & Pfeifer, 2019). Entry into puberty is thus one of the initial push factors that places an individual on the path of deviant behavior (Tsai, Strong, & Lin, 2021). Such conduct is associated with negative engagements that are often incongruent with school standards (Fergusson, Vitaro, Wanner, & Brendgen, 2022). At this stage, peer groups, youth culture, and grown role models assume a high degree of social influence (in terms of values, attitudes, and behaviors) for the adolescents (Brundage, 2019).

Within the family unit, adolescents begin looking for more independence as well as opportunities to make personal decisions (Jablonka, 2021). However, the author observed that the changes demand a shift in responsibilities and roles which prove challenging to the relationships and dynamics at the family level. At the same time, many adolescents transition from junior high school to high school environments (Muscarà, Pace, Passanisi, D'Urso, & Zappulla, 2019). The shift does not, however, match the developmental needs of young people (Modecki, Blomfield Neira, & Barber, 2021).

Demographic characteristics that predisposed students for dropping out of school include poverty, homelessness, sex, and ethnicity (Jeronimus, Riese, Sanderman, & Ormel, 2019). Being a minority contributes largely to the likelihood of dropping out of school (Fry, 2019). Learners who fall into the above demographics are at a higher risk of dropping out of school (Jablonka, 2021). The association of the demographic risk factors with school dropout is partly explained by their connection to academic factors such as poor performance, low levels of motivation, absenteeism, and behavior problems, among others (Opre et al., 2020). This developmental pathway skews exponentially, albeit in a negative direction, as students enter middle school (Fry, 2019).

Although the aforementioned research regarding high school dropouts illuminates important findings, we have found limited research that has examined the understanding of the factors of why gifted urban students drop out of school from an ecological systems perspective. Given such, further research is warranted that could address this lack of research from an ecological systems approach to address the documented problem of urban gifted students dropping out of school despite having the cognitive ability to succeed (Blaas, 2019; Zabloski & Milacci, 2022).

The purpose of this qualitative study is to understand from the perspective of class advisers their experiences, their coping mechanisms and their insights about high school dropouts. Also, this study attempts to identify, despite having the cognitive abilities to succeed academically and eventually graduate from high school. To gain an in-depth understanding of this documented problem from a participant's perspective, we examined each experiences of the class advisers. Given such, the following research question was postulated: what do teachers experience about high school dropouts and what are the coping mechanisms of these teachers.?

2. METHOD

I considered qualitative method and its appropriateness to the study purposes. A qualitative methodology involves collecting and analyzing data that are specific to a phenomenon as reported by participants or observed through interactions and survey data (Tracy, 2019). Further, qualitative methodology is focused on explorations of the data (e.g., exploratory analyses) rather than presenting explanations for the variables involved (Tracy, 2019). As the goal of this study was to gain the reported experiences of administration regarding intervention and program elements that have been unsuccessful in decreasing high school student dropout rates, a quantitative assessment was not suitable. Moreover, I did not seek to collect statistical data or explore testable hypotheses within this examination. As such, a quantitative exploration was not chosen.

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I selected the qualitative research design based on the local problem and guiding research questions. Qualitative research is appropriate for studying mutual experiences in native surroundings. This research design can be used to investigate how people perceive aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships (Covarrubias et al., 2019).

Qualitative research is based on a positivist assumption that a singular reality can be discovered using appropriate research methods (Bowman et al., 2019). Another aspect of the qualitative design is that researchers develop their work from beliefs, usually post-positivist, or constructivist, using different approaches to conduct research (Havlik et al., 2020). Another benefit of selecting a qualitative design for this study was the ability to investigate participants' experiences related to the challenges and barriers learners' face and ways to improve learner retention.

The participants were secondary teachers who could provide information that addressed the primary research purpose. These teachers included only class advisers who are responsible for implementing programs and curriculum that will aid students in acquiring the necessary knowledge to graduate. For this basic qualitative study, I collected primary data from interviews with class advisers in one secondary school that have increased attrition despite efforts to reduce dropout rates. The participants were intentionally selected based on their residence in the locality and their position as class advisers. Therefore, I used purposive sampling. Purposeful sampling is useful when the researcher selects a sample based on their specific knowledge (Babbie, 2021).

I pursued a minimum of eight interviews with class advisers. According to Crouch and McKenzie (2019), exploratory studies are best completed in small sample groups. I looked at similar basic qualitative studies to determine an adequate sample size. While researching several basic qualitative studies, Wolpinsky (2019) used a sample size of four in his educational basic study, and a sample of eight participants was deemed appropriate for Cahoon, Cassidy, & Simms. (2019). Further, according to Fusch and Ness (2021), saturation for qualitative research involves collecting data until no new themes are revealed. As such, eight was the target number of participants as similar qualitative studies revealed that rich, thick data can be achieved with this number of participants (Creswell, 2019; Mason, 2020).

I audio-recorded the individualized interviews. The audio-recording device used had a built-in universal serial bus (USB) drive to prevent potential loss of data. The participants were reminded that this was a voluntary study and that they could ask to be withdrawn at any time. I explained the purpose of the study, the interview protocol, the approximate time involved, and the benefits of this study. I further explained the importance of the recording and asked for their permission to continue. Moreover, I explained that their interview would be transcribed and how the practice of member checking would be applied. They all consented to the recording, agreed to the time and date of the interview, and acknowledged the member checking process.

The participants were informed that the interviews were confidential and that all identifying terms would not be included from the transcription. I informed them that no one would have access to their personal information and that pseudonyms would be used to safeguard their identities. I also informed them that all recordings and notes transcribed would be password protected.

The one-to-one interviews time ranged from 47 to 58 minutes. I used prewritten self-created questions but also asked added questions for clarification during the interviews. I took notes during the interviews to ensure accuracy.

The recorded interviews were uploaded to the site, where they were transcribed by a transcriber. I went through each transcription and removed any mentions of a person's name, district, school, or coworkers' names. While reviewing each transcription for accuracy, I listened to each recorded session. The participants received a transcribed copy of their interview for their input to ensure accuracy. They were informed to offer clarification or respond with "this information is accurate" within 72 hours.

Each participant accepted the opportunity for me to contact them for additional clarification. However, the data collected was thorough enough so that there was no further communication required. Therefore, all participants exited the study after the member checks were completed. Next, I read each transcription several times to get a sense of the interviews' patterns and trends.

The study's goal was to explore the teachers' perceptions concerning implemented school practices and intervention programs that reduce dropout rates. Data analysis occurred following data collection and member checking. I analyzed the transcripts by reviewing the answers to the research questions and thoroughly reading them multiple times. Saldana (2019) recommends a method for analyzing and coding data. Saldaña suggests that each line is analyzed to identify the theme. Research, Saldana says, should identify codes to emerge while analyzing the data. Minor themes emerged according to the categories during the data analysis portion of the research. I reviewed the transcription several times and used open coding with thematic analyses. Also, I used this information to interpret the data and reflected on their responses as they had various populations, years of experience, and varied success rates. I listened to

their perspectives, recorded their conclusions, and heard about their experiences as they processed their thoughts and reflected on their beliefs about their school's needs.

Thematic analysis describes a process as to how to go from messy data to a map of the most important themes in the data. The process contains six steps: familiarize yourself with your data; assign preliminary codes to your data in order to describe the content; search for patterns or themes in your codes across the different interviews; review themes; define and name themes; and produce your report.

Thematic analysis is used in many different research fields, but the steps are always the same, and the detailed description of the steps is from the famous article by qualitative researchers Virginia Braun and Victoria Clarke, called "Using thematic analysis in psychology".

3. RESULT

Experiences of Class Advisers of Reducing the Drop-out

Rates of the Secondary Level

The class advisers shared experiences on learners' academic achievement; learners' persistence; learners' attainment; leaners' age; learners' engagement; learners' course- taking; learners' deviant behavior; influence of peers; learners' employment during studies; learners' facing personal challenges related to family, culture, and the home; learners' facing several school-related and administrative challenges; and learners' feeling lost and alone.

Coping Mechanisms of Class Advisers in Reducing the Drop-out Rates

of the Secondary Level

These themes of coping mechanism are: providing learners with multiple sources of caring support; providing learners with resources, and connect them to the school; fostering personal characteristics that increase academic success; family structure; family resources; and family practices.

Insights of the Class Advisers in Reducing the Drop-out

rates of the secondary levels

Most of the respondents expressed their concerns about their affordability and financial state. Mode of learning, government policies, and fear of sickness are also the few insights that play their role in the increase of dropout ratio of learners. The insights of the class advisers are the following: economic setback, impact of activities, approaches to education, effects of policies by the academia, distressed environment, lack of learning due to lesser interaction and learning, the psychological barriers of the parents, problems causing dropouts, and role of academia. Few contributory factors are affecting the drop-out rate. At the secondary level of education, learners of the marginalized background were also identified as the most affected level. Socio-cultural effects, the psyche of the parents, and the role of teachers and administration are also identified as key factors affecting the learners at risk.

4. ANALYSIS

A majority of the class advisers found that academic achievement had a significant effect on the likelihood of dropping out or graduating from high school. At the high school level, higher test scores lowered the risk of dropping out or, conversely, lower test scores increased the risk of dropping out. Of examined leaners, high grades reduced the risk of dropping out.

The research literature shows that student mobility, at least during elementary and high school, is positively related to school dropout and graduation. At the secondary school level, student mobility increased the odds of dropping out or decreased the odds of graduating. At the elementary level, one possible reason for the stronger impact at the secondary level is that the secondary learners are more sensitive to the disruptions to their friendship networks (Ream, 2020; Ream & Rumberger, 2019).

Class advisers commented that they have observed the relationship between age and dropout or graduation status. At the elementary level, older learners were more likely to drop out and less likely to graduate than younger learners. At the junior high school level, older learners were more likely to drop out and less likely to graduate than younger learners.

Participation in extracurricular activities reduced the likelihood of dropping out or increased the odds of graduating. involvement in extracurricular activities reduced the odds of dropping out of high school. Participation in sports, especially among males, shows more consistent effects than participation in other extracurricular activities or participation in extracurricular activities more generally (McNeal, 2019; Yin & Moore, 2021).

Class advisers observed that deviant behavior at age 14 had a direct effect on early school dropout by age 16, and high school failure (dropout and months of missed school) in grade 12.

Misbehavior in junior high school was significantly associated with higher dropout and lower graduation rates in high school (Ou, Mersky, Reynolds, & Kohler, 2021).

Deviant behavior are also observed as delinquency or misbehavior outside of school. Nineteen studies examined the relationship between delinquency and dropout. includes fighting, stealing, selling drugs, damaging property, and attacking someone.

Participants reported that their family's lack of understanding of the educational challenges their learners faced was a challenge to student success. Three learner participants discussed their parents' educational backgrounds, explaining that their parents did not go to college themselves, which sometimes created unrealistic expectations, stress, and a lack of support for these learners.

Technical and distance learning barriers were also mentioned by participants as school-related challenges. Learners, advisors, and faculty all discussed either learners' unwillingness to use technology or lack of familiarity with the platforms and tools needed to participate and communicate. Class advisers lamented how their learners often wanted to talk face-to-face rather than communicate more efficiently through email.

These feelings of confusion led to significant frustration, which sometimes caused learners to become isolated, stressed, and disinterested. Class advisers discussed frustrations experienced by learners. Learners discussed learners' feelings of isolation. Learners admitted to being very isolated. "You're basically alone here, feel like you're literally by yourself, didn't know anybody, and didn't have friends on campus."

Family background has long been recognized as the single most important contributor to success in school. Research has attempted to identify what aspects of family background matter and how they influence school achievement (Hoover Dempsey & Sandler, 2019; Pomerantz et al., 2020).

While educators have focused on the effects of family background on academic achievement, class advisers have observed the effects of family background on student dropout and graduation. That is the reason schools have Parent, Teachers and Community Associations. The importance of the home is seen on its elements.

The researcher in the current study found that it is essential to understand the importance of education for all, as it also affects to a large extent from micro to macro level, the economic conditions of societies, communities, and even nations. The developed countries declared education as the main factor which gave boost to the economic stability of developed countries. Moreover, it has been revealed in this study that schools, colleges, and universities is a vivid reflection of the effects of drop outs which is giving rise to learning losses and an increase in inequality for which adoption of new technologies and latest types of equipment to continue the teaching-learning processes for avoiding any further loss in academics has become our utmost requirement.

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5. DISCUSSION

All this does not mean that we are not determined to reduce the dropout rate and are nowhere even closer to eliminate the causes for which we are having intellectual loss to our societies, especially the third-world countries. If we analyze each and every above-listed factors, then it may be appreciated that all these factors have been addressed to some extent. However, their utility and effectiveness have not been up to the expectation of the masses as yet. Therefore, a need is felt to go an extra mile while improvising and thinking of new ways and means of tackling the modern-day problems, thereby, keeping momentum in the academic and intellectual flow and seize hold of dropout rate from the schools.

It is now evident that a new system awaits our society to upgrade its educational system which is both progressive and reachable for all the classes of the society. To this end government has started with uniform syllabus up to the higher secondary level. This is a positive step toward the educational approach. The only thing we need to do is to help reach the learners at all levels so that they are not left out of the scene under worst educational environment. Distribution of free lap top schemes to brilliant learners right from their early ages with free educational network surfing will help a lot in this regard. All out efforts must be done to establish 4G internet connections at far flung areas where the taxes from the service lending company will be minimum may also be introduced so that these incentive based coverages

get more popularity and can attract maximum investment. A teacher's function is to provide classroom guidance that assists students in learning. Traditional teachers' only responsibility was to pass on their knowledge and skills to their students. However, education has changed dramatically as a result of time, globalization, and technological advancements. Information is now accessible from everywhere, at any time, and on any subject. As a result, teachers' roles have altered to assist students in developing skills and tools for critically analyzing the vast amount of information available from many sources. Modern education and teaching emphasizes more in-depth, student-centered learning methodologies that evaluate, develop, create, and demonstrate comprehension. It does not only emphasize the transmission of information, ability, or application related to a specific topic. To accomplish this, teachers must plan practical lessons, grade and provide input on student work, handle classroom resources, navigate the curriculum effectively, and communicate with other staff.

The appreciation of the role of supporting teachers is one result of the research's broadening. Cooperation and willingness are far more essential and practical than any other factor in controlling dropout, especially in underdeveloped countries with a high illiteracy rate. Today's teachers take chances and often struggle, but this is not enough for them to receive negative notes and reviews because they positively help flawed learners transition learning. If an instructor notices that a pupil is suffering or plans to drop out, he can help deter the child by stressing the value of graduating. Successful strategies include showing the learner employment that requires a high school education, reading data regarding dropping out of high school, and simply asking the student what job they are most passionate about. The student's ideal future would undoubtedly entail high school graduation.

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