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Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



**Evaluation of the School Initiated Interventions (SII)
in a Public Elementary School**

A THESIS

Submitted to
The College of Graduate Studies
and Teacher Education Research
Philippine Normal University

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
in Curriculum and Instruction

by

Katherine O. Araquin

APPROVAL SHEET

This thesis entitled “**EVALUATION OF THE SCHOOL INITIATED INTERVENTIONS (SII) IN A PUBLIC ELEMENTARY SCHOOL**” prepared and submitted by **KATHERINE O. ARAQUIN** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Curriculum and Instruction**, is hereby recommended for approval and acceptance.



SALVE A. FAVILA, DEM, DPd
Adviser

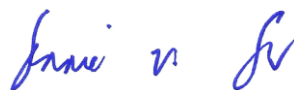
Approved in partial fulfillment of the requirements for the degree **Master of Arts in Education** by the Oral Examination Committee.



ARLYNE C. MARASIGAN, Ph.D.
Chairperson



BERT J. TUGA, Ph.D.
Member



JENNIE V. JOCSON, Ph.D.
Member



MARILYN U. BALAGTAS, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Master of Arts in Education**.

February 23, 2022
Date



MARILYN U. BALAGTAS, Ph.D.
Dean,
College of Graduate Studies and
Teacher Education Research

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and lastly, to our Almighty God for all the blessings, guidance, protection, gift of knowledge and strength. It is only by His grace that the researcher was able to surpass the years of challenges she has encountered that made this work successful.

DEDICATION

*“Every challenging work needs great effort:
a great deal of perseverance from oneself
positivity and eagerness to learn from others
guidance from the ones close to our hearts
and faith for the sustenance of our Lord.”*

*To my sweet and ever loving parents
whose love, and encouragement keep me inspired;*

*along with my hardworking and respected teachers, professors, and mentors,
whose passion and expertise are truly admired;*

*and to
the Lord Almighty
for the love and divine intervention that binds us all together irrespective of the circumstances;*

this piece of work is humbly dedicated.

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ABSTRACT

Name: Katherine O. Araquin

Title: Evaluation of the School Initiated Interventions (SII) in a Public Elementary School

Key Concepts: dropout, early school leaving, evaluation, school initiated interventions

Degree: Master of Arts in Education in Curriculum and Instruction

Adviser: Dr. Salve A. Favila

Early school leaving in the basic education level is a challenge for educators in the Philippines. Its causes and prevention have long been the center of work of many researches, but in most parts, with concentration only in the secondary level.

The goal of this research is to provide the school members an evaluation of the implemented School Initiated Interventions (SII) in a Public Elementary School to identify parts of a learner's life where early warning signs of school leaving can be seen, and to understand what works best in reducing the dropout rates in the school. Examining and describing the status of students-at-risk of dropping out (SARDO), the effectiveness of SII as Dropout Reduction Program (DORP), its impact on student performance and in the social context are the components this study addresses. The end-product is geared towards better understanding of learners' needs to enable policy makers, educational leaders, teachers and stakeholders of the school to respond to learners' situations.

With this descriptive research following Dr. Ochave's ABCD Model of Evaluation, the findings revealed that both the school and the community have the capacity to make this program more innovative and responsive – a key in keeping learners in school. The overall significance of this research is that it informs school members about the program's aspects that bear the most value and those areas with less impact. This also establishes that despite identified family, individual, community and school (FICS) related factors, the school system greatly contributes in the success of individual learner through its initiated interventions.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Efforts and hard work of every educational endeavor in the global setting have always been in accordance to the principle of keeping and catering children in schools. The stated mandates of the Education for All (EFA) movement along with the Sustainable Development Goals (SDGs) 2030 Agenda are focused on providing education especially among the underprivileged countries. According to Global Education Monitoring Report Team (2015), others may have found it less relevant due to less attention given to similar agenda like provision for quality education and adult literacy; and failure to live up completely to EFA goals and agenda. Many children and adolescents are still out of school; worst of all, they have become part of the population belonging to the poorest and most disadvantaged who bear the impact of this failure in attaining expected EFA movement ends.

However, still there have been some changes and improvements in the education system not to be undervalued. Some of these advances include reduced gender disparity, more adaptable universal primary education, and increased support from various groups that aim for quality education. The team described the success of EFA as a qualified success.

The subsequent discussions for post-2015 can be achieved better if experts and implementers review and recalibrate the strategies in congruence to the scale given in the national and broader context {Global Education Monitoring Report Team, UNESCO. Director-General, 2009-2017 (Bokova, I.G.,) 2015}. Thus, there is a need for assessment and evaluation to examine the effectiveness of educational strategies.

Looking at the EFA Movement in the global level, corresponding pledges were partially completed only. Nevertheless, planned and projected mechanisms for successful education worked well, resulting to a more advanced system compared to the accomplishments made in 2000. This has been the basis for an improved and emerging framework to flourish interventions in support of accessible education for all. Coordination, campaigns, conflict and initiative mechanisms if done successfully are believed to contribute and would better respond to the expectations of EFA movement. Improved political and stakeholders' assurance, enhanced pedagogical tools and strategies, strengthened EFA policy among institutions and sustained mobilization of resources, and recognized monitoring tool and feedback system are the expected outcomes for effective implementation of this framework as viewed by Global Education Monitoring Report Team (2015).

In the Philippines, education has grown considerably and has shown improvements under different administrations and curriculum implementations. Governed and regulated by Department of Education (DepEd) for the basic education level, Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA) for higher education, institutions remain true to their mission, vision, goals and objectives (VMGOs) and educational philosophies. By verifying this, Barlongo (2015) stated in one of his columns the government's dedication and effort in building better future for students are seen largely across regions and cities

for it ensures that schools produce competent and skillful graduates who can serve as the pillar for the nation's adept and employable workforce.

However, certain challenges block the path in realizing the education sector's ultimate goal. Imperial (2009) enlightened the readers and citizens about the EFA movement applied in the field. EFA, which was a follow-up of the country's Plan of Action for Education for All, is anchored on the goals and efforts of the Philippines in making Filipinos become functionally literate. It is addressed to meet the totality of the project referred to as Basic Learning Needs (BLNs) of Filipinos of all ages, situations and backgrounds across the whole country. This EFA movement reflects the country's "expanded vision of education" in a way that fulfills and protects the basic human rights of people, particularly the Filipinos.

EFA report pointed out that Filipino's school system is underprivileged because of some issues. The committee observed that aside from having young people showing lack of awareness and low commitment on matters concerning public interest, the Philippine educational setting showed poor completion rate and low academic performance, which can be connected to various problems. Proving this claim, the Department of Education had figures for 2013 that showed that a total of 126,368 public school students (6.81%) have dropped out of school in the elementary level. Usec. Jesus Lorenzo R. Mateo, Undersecretary for Planning, mentioned that several uncontrolled factors affect the dropout rates in the Philippines. Some of these prevailing factors were lack of interest, distractions, and disasters Filipinos may often experience. These risks might result to poor development of skills, illiteracy, and fewer chances to acquire better jobs, or acquire higher education, and may mean less opportunities for entrance to successful entrepreneurship (Amoroso & Bajo, 2014).

Taking necessary actions and steps in addressing these perennial conditions, DepEd released its Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools. It has defined programs and interventions that would be beneficial to students especially those at-risk of dropping out and are out-of-school youth. As reported by Cuesta (2020), DORP is the government's effort to have program implementation that addresses concerns on universal school participation, total elimination of dropouts and engagement of learners especially those in the primary levels. Cuesta's idea conforms with the belief of Andrada (2008) that DORP also has the capacity to facilitate access of every Filipino be provided with quality primary education. Additionally, Bunda (2021) described Valisno's statement (2010) that DORP's effectiveness is geared toward the attainment of reduced dropout rates and increased participation rate from all learners. One of its functions is aimed at targeting improved learning outcomes. Among its strategic components, School Initiated Interventions (SII) is of vital use in addressing this alarming condition in which such individuals are given further assistance in the attempt to provide better access to education for all.

While seeing these goals and intents in reducing the dropout rate through the utilization of DORP, the country's account for dropout rates in both elementary and high school has remained unchanged since 2007. This was revealed by USEC Jesus LR Mateo (2014) that by looking at the absolute numbers, the number of dropouts has in fact increased. Rounding off the numbers, the dropout rates were flat. The enrollment rates were increasing, but the dropout rates still remained the same, since there were about 12 million elementary pupils in 2002 of which 6.7% of 12 million is 804,000 had dropped out; and in 2012, the enrollment number has increased to 13 million of which 6.8% or 884,000 had dropped out. From these figures, there were 80,000 more dropouts from elementary in SY. 2012-2013 as opposed to the SY. 2002-2003 (Amoroso & Bajo, 2014).

The table below presents the available data on drop out rates in the national level from SY. 2004 – 2013. Referring to Table 1, the numbers were increasing towards the end of 2008 up to 2013.

Table 1

Drop Out Rates in the Elementary Level in the Philippines

School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Rate	6.98 %	7.33 %	6.37 %	5.99 %	6.02 %	6.28 %	6.29 %	6.38 %	6.81 %

Source: Department of Education Research & Statistics Division Office of Planning Service and Department of Education Official Website Facts and Figures

These reports were the also the bases of the claims Torregozza (2015) cited in her article. Torregozza mentioned that in an education forum held last July 2, 2015, Senator Francis Escudero said that although there were planned and implemented school programs, they did not indicate significant movement among elementary and secondary students from 2007-2013. He also added that the government had to extend its efforts in addressing dropout issues, thereby decreasing dropout rates and increasing students' learning outcomes to keep learners in school. Hence, Escudero further emphasized the need to establish and intensify more programs to keep the students in school while continuously uplifting their potential and abilities. He stressed that most of these students belong in the poor sectors of the country and may not afford the costs associated even when free basic education is offered. He remarked that this situation could lead to repeated cycles of low-skill jobs, unemployment, and poverty. Thus, he urged the government to address these challenges, keep and help learners be interested in classroom activities (Torregozza, 2015).

This identified public elementary school, located in Bulacan, offers basic elementary education and caters pupils from its nearby barangays. The school's account for dropout rate over the past few years has shown bobbing and uneven trend. The data show that in SY. 2013-2014, 54 out of 1489 or 3.63% of its total population had dropped out; in SY. 2014-2015, 16 pupils out of 1383 or 1.16% dropped out; in SY. 2015-2016 the school recorded a 2.05% or 29 pupils out of 1414 eventually dropped out; SY. 2016-2017 with a mark of 1.19% (19 pupils out of 1599 had dropped out); and in SY. 2017-2018 with a significant reduction from 1.19% of previous school year to 0.40% or only 5 out of its 1237 pupils had dropped out. For the SY. 2018-2019, the school recorded a dropout rate of 0.29% from its population of 1358 pupils, of which 4 had dropped out.

Figure 1 is a graphic representation of the school's drop out trend over the past school years.

Figure 1

Changes in Dropout Rates in the Previous Years

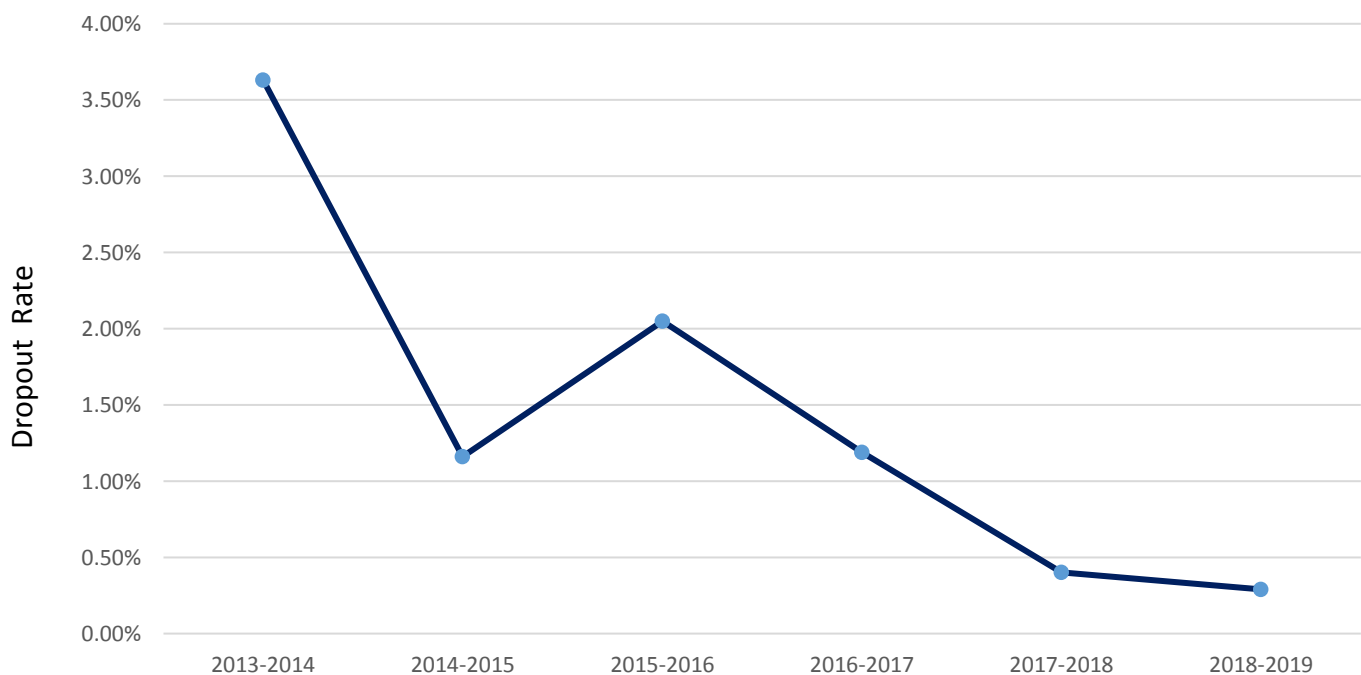


Figure 1 shows the previous dropout cases from Grades One to Six in an identified public elementary school. This history served as a reference of this study to consider carefully the impact of implemented school activities that aim for continuous reduction of dropout rates and increased pupil participation.

Recognizing the impact of School Initiated Interventions (SII) can help the administrators and teachers understand their effectiveness and success in one's instruction. In this way, the researcher can determine the impact of SII to student performance.

Literature Review

This section provides the essential reviews on literature and studies relevant to the present investigation on the effectiveness of Dropout Reduction Programs (DORP) in an identified public elementary school in terms of increasing students' learning outcomes. The reviewed materials helped the researcher gain deeper perspectives in discussing related matter into the study since they provided foundations needed in the monitoring of existing program and activities' impact. The researches and studies were examined as to their similarities and differences and their impact as well with the current investigation to discover the program' strong and weak points and impact to school children's learning.

On Student Dropouts

With the passage of time, debates and issues raised concerns on when and how educators should address early dropping out. Several studies showed that as early as the fourth grade, the average grades of these early grade dropouts were significantly lower than those of their classmates, and the school performance of early grade dropouts deteriorated quite rapidly as they moved to higher grades.

Recent studies recognized four major risk factors for dropping out. Despite several causes of dropouts, only four were considered fundamental for every student labeled as students-at-risk of dropping out (SARDO). These are family-related, individual-related, community-related, and school-related problems which are shortened as FICS factors.

Schargel (2013) further elaborated and described America's dropout problem as something rooted from five major reasons why children leave school. Students themselves can make wrong decisions, have poor attitude towards other students or are frequently bored leading to missing too many days in a school year. Second was their background or nature of family where they come from. It has been mentioned that there is often a conflict between the family values and the school values. This may describe parents who themselves have dropped out of school as well. Thus, their low socio-economic backgrounds could yield the similar results for their children because they see little purpose of returning or continuing their schooling.

Also, the kind of community in which they come from was the third reason why a student may leave school. Children living in areas where education is not valued that much, and where

unhealthy influences from the people of the community exist can also affect their perspective on education such that they may find schooling less important.

Fourth reason was the kind of school they attend; and lastly, the teachers they have in school. The learning environment and curriculum a school has to offer give way to the kind of quality education the nation provides to its learners. If the curriculum activities are not relevant and responsive to the learners' needs, passive instructional strategies are utilized to learners and untrained teachers are assigned to the most difficult schools in the community, greater risks of student dropouts would be seen in a school system.

In addition, based on a recent report from America's Promise Alliance, cited by Gould and Weller (2015), a survey from nearly 2000 students who took at least a semester off at a particular school revealed top ten reasons why students drop out of school. The top three most dominant reasons were "School wasn't relevant to my life" garnering the highest 20.3% of the survey responses. Second was "I had to make money to support my family" which got 19.0% from the sample population. Third was "No one cared if I attended", garnering 17.7% as a reason for learners to discontinue attending school classes.

From these above statements gathered from students in the American context, failure to have appropriate and engaging school activities was placed at the top rank, indicating that most of the students were struggling in school. The secondary cause of dropping out was due to their socioeconomic status. Kids who came from a family with low socioeconomic status or those backgrounds with low-income were said to have 2.4 times more likely to drop out compared to middle-income kids. This created a notion for poorer kids to take responsibilities at home to be the primary focus and not schooling as their first priority. Hence, leading education theories highlighted ways on how educators and even stakeholders can provide these learners the

experiences of going to school with teachers and principals taking more of a personalized approach to address difficulties and boredom in school. I means that if kids would feel that their issues and concerns are being heard and taken into consideration by their teachers, administrators and stakeholders, school would be one of the most enjoying places to stay and be involved with (Gould & Weller, 2015).

Meanwhile, Albert (2016) provided organized details of graphs and illustrations to describe the recurrent reasons among primary-aged and secondary-aged Filipino children for missing or not attending school in 2008 as opposed to 2014 in the national level. He listed the reasons for Filipino students, in both sexes, in gradually missing their attendance. As can be seen in Figure 2, Jose Ramon G. Albert presented the reasons for not attending school in the Philippine Setting, which was an excerpt of Policy Notes “What do statistics say about basic education in the Philippines?” (p.7) as described in APIS 2008 and 2014 by PSA.

Figure 2

Reasons for not attending school by primary-aged and secondary-aged Filipino children in National Level

Reasons for Not Attending School	Primary-Aged Children						Secondary-Aged Children					
	2008			2014			2008			2014		
	Boys	Girls	Both Sexes	Boys	Girls	Both Sexes	Boys	Girls	Both Sexes	Boys	Girls	Both Sexes
Lack of personal interest	35.2	27.0	31.7	38.2	30.5	36.0	54.7	33.9	47.2	51.2	29.0	44.1
High cost of education	11.0	12.2	11.5	15.3	11.2	14.1	21.9	30.3	24.9	25.2	38.3	29.4
Too young to go to school	24.6	35.3	29.2	9.5	14.6	11.0						
Illness/Disability	10.1	8.7	9.5	33.7	37.1	34.7	5.0	8.2	6.1	10.4	16.7	12.4
Lack of nearby schools	7.4	7.5	7.5	2.1	2.1	2.1	3.3	5.6	4.1	0.6	2.7	1.3
Employment	0.1	0.2	0.1				5.2	7.8	8.7	6.0	1.9	4.7
Other reasons (including school records, marriage, housekeeping)	11.6	9.2	10.5	1.2	4.5	2.1	5.9	14.2	8.9	6.6	11.3	8.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Note:												
Estimated number of out-of-school children (in thousands)	720	545	1,265	251	159	411	624	356	980	361	172	533

Source: Author's calculations from APIS 2008 and APIS 2014 conducted by PSA

Figure 2 represents recurrent reasons for Filipino children's non-attendance in school. The data provided revealed that in the year 2014, the most prevalent reason for a Filipino student to drop out was due to lack of personal interest, comprising 36.0 % of the total estimated number of out-of-school children for both sexes among primary-aged levels. The second reason was because of children's illness or disability, which comprised 34.7% of the responses. The third reason was the need for family to afford the cost of sending their children to school.

In addition, Benedicto et al. (2012) mentioned in their study the problems associated with dropping out that have been mainly attributed to poverty. They have made use of an extensive critical review of about 50 studies on public school education that described drop outs as rooted from poor, low-income families of children whose parents were unemployed or had irregular jobs with insufficient income; and some parents with no wee interest to education. Benedicto et al. (2012) further elaborated the problems encountered by students prior to dropping out, which was also in accordance to Nava's study in 2009.

Nava (2009) mentioned learners' poor health due to malnutrition, distance between home and school, lack of interest, and teacher factor as among the critical issues that should be addressed in crafting programs and intervention plans to recover students who have previously dropped out or those who are at high risk. It has been mentioned that the Philippine education system then was socially selective since most of these students who dropped out come from families with low economic background.

Benedicto et. al (2012) enumerated in their study some known reasons for a student to drop out. They cited the analysis of the Drop Out Reduction Plan of the Department of Education in 2007 and found out that low family income, unemployed parents, and parents engaging in seasonal jobs may adversely affect the students. Parents with little time to monitor their children's progress

in school may also be one of the triggering factors; family conflicts may also contribute; health problems such as malnutrition and illness may also cause students to drop out of school. In addition, indulging in different activities outside of the school are identified causes of absenteeism and tardiness among students. These include the presence of gaming centers, local computer shops, billiard halls, sound studio and alike which operate in the locality entice students to skip their classes or worst, not to attend classes.

On Academic Related Problems

The preceding literature on student dropouts describes the global and the local's account why students eventually drop out of school. Studies commonly attributed it to the role of school in sustaining learners' interest to finish the prescribed academic year for a particular level. In the area of Curriculum and Instruction, the needs of these learners especially those students-at-risk of dropping out are crucial to be addressed so as to prevent cases of frequent absenteeism and poor performance in school, proven to be antecedents of school-leaving even at an early grade.

Doll et al. (2013) used a particular framework used to analyze various reasons to measure what were most prominent as to push, pull, and fall out factors, in accordance with the standards set forth by groups of well-known authors. Their study highlighted the instances that explained students' tendencies and reasons for dropping out and were described as significant factors or root cause of a student dropping out from an educational institution. They emphasized that the cause of a student dropping out is regarded commonly as the antecedent of dropout because they direct

people to that vital event which then leads to dropping out. This case is said to be the culmination of a much longer process of leaving one's school that began a long time ago before the date that a student started to miss attendance. Their study revealed that male students got the highest rates of push factors, which most often occurred in perceptions of having poor academic performance and committing disciplinary problems leading to dropout. It was also mentioned in their study that pull factors like jobs and family, which generally played the most significant role and factor for dropping out, have shifted over time from being a primary pull for dropouts to being a dual-centric concern in learners' lives while they still work toward school completion.

Moreover, Johansson (2019) founded his study on the perspective of understanding dropping out of school as a societal problem, and a cumulative process rather than an individual event. It is regarded as a continuum consisting of repeated, extended absences from school, periodic missed classes, chronic tardiness, and intense anxiety about school that precipitate pleas for future nonattendance based on the concept of Kearney (2008).

Johansson (2019) highlighted in his study the classification of potential drop outs as described by Bowers & Sprott (2012): the quiet, the jaded and the involved. The quiet group often left because they did not like school but they got along with their teachers and classmates; the jaded group conveyed that they left school more often because they could not get along with teachers, students, or both, and often felt that that they were not belonged; and the involved group had tendencies of demonstrating high levels of engagement, and can get higher grades or test scores in their works, but got in trouble more often resulting to suspension or expulsion in the school.

From these foundations, Johansson (2019) concluded in his integrative research that these students who are at risk of dropping out have often experienced problems on: (1) handling or completing the learning tasks given by their teachers; (2) finding the significance of tasks and

school assignments because they do not see immediate results; and (3) meeting the needs of potential drop outs (e.g. summer school or other out-of- school programs, combined academic and personal counselling initiative on student performance, offering school-wide opportunities for learning); for them to be provided with sufficient academic and behavioral support through personalized and relevant instruction. Although world-wide interventions have been developed and implemented, he noted that these interventions need to tailor additional supplemental supports by improving school or classroom climate, close monitoring and tutoring with pupils for them to have more avenues in succeeding in their studies.

In the Philippine setting, Albert (2016) provided data revealing that in the year 2014, the most recurring reason for a Filipino student to drop out was due to lack of motivation and drive to perform better in classes. The said reason constituted an enormous rate of 36.0 % of 411 total estimated number of out-of-school children for both sexes among primary-aged levels. From then, elementary schools had already lost a great number of projected students.

On the Strategies for Dropout Reduction

The report made by Johansson (2019) led into an approach in dealing with the dropout epidemic, making schools to be more functional in meeting the target group's needs and demands through interventions and programs. It is taken from his research that the most important factor to prevent and remedy dropouts is the capacity of school programs to detect and identify students at risk of dropping out. Thus, with early preventions, it is noted that prevention programs as well need to be initiated and applied at an early age to highlight the probable causes for dropping out and prevent its incidence.

Johansson (2019) claimed that schools should employ effective programs that respond to individual, interpersonal and organizational needs of the target group. These three different levels are means to categorize the interventions that aim to address the risk factors associated to school dropping out.

Strategies at the individual level that cover students' cases for low self-esteem, negative attitude towards schooling, truancy, and other related anxiety need school counselling, art therapy, academic support and mentoring (providing opportunities to learn with adult who can implement academic and behavioral support), employment of school-based cognitive-behavioral prevention programs and communication between teachers and parents that allow teachers to take the lead role in intervening with students should school attendance become a dominant concern. These strategies at the individual level can also be combined with other interventions that target other risk factors. For instance, the study of Robertson (2016) highlighted that strategies on increased academic support, improved classroom climate, enhanced teacher capacity in delivering engaging lessons, close monitoring of students and strengthened transition from middle school to high school had shown positive impact on the school's graduation rates.

At the interpersonal level, students at risk of dropping out that experience family and school circumstances often need improvement of relationships with family members as well as with other students and teachers. Strategies that promote family support services, family strengthening interventions, parental education and support system are needed to successfully train the students. In terms of school circumstances, interventions that consist of consultation, one-on-one tutoring and peer learning are strategies to be explored to improve students' relationship with other students, intensify their participation in school activities and increase schools' graduation rates. As described by Holen et al. (2017), these strategies can reduce negative associations between

students' mental health concerns and school work that would result to non-participation or non-completion.

Lastly, activities at the organizational level speak of strategies that address risks related to schools' record for high dropout rates, lack of good study discipline (school-wide routine on attendance and class engagement, recognition for learners with good merits), numerous cases for bullying and violence, and inappropriate teacher-learner ratio. Targeting these risk factors chiefly highlight the improvement of school climate and culture to develop holistically the children and the youth. Through implementing logical and carefully planned interventions, building teacher capacity for enhanced quality of teaching, and strengthening of school-family/community partnerships to bring sense of belongingness and support are effective ways to bolster their academic performance, thus, facilitating the anticipated student completion (Johansson, 2019).

Hanover Research (2011) also supports the claim of Johansson (2019) and Jerald (2007) towards developing strategic plans and actions for dropout reduction even at the elementary school level. Jerald (2007) further described this action as a system that revolves on taking five fundamental steps toward successful reduction of dropout rate and increasing students' learning outcomes: prediction to identify chances for dropping out; intervention to help at-risk students; prevention to change the factors that schools themselves can control; exploration of alternative ways when prevention and intervention are not enough; and, considerations to be made for implementation. With this framework in mind, Hanover Research (2011) suggested the following effective ways to strengthen dropout prevention in the elementary grades:

- utilization of educational technology;
- providing after-school and enrichment programs to struggling learners;
- tutoring and mentoring for academics, training in behavioral issues;

- employment of early intervention program models that focus on reading and comprehension, learning the numeracy;
- checking of their attendance, performance and grades regularly;
- classroom, team-based role that monitors their own and classmates' attendance; and
- family and community engagement as the strongest predictor for school success

Moreover, in the attempt to find expanded learning opportunities and strategies for dropout prevention, Smink (n.d.) made observations through what was called as 15 effective strategies to reduce the dropout rate and increase learning outcomes among learners, the one which was released by the National Dropout Prevention Center or NDPC (2018). This specifically provided afterschool opportunities and added advantage of afterschool and summer learning opportunities delivered through strong school-community partnerships.

To show this confluence of potential, his research showed comparison of the match between dropout prevention strategies and familiar elements of quality, comprehensive tools that afterschool and remediation programs have. Comparing those fundamental dropout prevention strategies against the core elements of the 21st Century, he found out that Community Learning Centers afterschool and summer programs provided well-designed and well-executed afterschool, summer and dropout prevention activities that remain in congruence with one another.

Results showed the lessons learned from both successful 21st Century Community Learning Centers programs as well as other quality afterschool and summer learning activities, and successful dropout prevention programs should be regarded as pattern in modifying programs to increase promotion and completion rates. These programs highlighted the importance of providing students with varied learning opportunities and support system.

A particular prevention program was developed by researchers at the University of Montréal to decrease the rate of dropout by specifically addressing disruptive behavior of children, especially boys in the elementary grades. Beauchesne (n.d.) explained that the individuals who conducted the school sessions with the children and the parent trainings were professionals such as child-care workers, social workers, and psychologists. They were responsible for conducting sessions that tackled student progress in the classroom, meetings for parents on parental management-skills training with related intervention activities in their homes.

The results from one study that examined the effectiveness of this model on prevention of later school dropout indicated that the program had an indirect effect on cases of dropping out. Children who had received the intervention services were less disruptive than the control group, and showed decreased chances of being retained or placed in a special education classroom.

While researchers focused on several prevention programs that help in eradicating a number of dropouts among schools across international and local countries, curriculum experts and implementers continuously employ range of strategies to invite learners to study, thereby succeeding in their own crafts even at early ages, to raise test scores and graduation rates. There is an emerging demand for the school with the aid of government agencies to respond to latest demands in education to evaluate dropout prevention programs for dissemination of best, effective pedagogical practices.

Putting this in the context of Filipino learners, one of the trends and issues being raised today in the educational setting is the Department of Education (DepEd)'s project called Dropout Reduction Program (DORP). It is a project designed and crafted by the Bureau of Secondary Education (BSE) in 2010 under the supervision of DepEd Central Office for nationwide implementation. DORP intends at least, if not to eliminate totally, to lessen the number of drop

outs in schools. It also targets an effective and meaningful outcome for these learners to ensure and sustain their interest in learning. One of its mechanisms is to offer learning to all, anchored on the principle of EFA, through formal, non-formal and informal approaches to teaching – learning process (Department of Education, 2010).

On Various Intervention Programs

DORP in partnership with Alternative Learning System (ALS) can bring success in its implementation. ALS is a form of learning parallel to the aims of EFA and DORP, which provides viable alternative learning to the existing formal instruction. Nato and Arzadon (2015) stated that in order to reach out to those less-privileged families and children, the nation can provide them with alternative modes of learning like distance, independent learning, home schooling and the well – known components of DORP. Such components are Open High School Program (OHSP) and Effective Alternative Secondary Education (EASE) for temporary school leavers and School Initiated Interventions or SII (Department of Education, 2010).

Several programs are developed to ensure that learners will be on track as they continue with their studies. Among these are Project EASE intended for regular high school students who frequently miss classes due to various reasons. It was a joint undertaking of the Bureau of Secondary Education (BSE), of the Department of Education, Culture and Sports (DECS), and SEAMEO INNOTECH, whose primary aim was to design and develop alternative learning for students with socio-economic, geographical, and physical limitations that hinder in completing their high school years. These circumstances commonly revolve around the issues of poverty,

employment, family problems, early marriage, and forms of disability. This major leap in education intended to complement the existing formal system of educating those learners to make their secondary education more accessible even in disadvantaged or special situations.

While there are still other DORP and activities introduced and undertaken depending on the nature and needs of the youth and the school, appropriate measures and steps need to be done like establishing groups in-charge in organizing, designing and implementing the school's DORP. This is achieved through setting the targets for the program and choosing the appropriate intervention methods in the context of the school's capacities, resources, and association. The article provided a list of some programs and activities that help in building foundations toward minimizing, if not totally eliminating, drop outs in schools and engage learners to do academic tasks better. ("WikiPilipinas: Hip 'n Free Philippine Encyclopedia: Drop Out Reduction Program", 2010, para. III)

School Initiated Interventions (SII) are encouraged to be explored also and utilized as part of a school's DORP. These include the following interventions/ activities:

1. Project Jumpstart. A one-month summer remedial program for incoming students or freshmen or simply those students that have difficulty in reading with comprehension, writing, and solving problems using mathematical concepts.
2. Attendance incentives. These are monthly awards for SARDOs who completed a whole month or quarterly attendance without any incident of tardiness or absence. New York State Department of Education Student Support Services (2014) has written that these incentives do not need to be costly. Incentives may come in forms like giving of certificates, ribbons, small tokens, extra recess time, extra PE time, school supplies,

interactive activities, and other educational hands-on activities to serve as motivators for them in participating in school activities and not missing school days.

3. Re-Connect. This pursues SARDO to take part in classroom or school-based organizations and other extra-curricular activities to keep their interest and engagement in school. Encouraging them to be involved in these school programs and activities, or at least in school extra-curricular activities make them feel like they are important part of that group and on a bigger scale, important to the school. The tendencies are for them to be more motivated to join and perform. If in case they feel that they lack school success, organizations and clubs allow them to be connected again from school works. Thus, it is crucial to provide something worthwhile and positive for them to look forward to, and at the same time opportunities that help form the kinship/companionship of being a teenager or of being an individual student based on the concept of Hale & Canter (1998).
4. Project Graduation. This is a reward program that goes from the first year of secondary education to the last, wherein classes or learners that have achieved the highest completion rates or have committed perfect attendance are awarded with incentives and/or other rewards like medal, certificates, and other meaningful tokens for them.
5. Differentiated Instruction. Today's seminar and training workshops equip teachers with different pedagogies to nurture learners' multiple intelligences as well as recognition of their diversity and uniqueness as individual brought about by factors such as family background, interests, and gender differences. Abellanos (2013) described this as a form of Individualized Instruction that works on student's unique interests and learning experiences or schema. This program allows for different learning activities and flexibility

in one's instruction to highlight individual differences and learning styles, thus eliciting better learning experience for all learners.

6. Home visits by teachers. Abellanos (2013) added the importance of family engagements and family support as early interventions that provide significant effect on children's development and achievement in school. Such are considered the most accurate predictor of student's success in various studies. Educators need to inform families about their children's progress and status as well as the implementation of school's incentive system, the significance of school attendance, and participation in relation to student's success.
7. Cross-Age Tutorials. This strategy refers to peer-teaching tutorial programs wherein excelling students or those from the higher grades are tapped as tutors for SARDOs of lower year or grade levels. Cardenas (2017) described cross-age peer tutoring as a program that gives opportunities for both the tutor (older student) and the tutee (younger student) to work together and take on the coursework based on what the teacher has taught to the class that leads to improved classroom activities and performance. She further stressed that a successful cross-age peer tutoring program promotes a desirable learning environment that students, especially the struggling and at-risk learners, greatly need. The feeling of acceptance, belongingness, caring, compassion, cooperation and friendship are among the positive values that the students, the school and the community can benefit from this program.
8. Adopt-A-Student Program. Well-off, affluent families and even organizations are asked to support the schooling of SARDO because of learners' problem on economic factors. This comes as a scholarship program for less privileged students from all walks of life. Like for instance, Dante P. Quadrado, Principal I of Upper Tumbler Central Elementary School,

shared his gratefulness to the *Pasali* Philippines Foundation in supporting the school's less-abled families. He emphasized that it really has helped them in addressing the needs of their SARDO and has marked the beginning of establishing more collaborative efforts from stakeholders, PTA, and community members in the school.

9. Guidance Program. Hanover Research (2011) highlighted the process of identifying special needs among learners. There should be monitoring and feedbacking procedures between the student and the teacher, followed by consultation with parents and other school personnel to determine if the student might have a specific learning difficulty or problem that interferes with learning. Since low academic achievement, retention in grade, and behavioral difficulties are high predictors of school dropout, constant monitoring and support system from the teachers, guidance counselors, administrators and stakeholders should exist. A school system that consists of behavioral assessment of possible progress as well as learning challenges might help in identifying special services to be offered as avenues for more relevant activities needed for their improvement.
10. Work-Study Program. Older SARDOs who might be needing this are given employment opportunities within the community so that they can support themselves all throughout the remainder of school days or in the span of years they need in order to finish their studies.

By engaging active participation of students, parents, educators and community members in campaigns and programs that offer positive rewards for learners, students can succeed in school and bolster their self-esteem in achieving their aspirations through committing and accomplishing school works, and understanding that attending class daily is a must (New York State Department of Education Student Support Services, 2014).

On School Initiated Interventions Applied in Classrooms

David et al. (2018) stated in their study the need for schools to systematically address the academic issues that relate to school disengagement through ‘changing landscape of attendance and eliminating barriers to completion’ in the Philippine setting. Having poor grades, experiencing difficulties in reading and in following the lessons, being bullied in classroom/school, struggling in building positive relationship with teachers and in communicating the school activities to parents are the dominant cases of at-risk learners that schools need to identify and resolve. According to them, it is vital “to break down what lack of interest means” for each student so as to apply appropriate interventions accordingly. From these attempts and vigorous work of catering learners at-risk of dropping out, schools can harness the existing situation and learned conditions to possible interventions, thereby creating better learning opportunities for learners and sustain the provision for quality education.

Albert et al. (2018), one of the affiliates of David et al. (2018), firstly suggested that teacher training and empowerment is one of the key factors to address issues on school disengagement. Attending seminars and trainings are avenues to improve pedagogical techniques that range from being flexible and adaptable to changes, adept in teaching and preparing reports, to performing the skills in explicit and implicit ways, for the betterment of students.

At this rate, classroom teachers can meet effectively the needs of children including those who are left behind and at-risk of dropping out. Teachers could employ methods to test the effectiveness of activities to student’s progress and performance in school. With students’ wide range of abilities, engaging strategies and interventions could be used to help them be more engaged in understanding lessons and ideas.

In elementary schools, for instance, identification of learners' status and diagnosis of learning barriers are done as institutionalized process to assess their level. Pupils are assessed in first grade level to know their current reading ability. Some schools have implemented a policy wherein pupils are not promoted to the next grade level until reaching the category of being a 'reader'. While teachers employ strategic interventions covering intensive remedial reading strategies, they also allow pairing up of pupils to provide them with learnings and experiences as they work with their partner or peer.

Another highlight from these approaches applied in elementary classrooms is to implement reading programs in early grades. David et al. (2018) noted that appreciation for reading and learning to read are the core foundation for learning. Thus, it is important to utilize all the possible means to maximize reading practices among learners in the elementary grades, especially Grades 1 to 3. They suggested tapping of private donors or community engagement to enrich this classroom-related task for a successful student engagement and learning.

Moreover, according to Balagtas (2017), young children with school-related fears could be introduced to intervention activities that are arranged in a kind of learning environment where pupils feel the ambiance of school as 'a home away from home'. Prioritizing the creation of child-friendly atmosphere can be in the form of promoting classroom activities that aim to develop appropriate behavioral skills resulting to effective learning. This initiative addresses related fears concerning peers, teacher, and academic performance children may feel once they are in school. The researcher believes that doing so would contribute to learner engagement and successful learning process.

Furthermore, these intervention activities should come also as a preventive measure to address common behavioral problems like classroom inattentiveness, low academic performance, poor study habits, absenteeism, and misbehavior. Hence, in crafting school initiated plans or any other classroom-based interventions, Pipkin (2015) and Asegurado (2006) noted in their studies the need for the conditions to be understood and to be taken well as bases in proposing plans and intervention. They described intervention as a medium planned, designed, monitored and used, and finally, evaluated in order to mediate for the protection of an alleged interest, to make certain modifications or changes for improvement of target learners in a specific setting.

For example, an intervention plan for sons and daughters of OFWs in the intermediate level could mean different strategic plan to suit their needs and concerns regarding school activities to bring desirable academic performance and personality trait. The said activities described by Ocampo (2011) composed of various activities that aim to sustain their academic interest all throughout the course of their study. Moreover, the intervention plan given to them involved experiential learning approach, wherein learning opportunities enable students to learn things through hands-on experience, metacognition, and reflection. For young learners, the teachers as facilitator of learning played significant role for pupils to accomplish the tasks. The activities moved away from the concept of a teacher being at the front of the room discussing lessons transferring knowledge to students, to making learning an experience for them to think outside of the box to process thoughts in a more effective and deeper way.

Moreover, Santiago (2014) averred that to address the academic performance of SARDO, the bases for educational interventions should encompass priority for teacher-profiling. She described the teachers' significant impact and direct effect on student's performance in school.

The length of teaching service and range of teaching experiences are factors that greatly contribute in lowering the chances of a learner to perform ideally in school. She further stated the school's need to exert extra effort to identify the SARDO in the school and make corresponding plan of activities and provisions for remedial assistance through innovations, interventions, and implementation of school programs. This would further emphasize development of learners' skills and aid in sustaining pupils' interest, attaining and mastering learning competencies while guiding them in the whole teaching-learning process.

In addition, Balinas et al. (2017) presented in their study the best practices and notable implementing procedures of Angeles University Foundation – College of Education or AUF-CED's Remedial Reading Program that highlights Bandy's (2017) implementing procedures covering the areas of: preparation, action, reflection, and evaluation. AUF-CED's initiative on developing Remedial Reading Program as an extension project is crafted to enhance learners' reading fluency and comprehension abilities which is said to be the foundation for basic life skills.

Based on findings, the researchers said that the Remedial Reading Program implemented had brought success since positive outcomes were seen from the learners. Their vibrant and enthusiastic attitude shown during classes and the tendency to work hand-in-hand with their teachers were evident. The tutors of their respondents added that the learners became more responsible and participative especially when they are interested, well-guided and engaged in reading activities. The tutors concluded that through innovative activities, encouraging students to participate, and giving of praise or recognition are essential to achieve improved learners' attitude and performance on reading activities.

The remedial reading program that was suggested may improve or change the school's perennial problem on slow readers and non-readers performance in the school. The researchers

further reiterated the need to consider the following variables if this remedial program is implemented in other schools:

- teacher training needs should be examined for well-planned, effective instruction;
- diagnosis, assessment and creation of early intervention programs should be tried to ensure that students are receiving good quality and coordinated instruction both in their classrooms and with special intervention programs implemented in the school;
- early diagnosis of needs and implementation of intervention programs should be anchored on parents' support and communication to keep harmonious relationship between the school and the community. The teacher may do home visits to pave way for understanding a child's background and perspective, and the possible causes of his reading disabilities, frequent absences from class and failure to achieve good academic performance.
- students should be provided with additional or complementary materials like modules for reading activities at home;
- innovations like Remedial Reading Program in schools must cover longer implementation of its activities, plans for future sustainability, and project improvement to provide for the benefit of clienteles and the community.

Aside from these, the best practices that can be taken from this study are hinged on these four (4) principles that teachers need to work on effectively to achieve the success of intervention programs applied in classrooms:

- a. organized curriculum content calls for learning and community engagement goals that should be closely-aligned;
- b. community involvement that promotes relevant learning experiences involving peer tutoring and collaborative learning among other kids in the school and the community for its involvement in project planning, implementation, and reporting;
- c. student reflection that opens avenues for students to reflect on their learning and their school - community experience; and
- d. provision for valuable feedback to draw students' status, augment learning capacities and lessen future learning difficulties. (Balinas et al., 2017)

Santiago (2014) further supported the need for home visitations and establishment of community rapport such as parents' mentorship during lunch breaks or spare periods for subsequent support on the conduct of school programs and interventions. In this way, the school in collaboration with the school community itself can collaborate to inspire and motivate the SARDO in attending regular classes and doing well in every learning task. She recommended to encourage teachers to attend post-graduate studies, relevant trainings and seminars to better facilitate and carry out tasks for school interventions, innovations and projects to secure and maximize student interest and potential.

On the other hand, the role of school covers the need to conduct careful organization, encouragement and extended support from external stakeholders. The intervention plans designed and crafted should come as product of what the school needs to develop to address the said weaknesses through appropriate, multifaceted, well-customized approaches.

To ensure the quality assurance for its monitoring processes in the school level, it is essential for elementary schools to work out for development plan based on the shared vision, mission, and objectives. The school-wide plan applied to classrooms should be in reference to educational philosophies and the needs of learners containing long-term goals, and responsive to performance indicators for evaluation and sustainability.

On the Implementation of CIP, SLK and Other Instructional Tools for SII

According to Agustin (2012), poor thinkers and slow learners are the perennial problem of classroom teachers in the Philippines. Many of those who find difficulty processing abstract ideas tend to have restricted and limited knowledge. He also added that this situation might worsen when novice teachers are assigned to handle learning disabled groups. It was stated that these circumstances create barriers in developing learning opportunities since pupils may suffer from various forms of performance labeling and stigmatization. As such, once students are labeled with some kind of disgrace, they tend to stay that way.

Poor academic performance, which may soon result to low retention rate in a grade level, is a key factor for students to miss classes and be at risk of dropping out. Agustin (2012) noted that there seemed to be two paths a poor thinker may thread on: either by becoming a student-at-risk of dropping out (SARDO) or a graduate without enough mastery of knowledge and skills.

Thus, to enhance pupils' academic performance and to prevent school dropout beginning in elementary grades, pupils are expected to have more hands-on and diverse activities. The educators' role shifted from being the center of an instruction to becoming a guide-on-the-side, requiring the teachers to be responsive and flexible to cater the demands and aspirations of the institution and the society. Hence, schools should shape learners to become knowledgeable and skillful to prepare them as the nation's adept and employable workforce.

One of the solutions that can be introduced is the implementation of Continuous Improvement Program (CIP). It delineates the school's initiative, dedication and commitment to work collaboratively on educational tasks that are evidence-based, classroom integrated and contextualized within one's environment. At the classroom level, CIP may refer to an up-to-date intervention to monitor learners' progress and improve individual performance and teacher practice to achieve desired learning outcomes (Simeon, 2018).

According to Simeon (2018), for an institution to be learner-centered, the schools should utilize CIP to improve learners' performance. The remedial programs and interventions implemented including the tools used under CIP provided learners an opportunity to enhance their basic skills through innovations and latest pedagogies presented to learners. In this way, young children and students in higher grade levels are given the opportunities to construct ideas and to collaborate and communicate learnings with their classmates, all of which contribute to the development of 21st century skills.

Moreover, the development of Self-Learning Kits (SLK), through School Initiated Interventions (SII), for pupils with difficulties mastering the areas of competencies is one of the most common strategies implemented to help them understand concepts, and for teachers to facilitate learning effectively even after the delivery of lessons.

Thus, the need to consider learners' varying levels and capabilities is critical for a successful instruction. Slow learners who may have difficulties accomplishing tasks can learn best through the use of SLK, since they can work at their own rate and pace. Being multimedia users and telecommunications knowledgeable, Paxton-Patterson (2003), as cited by Agustin (2012), mentioned the advantages of utilizing SLK in the teaching-learning process. These include:

1. activities that promote student-centered tasks;
2. the modular tool keeps the attention of students; and
3. activities that address multiple learning styles.

In a study conducted, it pointed out that students working in modular learning systems are introduced to four types of learning: active, cooperative, individualized, and interdisciplinary. Additionally, educational researchers described the use of SLK as self-instructional tool prepared for attaining specific instructional objectives, which promote self-directed learning. The activities presented in SLK are geared toward accomplishment of target goals made for those learners who find the lessons challenging and yet are designed specifically for them, learners-at-risk.

Agustin (2012) highlighted also in his study the many advantages of utilizing SLKs like the development of activities anchored on student-centeredness, responsiveness to individual needs and learning style, engaging, and exploration of concepts with teachers as "guide on side". He also believed that learners increase the level of their achievement after they are exposed to the use of SLK because of teachers' role in effectively managing the class and encouraging transformation of information with less pressure for the student.

While other instructional tools used for SII include those that encompass traditional yet effective methods of instruction and those that are in line with 21st century approaches, Harris and

Goodall (2008) described other ways of helping children to succeed. Most of these practices are known already to be effective as results of educational benchmarking. Among these are thinking about one's thinking or metacognition, collaborative learning, reinforcement of follow-up activities, one-on-one tutoring, peer tutoring, and effective monitoring and feed backing. They have also noted that the employment of these strategies with supplementary materials vary depending on the kind of learners in the school or what they mostly need to attend to. These initiatives though need to be planned carefully, designed and executed to ensure that these would lead to success of the program implementation.

Also, the implementation of these SII along with learning materials which supplement learning activities in classroom may or may not be documented formally but can be reflected as evidences for classroom observation procedures and improved academic performance of children. Thus, the role of the employment of these varied learning activities, in combination or with emphasis on the strategies' strong points, are believed to be pivotal to learners' achievement and success.

Theoretical Basis

The employment of interventions delineated in this study is anchored on the theory of constructivist approach to teaching and its implication to one's instruction. Sarirete et al. (2010) in their study on model for learning highlights that learning occurs in its optimum when learners are involved actively in the construction and organization of ideas. They viewed learning as a product of behaviorist, cognitive, and constructivist approaches to learning – all of them

considered fundamental to successful learning especially in today's era of modernized delivery of instruction. Chen (2003), as cited by Sarirete et al. (2010), highlighted the capacity of learners to learn effectively when exposed in an environment where they can experience and construct knowledge through the guidance of a facilitator or teacher. Activities are suggested to be consistent with the constructivist models where students are co-partners in the learning process.

One of the strategies described in their study was Chen's implications in teaching computer networking through Constructivist Approach, founded on the concept of constructivism as an outgrowth of Cognitive Science. It describes learning as a process of knowledge construction focusing on the development of ideas and understanding their relationship to the attainment of educational goals. She further elaborated that constructivism is an undertaking that integrates cognition from a developmental view among with other essential issues in education, such as motivation, self-directed learning, and a focus on the social context of learning where learners are presently in. Thus, Chen (2003) and Sarirete et al. (2010) both believed that understanding and learning are best indexed by experience. Constructivists uphold the philosophy of practicing cognitive experiences through authentic activities. She added that this may not necessarily include a work of real world, but the significant and common practices of ones' culture should be incorporated.

At present, researchers work towards learning models based on constructivist approach coupled with Piaget's cognitive development theory to consider the level of learning based on stages with increasing learning complexity that moves from one stage to another to challenge learners. Also, students are trained on the need to integrate new experiences to learning to adapt to learning while equipping them with necessary skills and values.

Other than the theory of constructivism, one of the underlying principles behind the conduct of this study is the theory of motivation. Educators seek to find ways to motivate and engage their learners continuously to attend to their classes regularly and perform well in academic tasks and subject areas. Teachers always want to cultivate intrinsic motivation to their students to instill the value of love for learning that elicits a developmental process for lifelong learning. This can be done by employing diverse and interesting presentations with learning tools to help students master the necessary skills and gauge gaps on student drive for academic success. Such teaching pedagogies should embody unique features that address learners' needs, interests, and learning styles.

The previously cited theories and concepts guide the researcher in crafting the conceptual framework of this study. The principles discussed help the researcher to have similar frameworks to be tested in an identified local community and to look for SII's effectiveness in increasing student learning outcomes and in reducing the dropout rate of the school. The beliefs mentioned by the aforementioned experts in the field of education have been one of the solid foundations for developing an organized framework of bases for this study. Constructivist approach to facilitate effective delivery of instruction is the prominent feature in which the study is built on. The views of Sarirete et al. (2010) about understanding and learning the material through hands-on experience and authentic activities are fundamental to this study. Hence, the utilization of CIP, SLK, and other SII that incorporate varied learning activities through authentic and contextualized experiences are the intervention learning tools that the researcher tested to look for the extent of their effectiveness.

Conceptual Framework

This study on the evaluation of a school program is centered on describing the overall effectiveness of interventions in reducing drop out rates and improving learners' performance that considers theoretical basis as well as related studies to address issues on dropping out. Related researches like those of Doll et al. (2013) and Johansson (2019) on understanding dropping out of school as a societal problem, and a cumulative process in a learner's life; Albert (2016) on identifying lack of personal interest as topmost reason that made pupils at-risk of dropping out; and Benedicto et al. (2012) on the problems associated with school leaving that have been chiefly attributed to poverty were one of the core foundations for the development of this study. Accordingly, their studies are the components that were integrated in the conceptualization of this evaluation study as possible attributes for Component A. In order to look for other factors that may influence SARDO's motivation and performance in school, FICS related factors were also described to provide reference on how the family, individual, the community and the school acted towards meeting the needs and interests of the target population – the SARDO.

Moreover, understanding the program including the strategies for drop out reduction, as cited by researchers both in the global and local contexts, were also explored in the attempt to delineate their effectiveness when utilized as interventions of the school. School Initiated Interventions (SII), as introduced by the Department of Education (2010) and supported by Arcenas (2021), speak of the homegrown and familiar interventions that aim to improve learners' performance in school. The idea on: utilizing Continuous Improvement Program (Simeon, 2018); Self-Learning Kit (Agustin, 2012) and reinforcement activities (Harris and Goodall, 2008) are the

interventions that represented Component B, which tackles the program and implementation, and therefore, is considered as independent variable of the study. Noting the approaches that are anchored on cross-age tutoring (Cardenas, 2017); consultation sessions between the teacher and the student, followed by consultation with parents (Hanover Research, 2011); teacher training and empowerment (Albert, 2018; David et al., 2018), these factors were likewise described to determine their role in SARDO's chances of succeeding, or risk of early school leaving.

In evaluating the SII (program), intents, as the standards and expectations, were defined to provide point of reference. Actualities, as the actual events and observations that took place as results of the implementation, were also noted according to the judgment of respondents. While actualities and discrepancies may be seen in the program evaluation, these details are believed to supplement the study that allows for full evaluation of the program (Favila, 2009).

Additionally, keeping in mind the theories of constructivism, cognitive development and motivation theory, are the principles incorporated as classroom experiences offered through the SII. The procedures and features of implemented SII were in accordance with these ideologies to deliver hands-on, developmental, and engaging learning among at-risk students.

Describing the relationship of variables: performance and attendance can denote the influence of the program to SARDO's learning outcomes. This area that constitutes Component C of the framework provides evidence on the extent to which the implemented SII had contributed significant role in motivating SARDO to attend their classes and improve their academic performance.

Lastly, defining the program's impact to the school and community constitutes Component D of the framework. Referring to the available records of the school that reflect the drop out rate in three consecutive school years accounted for the last dependent variable of this study. Understanding Component D as a variable, which may appear distant in time and may interact among external factors, becomes an essential end-goal of this evaluation to pave a way in informing the school members about the status of school program implementation and the effective ways in assisting the beneficiaries through school-community actions.

Components C and D are the parts of the study that intends to describe the results of the implemented interventions in an effort to provide for the details that would complete the evaluation of the program. Merging all these components that concern the beneficiaries (Component A); the program itself (Component B); results that reveal the relationship of the SARDO's attendance to performance (Component C); and subsequent impact to the school and community contexts (Component D) enabled the researcher to arrange the variables similar to *Dr. Jesus A. Ochave's* ABCD Model of program evaluation.

The succeeding presentation responds to the components as discussed above to shape the research problems that would lead to appropriate evaluation of the program implemented in this identified public elementary school in Bulacan which had not been done before in other researches.

Figure 3 shows the graphic representation of the four components merged together as the framework of this study that provides for the development of feasible research problems leading to evaluation of the SII.

Figure 3

The Conceptual Paradigm of the Study

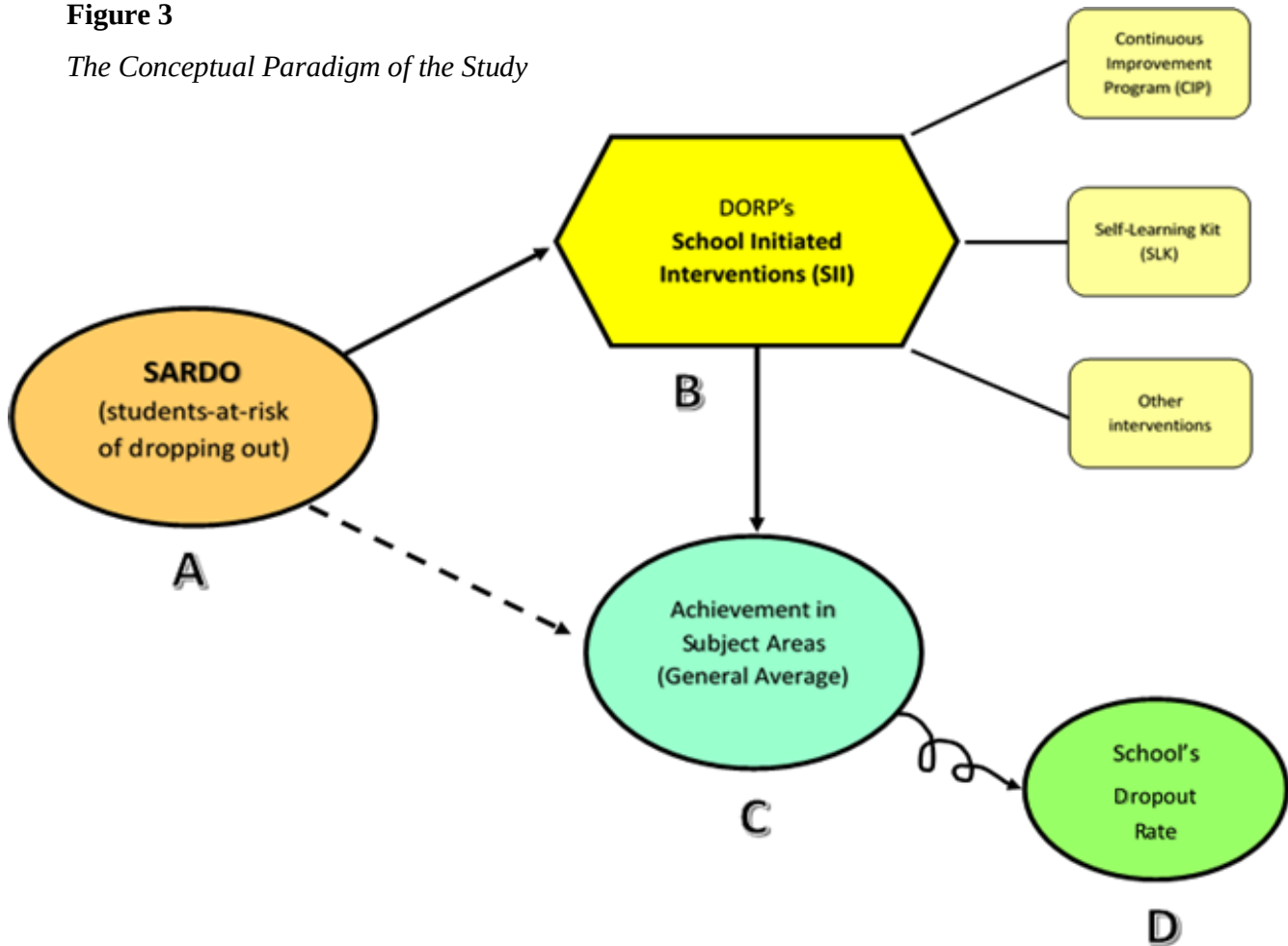


Figure 3 is patterned also from the work of Dr. Ochave's ABCD Model of Evaluation to describe the impact of the program in accordance with the four essential components including what is highlighted in this study. Relationships between these components are shown in solid and broken lines also that mean direct and indirect interactions respectively. On the other hand, uneven and spiralling line indicates other factors that can affect a particular component at a later, undefined time (see Table 2 - Vectors Used in the Evaluation of SII, p. 60).

Figure 3 is based on the concept of using DORP's strategic component: School Initiated Interventions (SII) in understanding their effect in the learning outcomes among the SARDO of an identified public elementary school. This includes the independent variable – utilization of SII used to determine and describe their impact to SARDO's learning; and the outcomes shown as general average and attendance as dependent variables. Following the ABCD evaluation model of Dr. Ochave, the researcher gained knowledge regarding the following components:

(A) beneficiaries – the SARDO of the local school;

(B) program and implementation – SII and activities;

(C) outcomes – relationship and attribution of performance to attendance

(D) social impact – effects of the program to the community with consideration of external factors

The framework explains to what extent these interventions are effective in the classroom setting of a public elementary school in Bulacan to address the issues of disengagements and early leaving of school children. The findings could help inform the school about the current status of SII implementation vis-à-vis its effectiveness through evaluation.

Also, as shown in Figure 3, several concepts and philosophies served as the core foundation for conducting a study on the effectiveness of SII in terms of student learning outcomes through the employment of various strategies in the classrooms. As described by experts and researchers in the field, these innovations like CIP, SLK, and other forms of SII provide a variety of advantages for they promote activities that are student-centered, more individualized, attention-motivation keeper, and constructivist in nature.

By looking at the school's initiated interventions, along with their impact to pupils' academic performance and outcomes, the researcher determined to what extent these programs and innovations affect the level of achievement and performance of SARDO in school. In addition, the SII's impact to the community is known after the gathered data were analyzed due to respondents' exposure to the utilization of SII that began several years ago.

The gathered literature and studies show relevant information on the relationship of SII and its educational impact to students' performance and in their chances of dropping out.

The presented situations reflecting previous practices and today's existing methodologies in addressing dropouts both in foreign and local contexts focused on addressing factors that require greater efforts from educators to consider the implementation of instructional tools to supplement learning. Such planning and implementation call for exploration and examination of academic impact through school-initiated intervention programs, which in turn can be applied in cases where their functions and benefits are vital for the school improvement and child's holistic growth. Maintaining and heightening their interest in studying, making them interested in school activities and learning tasks are some of the goals of CIP. Hence, the offering of these SIIs coupled with appropriate and right implementation and monitoring is believed to improve learning performance since these tools cater the needs and nature of each individual learner.

The aforementioned studies on the different disciplines are related to the present study since they highlight the importance of utilizing varied educational learning tools like the implementation of SII activities in increasing student learning outcomes to sustain pupils' learning interests leading to better comprehension. These concepts served as the framework and solid reference in the conduct of this investigation.

Synthesis

Several studies on dropout reduction programs pointed out the reasons why students drop out of school even at an early grade. Schargel (2013), Gould and Weller (2015), Albert (2016), and Johansson (2019) agreed that lack of interest and socio-economic status of family affect students' performance in school and at later time, would be the crucial causes for them to leave school, both in global and local contexts. The reasons mentioned were the most prominent responses of students in relation to their academic performance and school life experiences. In the Philippine context, the data provided by Albert (2016) revealed that in the year 2014, the most prevalent reason for a Filipino student to drop out was due to lack of personal interest and drive to succeed in school.

Nonetheless, Benedicto et al. (2012), believed that dropout problems have been primarily attributed to poverty and students' low socio-economic status. Whereas, Nava (2009) stressed the (1) importance of learners' health, (2) distance between home and school and (3) teacher factor/qualities to be in favorable conditions to minimize the chances for a student to drop out of school.

These reasons for student-dropping out enabled the researcher to have solid foundation for proper discovery of the school's situation in relation to children at-risk of dropping out. The abovementioned studies and results helped the researcher in formulating the substance and in developing the questionnaires for her study. Four related risk-factors were then identified and described in the research tool to see where and to what extent these factors affect student achievement and attendance in school.

Moreover, the abovementioned risks that are related to dropping out helped the researcher to explore appropriate strategies to consider and test for proper assessment of the school's program effectiveness. The need for curriculum experts and implementers to have a range of strategies to employ is essential in delivering lessons to invite learners to participate in school and prevent having significant number of absences, and worse, drop out cases. The Department of Education – Philippines (2010) agreed that it is crucial for schools and teachers to take necessary steps: identify potential drop-outs, introduce appropriate interventions, and prevent them from early school-dropping out through formal, non-formal and informal approaches. Johansson (2019) supports this DepEd's agenda to identify first those learners at-risk of dropping, profile and assess their needs so as to prevent and remedy cases for drop out. His ideas on drop out reduction called for employment of effective programs that respond to individual, interpersonal and organizational approaches to address various risks a student might experience that could later trigger to school disengagement and prolonged absences.

Though, realizing these attempts may greatly involve instructional approaches to reach out for these learners, Robertson (2016), Holen et al. (2017), Hanover Research (2011) and Abellanos (2013) all agreed that one of the best strategies for drop out reduction was centered on the participation and support of peers, teachers, adults, family members and the community to motivate learners. They emphasized that increased academic support through peer learning, tutoring and mentoring as well as family engagement are essential for successful program implementation to encourage and engage learners in school activities.

Cardenas (2017) further supported this claim and believed that cross-age peer tutoring needs to be introduced as an effective strategy for drop out reduction wherein both the tutor and the tutees learn the skills and desired values for learning – hence, a win-win for both of them.

Aside from the idea of putting emphasis on peer learning, family and community engagement, the school needs to break down learners' lack of interest by implementing appropriate intervention as results of systematic identification, harnessing the existing situation to possible strategies for drop out reduction (David et al., 2018).

Accordingly, Albert et al. (2018) and Santiago (2014) both gave credence to the importance of teacher training to make these classroom interventions effective to recover learners and sustain their interest in doing learning tasks. This means that as educator and curriculum implementer, educational endeavor should be directed toward the area where educators can be of a vital support - in the area of delivering the curriculum with emphasis on engaging and meaningful instructions.

Hence, the studies made by Robertson (2016), Holen et al. (2017), Hanover Research (2011), Abellanos (2013), Cardenas (2017), David et al. (2018) and Santiago (2014) helped the researcher to consider school-community and teacher-factors to add in the questions developed as a research tool. These factors were helpful in making meaning from insights gathered through interviews and note-taking of the beneficiaries' responses to determine carefully the program's effectiveness and understanding these learning gaps.

The details gathered in the literature review for this study enabled the researcher to tackle related factors associated to dropping out like FICS. Similar research also pointed out that these are prevailing reasons why students leave school. In order for educators to address learner disengagements and early leaving, school-related factors involving academic problems should be revisited whether interventions contribute greatly or slightly to student's academic success and attendance.

In a study made by Doll et al. (2013), cases of dropping out began when learners experienced FICS challenges that led to committing multiple years of low scores and poor behaviors. For Filipinos, lack of personal interest was the leading factor for early dropping out (Albert, 2016). Thus, benchmarked strategies for Drop Out Reduction are believed to improve students' chances of completing and succeeding in school. Among these are utilization of more engaging activities, improved support system, improved school learning ambiance, and strengthened communication between the school and the community. All these factors are examined in this study to evaluate the effectiveness of implemented interventions in the school.

Thus, the researcher believed that it is important to explore the impact of these SIIs to resolve issues related to poor academic performance, disengagement, and dropping out that are said to begin in the middle elementary grades.

Statement of the Purpose

The main purpose of this study was to delineate the effectiveness of School Initiated Interventions (SII) in an identified public elementary school to highlight the features of the program that created better learning opportunities among its students-at-risk of dropping out (SARDO) in Grades 4, 5, and 6, and to take note of the program's weak points to be improved in the succeeding years. Using Dr. Ochave's ABCD model, the researcher identified the SII's effectiveness to Grades 4, 5, and 6 pupils' learning outcomes as well as the intervention's social impact.

Specifically, this study sought to:

1. describe the status of students-at-risk of dropping out (SARDO) including their needs and interests in an identified public elementary school;
2. determine the intents and actualities of the School Initiated Interventions in this identified public elementary school in one's instruction in improving learning outcomes;
3. describe the relationship between the SARDO's attendance and student performance in three school years during the implementation of the School Initiated Interventions; and
4. describe the impact of School Initiated Interventions (SII) on the school's dropout rate in three school years in an identified public school.

Significance of the Study

This study is aimed at determining the effectiveness of SII in terms of increasing learning outcomes among the pupils in a public elementary school, specifically the SARDO in the school. In addition, the school together with its educators and school members, the families and the community as a whole will benefit from the results of the conduct of this study.

It is desired that this study would yield factual data and information to serve as the foundation in continuing or improving existing School Initiated Intervention (SII) to prevent pupils from dropping out, and more importantly to help them succeed in school while enhancing their learning skills through engaging activities. This study may also help curriculum planners and implementers in catering the needs of SARDO while heightening their interests in staying in school, attending their classes until they finish their elementary years. The insights obtained from this study would enable curriculum workers to revisit or redesign plan of classroom activities, and to benchmark for other practices concerning the institution's curriculum and instruction especially those schools with higher cases of low performance and achievement rate leading to early school dropouts.

This study will be beneficial to the following:

Pupils. SII along with the employment of CIP and SLK and other interventions help the pupils, especially the SARDO in the intermediate grade levels (Grades 4, 5 and 6), to better cope with their studies by understanding the lessons and mastering the needed skills appropriate for them in their current grade level. These interventions guide them as they accomplish the task while considering their needs, interests, learning styles, and pace.

Teachers. The results of this study give them gainful insights regarding the use of interventions and supplementary materials that enhance specific areas of improvement of the SARDO in a school. The learning gathered further encourages them to plan and craft for other SII that may address other issues and concerns or those that simply cater different learning styles to sustain motivation for successful instruction.

School Administrators. The findings help them to be aware and responsive of the learners' needs and the teachers' know-how of SII activities and implementation. This enables them to increase effectively the achievement and participation rate of learners. In this way, school administrators could help the pupils and the teachers by boosting their morale to build greater efforts, to be more adaptable and capable individuals. This brings every school member to perform effectively towards the attainment of successful teaching-learning process.

Curriculum Planners. The results of this study help them to understand better the significance of monitoring and evaluation of school and district projects as well as in making necessary modifications to respond to pressing educational needs in a specific school. They can revisit also the congruence of an existing program along with its objectives with reference to current trends and demands in education. This paves the way in making schools capable of offering quality education to all.

Future Researcher. This study helps researchers to do more related studies on the use of innovative pedagogies that best keep children in school while enhancing their knowledge and skills. Also, future researchers can benefit from this study by exploring other educational pedagogies that yield better learning outcomes, minimize school-related problems such as disengagements, absenteeism, and dropouts.

Scope and Limitation of the Study

The focus of this study was on the effectiveness of School Initiated Interventions (SII) in increasing SARDO's learning outcomes across intermediate grade levels. The contents of these were the implementation of interventions like CIP and SLK, and other implemented interventions

for elementary pupils with SARDO as the respondents, described based on their strong prominent features and weak points in relation to the attainment of target objectives or the intents of the program.

The evaluation of the SII was centered on its impact to learners' outcomes considering the changes in a span of three consecutive school years. The respondents of this study were composed of 70 students-at-risk of dropping out (SARDO) in regular classes who have been in the school since 2016; 14 teachers; and 2 School Heads in an identified public elementary school in Pandi, Bulacan. The aforementioned public elementary school - being the Central School, is known to have the largest pupil population with some cases for repeating records of habitually absent pupils in the District.

Furthermore, this study was limited to the responses on questionnaires and checklist devised by the researcher and the change in performance through observations, note-taking and analysis of their general average (SY. 2016-2017, 2017-2018, 2018-2019) reflected in school forms.

Definition of Terms

For better understanding, the following terms are defined conceptually and operationally to provide a common reference.

Actualities. These refer to the actual performance and observations on the things that had been made to attain the program standards (Mahinay Jr., 2018). In this study, actualities are the actual events that took place in the conduct of SII.

A-Component in the ABCD Evaluation Model. Jahangir (2011) stated in her study that this component refers to the trainees, beneficiaries of the program or evaluation participants. Operationally, the term is used to describe students-at-risk of dropping out (SARDO) who were exposed in the interventions initiated by the school to reduce their chances of school disengagement and leaving.

B-Component in the ABCD Evaluation Model. This component talks about the program itself that includes management and implementation procedures, teaching and learning process, linkages, and administration aspects (Favila, 2009). In this study, the B-component discusses the School Initiated Interventions (SII) that cover the utilization of Continuous Improvement Program (CIP), Self-Learning Kit (SLK) and other classroom agenda that teachers implemented to motivate their learners, engage them in the learning process, thereby to improve the status of the SARDO.

C-Component in the ABCD Evaluation Model. Mahinay, Jr. (2018) mentioned in his study that ‘C’ in the ABCD evaluation model refers to the effects of the implemented project. While, in this area, the C-component speaks of the implemented program as a strategy to improve participants’ learning outcomes and reduce their absences in the class.

Continuous Improvement Program (CIP). It is a document that carefully delineates the plan, project objectives, and activities for a specific school year. It gives emphasis on the school’s plan of action to address areas of improvement and to accomplish the group’s desired outcomes (Simeon, 2018). In this study, it is a methodology utilized as SII to cater, monitor and assess, analyze, and act continuously on the desired areas of improvement toward development of learners’ skills and values.

D-Component in the ABCD Evaluation Model. According to Jahangir (2011), the D-component discusses the program's social impact as a result of the evaluation. It is considered remote, meaning, the results can be generally seen "in the future" but these insights are substantial and deemed lasting. For its operational definition, this highlights the social impact of the program. These are the described notable effects that may reveal positive or negative impact based on the implementation of the program. It also accounts for the school's dropout rates for three consecutive school years.

Dropout. This term refers to a student who has stopped attending school before completing the prescribed level within the specified school year or at some point between the enrollment and his planned graduation (Frey, 2018). In this study, the term refers to a learner, particularly the out-of-school children who dropped out of school during a school year, without having them labeled as promoted student for the next grade level.

Drop Out Reduction Program (DORP). Alberto (2017) stated that DORP refers to programs that aim to curb or minimize the high dropout rates in public schools by offering alternative and viable ways to educate those students at the risk. In this study, DORP in the form of SII is studied as to how these interventions affect the performance of SARDO in schools, anchored on the need for them to be interested in school and be involved in learning tasks while improving academic performance.

Effectiveness. It refers to the concrete bases of program's impact, and not limited to underlying aspects of program's results. It can be measured in aspects of users' substantive improvement in their knowledge, skills and attitude (Boulmetis & Dutwin, 2011). Operationally, this means the overall influence and/or the effect of the utilized program to specific variables being studied.

Evaluation. This is the process of making judgments and examining the used tool based on set criteria and standards; of looking into ideas to associate and distinguish characteristics; and of assessing the concepts and findings gathered to make acceptable decision based on rational judgment (Pallipedia: Evaluation, 2017). In this study, this means making judgment based on observable and revealed characteristics of the SII to arrive at a certain decision.

Intents. According to Jahangir (2011), these are the standards, expectations or simply the goals or objectives of a program. Operationally, these are the intended outcomes for the crafted plan or the implemented school program.

Interests. Kaminske (2019) mentioned that the term is used to describe having one's attention held by something, or of causing and wanting to be involved with and learn more about something. In this context, this describes the individual's innate comforts that make them engaged and participative, thus giving full attention and sense of responsibility to accomplish a particular learning task.

Learning Outcomes. These are statements or results of tasks that describe important learning that learners have attained (Lesch, 2012). They describe the evidences and proofs what learners have achieved and become, which can be seen at the end of an instruction or in a long term- at the end of a school year. Operationally, these refer to what learners are expected to know as result of a learning activity or experience. Learning outcomes provide with clear visualization of the things they need to master and be able to do successfully after the implementation of SII.

Learning Styles. These are individual's mode of gaining knowledge, especially a preferred or best and effective method to learn and adapt to existing conditions for learning (Pastou et al., 2018). In this study, this term indicates the different forms in which young learners learn best, especially if their needs, intelligences, and talents are considered and tapped well by their teachers.

Needs. These are the things one must have in meeting a satisfactory life (McLeod, 2020). In this program evaluation, this directly means something essential for one's successful and optimal growth and development; thus, meeting these should be done realistically.

Objectives. These are learning target goals provided to students in each lesson, course, unit, project, or school year (The Glossary of Education Reform: Learning Objectives, 2014). Operationally, they are the competencies to be achieved in a specific timeframe or coverage and are the key criteria for the accomplishment of plans, content, strategies, and activities.

Problems. These refer to instabilities, which stem from present conditions brought about by several factors that affect an individual's adjustment and performance in a school (Sandstrom & Huerta, 2013). Operationally, these are reasons or hindrances to one's course in completing their studies.

School Initiated Interventions (SII). The Department of Education (2010) and Arcenas (2021) mentioned that these include the school's homegrown and familiar interventions in equipping pupils with needed skills (e.g, reading, arithmetic, understanding facts) to improve their academic achievement and keep them in school always. Operationally, these are strategies and mediations conducted to involve beneficiaries exposed in a desirable environment where they can learn based on their needs and interests.

Self-Learning Kit (SLK). According to Agustin (2012), this is an instructional module with organized parts used in support of alternative modes of learning to improve further the ability of learner. In this study, it talks about a tool used as SII to promote independent and self-directed learning; its activities are geared on systematized sequenced materials, responsive of 21st century skills, letting the pupils to explore and discover the lesson content on their own. This also opens opportunities for them to be in charge of their learning while taking SLK's parts.

Students-at-risk of dropping out (SARDO). The word **at-risk** is used mostly to describe students or groups of students who have higher chances or probability of committing frequent absenteeism, then later on in dropping out of school (The Glossary of Education Reform: At-risk, 2013). In this study, this term refers to pupils, or young learners, who are believed to have situations that would make them opt to leave school at early grades. They are learners identified at-risk of dropping out due to several factors including home, individual, and school-related issues resulting to missing school days.

CHAPTER II

METHODOLOGY

Research Design

This study followed a descriptive research design in determining the SIIs' effectiveness on increasing students' learning outcomes. Using descriptive survey, the study was geared toward highlighting the prominent, strong points of the School Initiated Interventions (SII) implemented in the school.

McCombes (2020) made mention that descriptive research design is a process of obtaining essential information to investigate one or more variables, and that it broadly requires to stipulate the kind of evidence needed in examining a topic, problem or in evaluating a program. Said design is useful in accurately describing and judging meaning associated to an observable phenomenon. Strydom (2014) described in his study the essence of a descriptive study that tends to evaluate whether services or programs are being implemented as intended. Hence, the researcher examined survey tools that may complement the need to facilitate a descriptive study in order to understand the effectiveness of familiar programs implemented from 2016 up to March 2019.

At first, the researcher devised a survey questionnaire to understand the participants' profile in terms of their current status as well as their needs and interests as an individual learner. Another questionnaire or tool was developed also, following the framework of monitoring tool as reflected in the *SBM Monitoring and Evaluation Handbook* to evaluate SII. The draft questionnaires were submitted to the members of Pandi South District Administration in Pandi,

Bulacan for validation and critiquing. Their suggestions were incorporated in the final questionnaires that were given to each pupil participant.

This method of the study focused on the situation of SARDO in the school based on their perception, feelings, and thoughts about the implemented SII. The first set of data or the Demographic Profile of the Participants delved on the status and the possible evidences that revealed data, strategic ways or plans for instructional challenges to be solved or addressed.

The second set of data gathering described the characteristics of the crafted and implemented SII plans along with the activities in the past three school years. Covering SY. 2016-2017, 2017-2018, and 2018-2019, the researcher looked for pertinent data that would suffice the effectiveness of the used SII in classrooms in relation to increasing SARDO's learning outcomes and in preventing dropout cases in the school. This was in a form of a monitoring tool that targeted the extent how these interventions had created learning impact through prominent features (e.g. objectives and planned activities, learning strategies, materials, implementation) as viewed by three groups of individuals: SARDO, their teachers, and the School Head. The intents and actualities of the SII were described by the researcher based on the perspectives of the three groups of respondents using simple methodological triangulation of data. Moreover, the same research tool/ monitoring tool was used for these groups of respondents to provide the researcher with a clear picture of the SIIs' effectiveness.

The third set of data referred to SARDO's general average for three consecutive school years (from 2016 to 2019), along with the number of school days they attended and missed. This enabled the researcher to look for the changes a SARDO had made in a span of three years in relation to the effects of the implemented SII. Also, the dropout rates were examined to supplement the details about the program's impact to the community.

All the three sets of data in the study delivered essential details for the evaluation of SII using *Dr. Ochave's ABCD Model*. The first set of data responded to Component A, which tackles the beneficiaries or SARDO of the school; the second set represented Component B or the implemented SII; the third set of data corresponded to the effects or the learning outcomes; and finally, the school's dropout rates that embodied the SIIs' social impact. These sets of data accounted for the successful evaluation of SII.

In the conduct of this evaluation, participation of the SARDO as the main respondents was firstly needed to examine their status, characteristics and aspirations as learners. Figure 4 shows the history of SARDO-respondents in the school as they went along the grade levels.

Figure 4

Graphic Representation of the SARDO Population Tracing Back the Three-SY Period 2016-2019

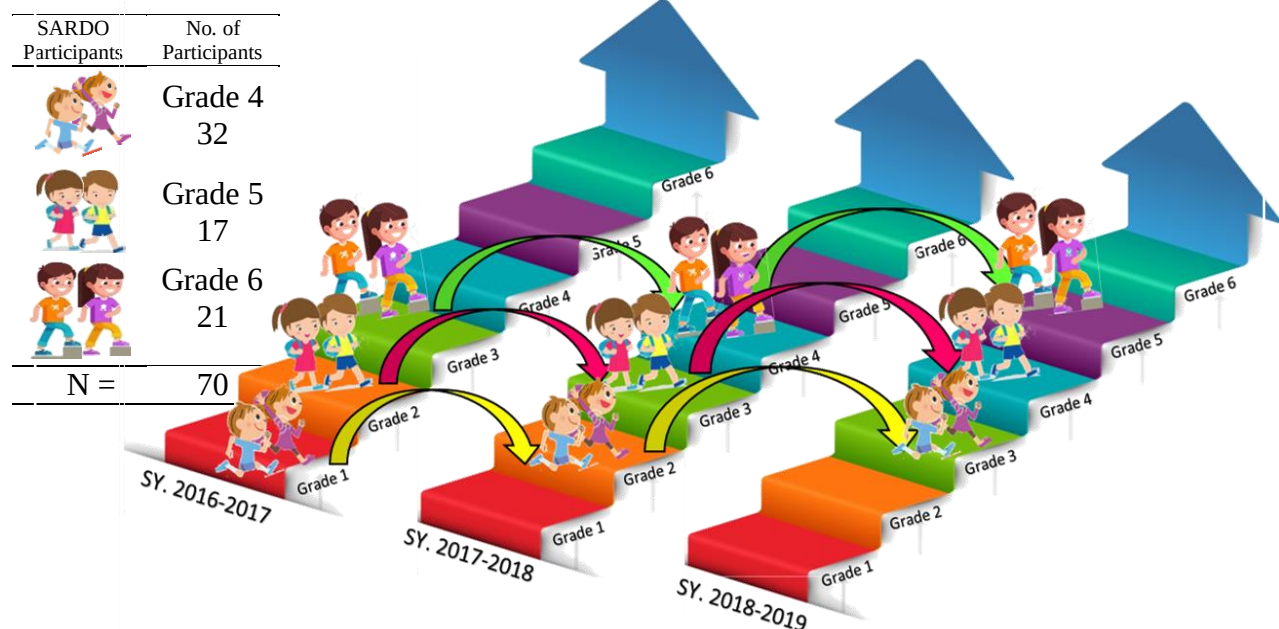


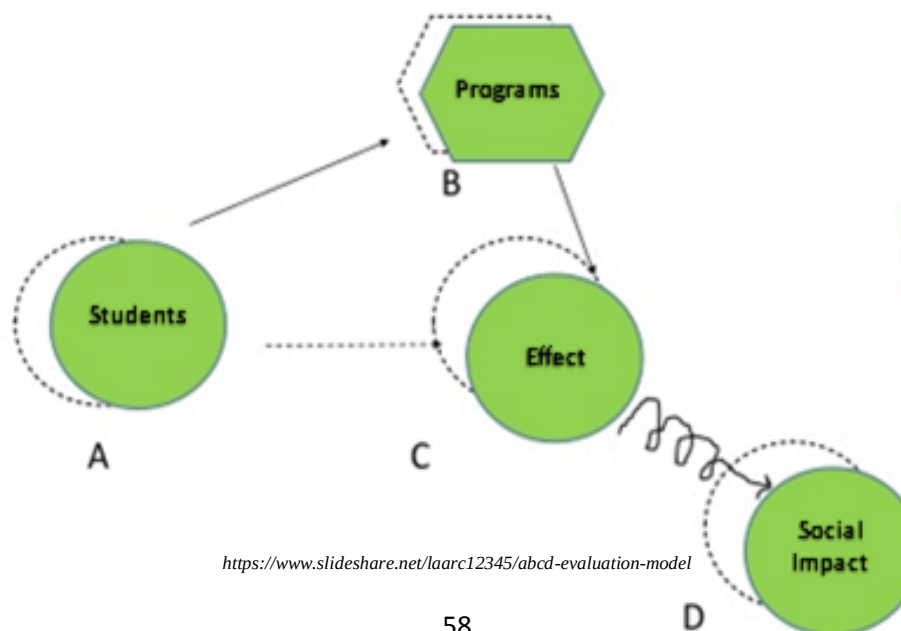
Figure 4 represents the number of purposely-selected group of respondents and the previous three consecutive school years they had as SARDO of the school. Their profile and experiences in this three-year period were accounted for the accomplishment of this study.

At this rate, another important consideration made in this study in terms of its design was having repeated measures to investigate the changes in a three-school year period for the same group of participants. A set of 18 to 32 pupils identified as SARDO in that grade level or group was used as SARDO-respondents. Budiu (2018) reiterated in her article the advantage of using repeated measures or within-subjects design in a study, which pointed out increased chances of determining the true difference among existing conditions. Aptly put, respondents provided relevant data for each phase or point of time (SY. 2016-2017, 2017-2018, 2018-2019) of the independent variable (implemented SII). Hence, the analysis made from this research provided insights into the day-to-day pupils' learning activities that contributed to specific learning outcomes.

In addition to the abovementioned methods and design, the researcher used Dr. Ochave's ABCD model of evaluation to examine the effectiveness of the program applied in classrooms with emphasis on describing four essential components as shown in Figure 5.

Figure 5

Dr. Ochave's ABCD Evaluation Model as a Framework



Like Dr. Ochave's evaluation model, the same ABCD components were taken into account in this study to evaluate the implemented SII and rightfully describe the intents and actualities of the interventions.

Due to the need of schools to do program evaluation, curriculum experts and implementers explore models that highlight program's effectiveness. It is the work of Dr. Ochave's *ABCD* model which allows evaluators to take note of the features or aspects that bear the most value in a program.

Favila (2009) utilized the ABCD model or the Stakeholders – Friendly model as framework in the evaluation of Educational Programs concerning Physical Education, Recreation and Sports. A, B, C, and D components are distinguished carefully based on their unique characteristics and attributes.

Component A, which represents the students or beneficiaries of the program, is illustrated in round geometrical shape to indicate that they are malleable and can be shaped according to the program's implementation process.

Component B, the programs and operations as described in Favila's study, speaks of the program itself that includes management and implementation procedures, teaching and learning process, linkages, and administration aspects that should be described comprehensively.

Component C, which states the program's effects to the students and the changes that the program contributed to their learning, delineates the result of the implemented program to the beneficiaries and to the whole system as well.

Component D describes the data on the vision of the program and highlights its impact to the social community as well. The effects can show positive or negative impact, but mostly are more on the positive effects nonetheless.

Favila (2009) further emphasized that indicators for each component are needed. These may be in forms of test results, job performance or employment rate, change in attitude or in perspectives, status and the like. The effects may either be intended or unintended. Some of these unintended effects may be positive also. She also noted that discrepancies could exist between intents (standards) and actualities (visible results), adding that non-realization of intended effects is a discrepancy or lapse that is scored negatively.

While noting the four components of ABCD Model is essential in undertaking the SII evaluation appropriately, understanding the relationship between and among the variables is also necessary to make meaning from the findings for each component. Table 2 denotes the vectors used in evaluating a program using *Dr. Ochave's* ABCD Model.

Table 2

ABCD Model's Solid and Broken Lines as Vectors Used in the Evaluation of SII

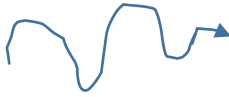
Type of Lines	Meaning
 solid	Direct and straight forward relationship
 Broken	Partly dependent on the other factor or aspect
 Spiralling	Distant in time; may interact with other external factors such as sociopolitical, environmental, technological, etc.

Table 2 presents the used solid and broken lines in ABCD Model as vectors to understand the connection between factors and components required in this study. These vectors are important to understand the relationship between components.

The components of ABCD are said to be sequential. Every aspect exists in parallel to the actual events in an educational program. This characteristic of ABCD model as an evaluation tool highlights significant, positive attributes that appeal friendly to its users, especially in the Philippine setting (Favila, 2009; Jahangir, 2011).

With this framework, the researcher attempted to look at SARDO's experiences in school relative to the interventions used, learning outcomes, and the program's social impact. The discrepancies between SII's intents and actualities were described also in this study for program modification and improvement for the next school years.

Research Locale

This public elementary school located in Bulacan offers basic elementary education and caters to pupils from its nearby barangays. Headed by a Principal III, together with 42 teachers, 5 staff members, and its 1348 pupils (as of January 2020), the institution is regarded as an essential branch of society that continuously hones positive force for moral, mental, social, technological, and spiritual betterment of individuals. Being the central school in Pandi South District, it is also considered a medium-size school in a rural setting. This is the school where the researcher presently works as a classroom teacher.

This study was conducted in an identified public elementary school where the researcher currently teaches and had direct grasp over aspects and procedures undertaken. Considering the implemented strategies for better delivery of instruction, the identified public elementary school has taken many considerable years of employing suggested and benchmarked practices to provide quality education among its learners. While just like other educational institutions, school members are eager to address issues related to academic performance and frequent absenteeism. With school-initiated interventions (SII) as one of its mechanisms to help learners, the researcher evaluated the effectiveness of these SII in SARDO's performance and described the impact in its social context as well.

This was conducted among select SARDO of an identified public elementary school considering their academic performance for the last three consecutive school years. Teachers' and the School Head's perspectives were gathered also to supplement the data on the preparation and implementation of SII toward meeting the aims to improve student performance. The conduct of related activities took place in the school vicinity for children's comfort and familiarity.

Sampling and Participants

The main emphasis of this study was to examine classroom activities concerning the implemented SII to determine the program's effect in SARDO's performance. The study of these outcomes (since the SY. 2016-2017) with notes of interview and observations gathered as well as the information obtained from the school made up the data for this study.

According to Bernardez (2011), as cited by Simeon (2018), a need for purposive sampling procedure to select respondents properly has to be done carefully to ensure that their characteristics match the bases of set criteria to elicit precise data. Grades 4, 5 and 6 pupils (SARDO) were the main participants of this study who served as purposeful sample. Cases chosen for this study were those who satisfied the given criteria:

- a. part of the school's general population since SY. 2016-2017; and were enrolled for SY. 2019-2020 as Grades 4, 5 and 6 pupils;
- b. have history of frequent absenteeism - committed 3-4 school day absences (excused or unexcused) in a month, for three years - tracing the three-school year period (SY. 2016-2019);
- c. have undergone interventions like the use of CIP, SLK, and Learning Agenda for the past three School Years (2016-2017, 2017-2018, 2018-2019); and
- d. have available and intact school records (form 137, form 138-e, SF 2).

Pupils who met these specific criteria served as SARDO-respondents. Other requirements included their willingness to participate and their parents' or guardians' approval on the activities associated in the conduct of the study.

Finally, this study included 70 SARDO as main respondents from purposive sampling conducted for pupils who are at-risk of dropping out. Their age ranged from 8 to 12 or a year older; they may or may not have failing grades in the previous years; but were classified as habitually-absent pupils in the school. Individuals who satisfied the criteria were given the option not to be identified. Home visitations were made also to a very few of them who were not in their classes on the scheduled date/s of interview. All in all, there were 32 Grade Four pupils, 17 Grade Five

pupils, and 21 Grade Six pupils that were purposely selected for this study. To identify their group clearly, Figure 6 illustrates the population of SARDO including their gender group, and respective grade levels in SY. 2019-2020.

Figure 6

Number of Purposely Selected SARDO in Grade Levels 4-6

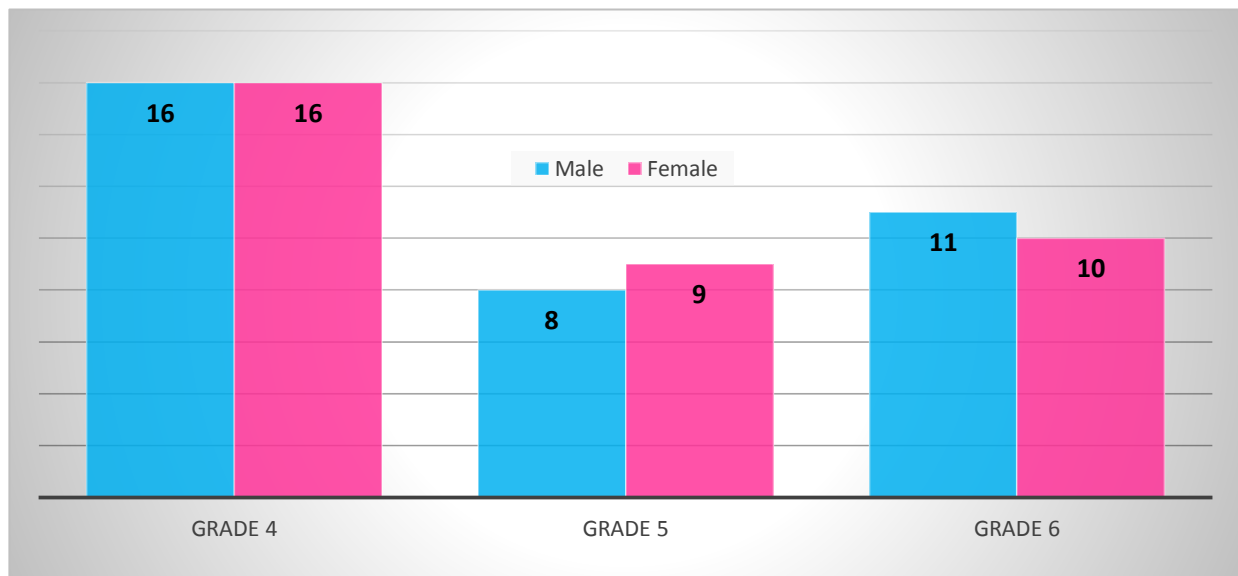


Figure 6 reveals that nearly half of the population of SARDO-respondents were Grade Four pupils (32 or 46%). Almost one-fourth of them were Grade Five pupils (17 or 24%) and the remaining 21 or 30% were Grade Six pupils. In terms of their gender, it was noted that there were 35 male and 35 female SARDO.

The researcher informed the respondents about the nature of the study. Thus, their role, and rights such as confidentiality of the contents of school records as well as their viewpoints, considerations for their ease and capacity for withdrawal were made known to them.

On the other hand, the conduct of interview for fourteen (14) select teacher-advisers of regular Grades 4 to 6 classes, and the School Head was done smoothly. They easily noted the implemented SII's strong and weak points. The tool given them provided the researcher with ways on how to execute SII better with the aim of addressing learning deficiencies. With these three perspectives: SARDO-respondents, select teachers, and the School Head, the researcher looked at the congruencies and inconsistencies they expressed in interview and surveys using simple methodological triangulation. This allowed the researcher to see and describe the SIIs' feature that had the most notable value. Moreover, intents and actualities were described, and the finalization of evaluation following ABCD Model of Dr. Ochave was done at the end of this study to sum up all the essential details about the program.

Instruments

The utilized instruments measured individuals' perspective on the implemented SII towards achievement of goals of improving school performance. In this study, two survey questionnaires were used both to (1) determine the status, needs, and interests of SARDO; and (2) explore perspectives from the SARDO, their teachers, and the School Head regarding the preparations and implementation of SII. The former was exclusive for the SARDO themselves; while the latter was utilized by all the three groups to elicit data for triangulation.

To address research problem 1, the first survey questionnaire focused on SARDO's responses that revealed their current status including their needs and interests related to school.

Five-point Likert scale statements were utilized mainly in this instrument to gather SARDO's opinion on personal situations at home, school, and in the community. (See Appendix I.)

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

0 – Uncertain

At the end of this tool, open-ended questions were raised, which revealed participants' interests in school. The interview guide was introduced and structured around these prompts:

1. Tell me about your elementary school experience.
2. Please share some stories about how someone or people have helped you in understanding lessons. (What are the reasons for you to participate actively in classroom activities?)
3. Describe the things that make you happy or satisfied with SII. Cite also the things or parts of the intervention that make you feel unhappy.
4. How does this intervention or the use of this instructional material benefit you and the community?

To address research problem 2, the second survey questionnaire, which was in accordance to a suggested SBM monitoring tool for implemented programs and projects, was used. This intended to describe the intents and actualities of the SII in terms of improving learning outcomes

through utilized CIP, SLK, and other activities like Learning Agenda. Same with the first tool, this also used a five-point Likert scale to measure the SARDO, teachers', and the School Head's opinion on the observed features of the implemented SII. With measurements that corresponded to "achievement" of intents, respondents' judgments were assessed based on SIIs' objectives and activities, strategies, materials, and implementation. (See Appendix M.)

4 – Mostly Achieved (strongly agree)

3 – Achieved (agree)

2 – Slightly Achieved (disagree)

1 – Never Achieved (strongly disagree)

0 – (uncertain)

Participants also accomplished a short semi-structured interview, consisting of a few questions revolving around the impact of employing CIP, SLK, and other related activities. Said activities included Subject Learning Agenda (Agendum, Project ARAW, Project APAW, AP Ka Ba, Project DEAR, OBFAD, AWAD, APAD, and the like) in the past three school years. They were asked also how they felt the school had helped for their betterment in school and in their socio-cultural transformations.

For research problem 3, the researcher asked for permission to secure SARDO's grades and attendance from their adviser. Their School Permanent Records reflected their general average and number of days they were absent in school from SY. 2016-2017 up to SY. 2018-2019. These records were needed to determine the relationship of attendance to performance.

The survey questionnaires used for this study were the data collection tools utilized by the researcher to evaluate the effectiveness of SII on SARDO's performance and describe the program's impact in terms of school's dropout rate. Based on the crafted conceptual framework, the researcher described four components to address all the research problems presented in this study. All of which -- SARDO's profile (Component A), implemented SII (Component B), learning outcomes (Component C), and social impact (Component D)-- were examined through Dr. Ochave's ABCD Model of Evaluation while noting their intents and actualities for reference.

ABCD Evaluation Model

As mentioned by Favila (2009) in her study, in terms of program evaluation, Dr. Ochave's ABCD model is a comprehensive model that highlights the program's effectiveness and most significant value. It holds the inclination of finding a program's most notable part, which can aid in realizing community's aspirations for learners. ABCD model's theoretical framework provides school community members as well as stakeholders with delineated causal factors vis-à-vis identified program effects. The discrepancies between the standards (intents) and the actual outcomes (actualities) were described in this study to have a full evaluation of the SII.

The study about the effectiveness of SII in relation to change in learning outcomes and reduced dropout rates in the school could be seen in SARDO's general average in the past three school years (SY. 2016-2017, SY. 2017-2018, SY. 2018-2019), and on the number of school days they missed at these years respectively. These two sets of data were used to supplement the means in determining the variables' relationship and describe qualitatively the outcomes of the implemented SII for the SARDO in the school as observed by the respondents.

To carry out the evaluation using ABCD model, descriptive design was utilized to define the contributions and impact of SII (through the employment of CIP, SLK, and other interventions) on the improvement of SARDO's learning outcomes. Through recorded data of participants' general average in three years, the school's dropout rates, perspectives' on the implemented SII, identified learning outcomes and the social impact of SII, the evaluation of SII considering A-B-C-D components resulted to the finished product of this study.

In this way, the identified locality in Pandi, Bulacan is informed about the status of children in school and subsequently be more responsive to the needs and interests of its citizens. Local Government Units (LGUs) and private groups, in partnership with the school, can create responsive barangay development plans that would be of help in addressing known factors for dropping out. This would mean community's better response to educational challenges since triggering factors for early school leaving and their effects are described. Through this evaluation, it is expected that community partnership with the school is strengthened to diminish similar dilemma like this in the future or in the next grade levels. The school is not a stand-alone institution designed to cater to people's needs; at best, the school can best serve its functions when family and the community give their best share of responsibility, too.

At the end of this study, survey questionnaires and measures of student performance supplemented the needed evaluation of SII. This finally spelled out SIIs' impact to SARDO's performance in school as well as its community impact through understanding four essential components for this program evaluation.

Data Gathering Procedure

In adherence to provide safety and protection to all the participants, the researcher asked permission from the School Principal to visit regular classes of Grades 4, 5, and 6 to select properly the potential participants of the study. This also enabled the researcher to begin formally the steps on gathering important details about the school dropout rate, the aim to conduct a survey, interview and observation among the SARDO and select teachers as well.

Upon the verification and acceptance of the school principal, a deliberation with SARDO's respective advisers was made to identify rightful candidates for the study based on the given criteria. This also helped them to have an overview of the study along with related activities to be done.

The next phase involved the dissemination of formal consent letter to those who satisfied the criteria to inform their parents and guardians. Only those pupils whose parents or guardians have understood, read and agreed on the contents of the assent form served as the official respondents of the study.

Respondents, who were allowed officially by their parents to participate, were informed about the basic profiling and nature of the study. Their requests and needs were welcomed, and addressed; personal conditions like issues at home or within family members be protected and treated with utmost confidentiality; their capacity to withdraw anytime was made known to them also in case their parents and/or participants themselves had a change of perspective.

After these preliminaries, the researcher went around and looked for scenarios that were particular for the learning history of the target grades 4 to 6 pupils to assess their status related to

becoming the SARDO of the school. The researcher also coordinated with their adviser to secure necessary documents and evidences such as form 137, SF 1 and SF 2. These reflected the performance they had in their classes that possibly led them to commit habitual absences. The trend that these SARDO had for years was one of the core bases undertaken for the evaluation of SII.

Table 3 shows the timetable that the researcher followed to gather essential data.

Table 3

Timetable for Data Gathering Procedure in the School Conducted by the Researcher

Activity	Date / Schedule	Description
1. Submission of Approval Letter to the School Head	July 1, 2019	The approval letter was given to the School Principal.
2. Submission of Drafted Instrument and questionnaires to the administrators in the District	July 8, 2019	The validated copies of instrument for initial interviews were signed by the administrators in the District of Pandi South.
3. Inform select teachers about the conduct of the study and ask about their learners who have been habitually missing classes	July 13,14, 2019	Teachers listed the names of their pupils who had been missing classes in the previous months or years for the purpose of finding potential respondents of the study.
4. Submission of Request Letter to the School Head to Disseminate Consent Form to Potential SARDO Participants of the Study	July 15, 2019	The researcher submitted a request letter to the School Principal to formally inform the school and allow the researcher to disseminate consent form to the potential respondents and formally take the initial interview.
5. Dissemination of Letter (Parental Consent Form) to pupils who are potential respondents of the study	July 16, 2019	Upon the approval and validation of research instrument, letters of consent were sent to the parents of potential respondents of the study.

Table 3 (continued).

6. Conduct of Initial Interview among the SARDO (highlighting their status, needs and interest)	July 22-26, 2019	Through the help of Dr. Salve A. Favila as the researcher's thesis adviser, School Heads in the district, and parents/guardians who agreed to allow their children to take part in the accomplishment of this study, the researcher formally did the initial interview among the SARDO of a public elementary school to identify their status and know their needs and interests.
7. Tabulation of Data	July 29 – August 2, 2019	The researcher recorded the information gathered from the initial interview.
8. Dissemination of Survey Questionnaire on the implemented SII framework to Select Teachers and the School Head	August 5, 2019	The researcher disseminated the 2 nd research instrument (which corresponds to the format of SBM M&E tool for Programs) to select teachers and the School Head. The researcher interviewed them for additional information about the SARDO and their perspectives on the implemented SII.
9. Data Collection of SARDO's General Average in School Years 2016-2017, 2017-2018, 2018-2019;	November 11 to	Securing the participants' School Permanent Record from their advisers, the researcher began noting SARDO's general average in three SY's.
10. Tabulation of Gathered Data	February 24, 2020	The researcher also recorded the responses made by select teachers and the School Head regarding the implementation of SII in three years.
11. Dissemination of 2 nd Letter (Parental Consent Form) for the evaluation of implemented SII answered by the SARDO (same 2 nd research instrument – survey questionnaire on the framework of SII)	February 24, 2020	The researcher sent another Parental Consent Form to the parents of SARDO-respondents to identify the target learners who still wished to participate in the conduct of the study. (answering of survey-questionnaire regarding the SII' framework and features).

Table 3 (continued).

12. Tabulation of Gathered Data	February 29, 2020	The researcher encoded the data gathered to analyze them and address the research questions formulated; computed for the data to be analyzed and presented; findings to be used in crafting summary and recommendations.
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The procedures were conducted also in consonance with the ethical and professional practices to assure that protocols were observed strictly in this research. (See Ethical Issues Section and Appendices E, F, G, J, K, L.)

Given the close interaction with SARDO since they are students in the identified public elementary school and are living within the community of Pandi, interviewing the participants and making them the respondents for this SII Evaluation were favorable. Allen (2017) described in his study that having field notes, in the form of reflective journal/notes, is important in understanding situations encountered in the field. These observations or field notes supplemented the transcript of interviews and insights gathered; thus, they were kept intact and confidential during the interview.

The researcher conducted the interview with the aid of SARDO's teachers, if necessary, to guide them in answering the questionnaires. Interviews were conducted in factual manner to establish rapport and to ensure truthful response from the participants. In return, all the information elicited from the respondents were treated with confidentiality.

Interviews and/or dissemination of survey questionnaire covered a period of 10 to 15 minutes and were done in a manner that they did not interfere with classes nor caused conflict of schedule. Conduct of surveys took place in a separate area outside the classroom at their free time (within class breaks or supervised study period). The researcher asked for the help of their class

adviser in situations when it was most necessary. A change of interview setting (like in the school garden, computer room, along the corridors, or at home) was granted by the researcher to provide a favorable ambiance for the respondents.

For the aims and goals of this study, survey questionnaires were utilized to elicit responses from the select SARDO of the school. In order to determine their status, the first survey questionnaire, which highlighted five-point Likert scale (strongly agree, agree, disagree, strongly disagree and uncertain), was used to assess perception of the individual SARDO, their conditions at home, in school, and in the community.

For the second research instrument, another survey questionnaire was utilized to triangulate the perspectives of the SARDO-respondents, select teachers, and the School Heads regarding the framework of implemented SII. The instrument used Likert scale of 1 to 5 comprised of five categories - mostly achieved, achieved, slightly achieved, never achieved, and uncertain.

These prompts were central to the components of ABCD model analyzed as features or areas that needed to be improved or strengthened. The data gathered from survey questionnaire no.1 corresponded to the answer for research problem no.1; and the data from survey questionnaire no.2 addressed research problem no.2. Both of these research instruments were designed to extract responses from the participants of the study to supplement necessary details for the evaluation of SII.

From all these gathered inputs and insights revolving on the implementation of SII in an identified public elementary school, the school, most importantly the curriculum implementers and facilitators, are expected to be informed about the outcomes of implemented CIP, SLK, and other

interventions. Descriptions for strong and weak points were delineated also to provide reference for modification and enrichment of the program.

The researcher guarantees that all the information gathered from this study, including personal and family-related factors, were used solely to understand the risk factors associated to dropping out and were treated with utmost confidentiality for individual and child or family protection. Moreover, the researcher welcomes different views and perspectives that may arise from the conduct of this study, and would not, in return, make conclusions based on a single interpretation or source only.

Risk factors, such as those mentioned in the previous section of this study (e.g. poverty, lack of resources, frail community participation, absence of parental support and duty for a learner's educational endeavor), were described only as a whole. These were mentioned for the purpose only of identifying major factors for a child to leave school, even at an early stage, in the locality of Pandi, Bulacan. Thus, these issues were not disclosed fully in this study.

The data gathered (in hardcopies) as a result of this study are kept in the school's archive records in the Principal's office. These are categorized as evidences and data for research and innovations, under the name of the researcher, for an intact record keeping. Strict record protection is ensured to secure participants' personal information. Strict procedures are to be followed before accessing the consolidated file or documents and would therefore need the permission of the researcher herself and the School Head, should there be purposeful and professional research in the following years.

Incentives and compensation/s for this study covered a reasonable share of school fund as stated in the school's Annual Implementation Plan (AIP) to allot budget for instructional materials

and supplies needed in the creation or continuous modification of learning resources along with the funds for the conduct of related activities needed in this study. Though there was no monetary allowance given among the participants, food and some refreshment were given to relieve them.

Indeed, schools can serve struggling learners effectively through careful program planning, monitoring, and evaluation. Benchmarking tried-and-tested practices complement educational processes to address students like SARDO. Thus, through this study, the identified public elementary school could mediate better and successfully provide what SARDO need. What the study had explored could aid the school in overcoming challenges related to SII and SARDO.

Data Analysis

In this study, descriptive research design was utilized. Highlighting the use of survey questionnaires to elicit responses and perceptions from the participants, the researcher looked for relevant information that revealed the extent of effectiveness of SII in improving SARDO's learning outcomes, specifically in a period of three school years. Descriptive statistics used in the study provided the summary of data in the form of mean, median, and mode. To supplement these data, correlation coefficient was used also to measure the strength of the linear relationship between the variables in the study. Hence, it is one of the tools used in this research. Trochim (2006) highlighted descriptive statistics as tools used to describe the basic yet important features or data in a study. The results provide simple summaries and generalizations about the sample as well as its measures.

To answer research problem 1, survey questionnaire 1 was given to SARDO to identify their status, needs, and interests. In order to address this, Likert scale with computation for weighted mean was utilized to know the greater needs and more evident status of the sample population. Tabular representations visually reflected SARDO's gender, grade level, and status. Moreover, a graphic representation is shown to describe their interests particularly in the school setting.

To address research problem 2, methodological triangulation of data was used on the perspectives of three different sources: the main respondent-SARDO, select teachers, and the School Heads. Through this analysis, the framework or features of SII were described by the three sources and were analyzed whether the three of them produced the same perception or assessment of these SII features. Likert scale for another survey questionnaire was used as well as research instrument to triangulate their assessment. Differences in the range or interpretation of weighted mean was noted to distinguish the intents and actualities of the SII.

To address research problem 3, the researcher used Pearson Correlation to measure the relationship of SII reflected as SARDO's academic performance in relation to the number of absences they made for school years 2016 to 2019. Denoting negative linear correlation from these pairs of data, the relationship between the impact of SII (general average) and the number of absences they committed in each school year was revealed. Accordingly, the extent and relationship on how performance can be attributed to attendance was addressed. Subsequently, the results yielded data delineated for this study.

Finally, to create an evaluation of this SII as a school program, ABCD Evaluation Model by Dr. Ochave was utilized to describe the program's impact in terms of evaluating learning outcomes parallel to the absences they made in the same period or school year. The four

components: SARDO (Component A), SII (Component B), learning outcomes (Component C), and social impact (Component D) were described in this study with intended and actual results. Component D or the SIIs' community impact was explained also to complete the last step in this program evaluation. The community impact corresponded to the changes brought about by the implementation of SII specifically reflected as the school's drop out rate. The issue regarding dropping out, including those difficult to bring into the system, can be solved more effectively when the community has strong affiliations with the school, and therefore has enough time to find, profile, and deliver out of school children (OOSC) to schools. This is believed to give the schools enough time to develop responsive plans geared towards minimizing chances for dropping out through appropriate education interventions (David et al., 2018).

The whole of this SII evaluation serves as the summary of all the relevant answers or findings to research problems presented previously. This enabled the researcher to evaluate the SII with the aim of looking at outcomes incurred in SARDO's learning and attendance for three consecutive school years from 2016 to 2019.

Ethical Considerations

This study was conducted in accordance to the ethical guidelines formally established through PNU Code Research Ethics and Guidelines for Review. Prior to study and evaluation that was undertaken, the research proposal and ethics application were submitted to and examined by the PNU Research Ethics Committee (REC). There is a need for the proposed study to consider the needs in meeting the standard on the ethical treatment of human research participants for the

approval to be granted. Therefore, the researcher followed the guidelines and measures mandated by the university to comply with its research ethics standards.

The first step was to secure the ethical clearance to begin formally the conduct of this study. This was granted by PNU REC, that indicated, by way of letter, its awareness, support, and approval to continue the study. Necessary revisions were made to ensure procedure's compliance on the established ethical guidelines. Second, a letter of intent was given to the School Head of the identified public elementary school to formally ask for his approval and consent for the relative procedures regarding SII evaluation. Third, through disseminated consent letter, approval was sought from the parents of SARDO to permit their children to participate since the study had matters that need to be safeguarded.

As a procedure, the respondents were asked several questions relating to specific events in their past, as well as questions about their thoughts, feelings, and attitudes towards those specific events being described or referred in each question. It was also vital to keep the responses private or to treat them with anonymity. Also, consent forms were kept in the archive folder under the name of the researcher in the Principal's Office to maintain thorough confidentiality.

The following ethical issues were addressed for the purpose of conducting a valid and rightful study.

Informed Consent. This study fully informed the participants and had voluntary consent obtained from participant's guardians to allow formally the SARDO to be involved in interview and surveys. By way of disseminating parent's consent and assent forms (Appendices E, F, G, J and L), the participants were debriefed about the purpose and procedures of the research in general and were given the opportunity to ask any pertinent questions regarding the conduct of the study.

Additional information were communicated including a description of the participants' time commitment, statement describing basic rewards such as some refreshments, their rights in participating in the study, and a description on how confidentiality would be maintained all throughout. The researcher also explained whom to contact for answers should any questions arise about the research. This was patterned from the general ethical guidelines described by Smale (2001).

Confidentiality. The SARDO were assured of complete confidentiality as far as it was possible under the law. The names of the participants for this study were changed to pseudonyms or were based on their corresponding number in the list, and several other protections were incorporated to ensure participant's confidentiality. The names of the School Heads from School Year 2016-2019, and teachers that served as respondents in this study were not revealed as well. Moreover, to protect confidentiality, no family names or specific geographical locations were provided in this study and no individual identifying information were disclosed. The gathered data as results of interviews and observations were kept in the Principal's office and would remain intact in a secured cabinet under the file of the researcher.

Right to Refuse or Withdraw: The SARDO's participation in this study was strictly voluntary. There was no personal benefit incurred financially among the participants. If the participant decided to participate, he/she had also the right to withdraw consent and to cease participation at any time without fear of penalty or any other consequences.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter illustrates the analyses and interpretation of the data collected through the utilization of abovementioned tools and instruments for this study in accordance to the presented problems relative to the evaluation of SII.

The conduct of initial interview for the SARDO of the mentioned public elementary school called for the gathering of data regarding their status and demographic profile. These data were used specifically in identifying the common characteristics of SARDO and were not revealed individually in this study. Therefore, the following tables and illustrations are presented to show consolidated reports into organized graphs.

Understanding SARDO's General Demographics in School

In order to describe the SARDO-respondents' grade level status, Table 4 presents the number of purposely selected SARDO for each grade level: Grade 4, Grade 5, and Grade 6 for SY. 2019-2020 including their gender per group.

As seen in Table 4, the sample population's characteristics such as their gender and corresponding grade level were presented to understand SARDO's basic demographics.

Table 4

Frequency and Percentage Distribution of Respondents' Gender and Grade Levels

Gender	Grade Levels						Total	
	Grade 4		Grade 5		Grade 6			
	<i>F</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Male	16	23%	8	11%	11	16%	35	50%
Female	16	23%	9	13%	10	14%	35	50%
Total	32	46%	17	24%	21	30%	70	100%

Table 4 presents the number of purposely selected SARDO-respondents and the percentage distribution in relation to their grade levels. They served as the main respondents for this study who satisfied the criteria stated in the previous section on *Sampling and Participants* (pages 62-63). It can be taken from this data that 16 males and 16 females or 23% for both genders become the SARDO-respondents in the 4th grade level; 8 males or 11% and 9 females or 13% SARDO-respondents were in the 5th grade level; and 11 males or 16% and 10 females or 14% of the SARDO-respondents were in the 6th grade level. To combine the numbers of male and female respondents in these three grade levels, there was an equal number of 35 male respondents and 35 female respondents or 50% males and 50% females from the total main respondents (n=70) were purposively selected in this study.

It can also be noted from Table 4 that there were 32 or 46% Grade 4 SARDO-respondents; 17 or 24% were Grade 5 pupils; and the remaining 21 or 30% were Grade 6 pupils. The largest number of participants were the Grade 4 pupils which implies that detecting SARDO in the school

can begin in the early grades, wherein development and meaningful learning are critical for foundational skills and success in school. Cases of having potential drop outs in the school continue even at the intermediate grade levels but with lesser number of SARDO.

These data represent the population and basic demographic profile of SARDO-respondents that qualified for the given criteria in this purposive study. (See Sampling & Participants Section, p.62-63)

Understanding SARDO's Status in School

To describe the population's status, the group of SARDO-respondents were grouped according to their distinct characteristics. Table 5 presents the descriptions that made them at-risk of dropping out.

Table 5

Frequency and Percentage Distribution of Respondents' Status

Student Status	<i>F</i>	%
pupils with failing grades	4	6%
low-performing pupils/ struggling in class	54	77%
pupils with cases/history of frequent absenteeism	12	17%
Total SARDO	70	100%

Note. All the SARDO (n=70) represented the characteristic of being habitually absent pupils in the class: struggling pupils, which comprised of 54 out of 70 or 77%, had grades of 75-79% in subjects; 4 or 6% were pupils with failing grades, who had received below 75% grade in subjects; and the remaining 12 or 17% who were only committing 3-4 number of absences in a month, were the respondents of this study.

Table 5 reveals the status of selected respondents for this study considering their history (as seen on their pertinent records) and the notable remarks they had in the previous years that made them at risk of dropping out. This was confirmed further through short interviews made with their teachers in the school while considering the ethics and protocols for this study. Hence, for the confidentiality and protection of the SARDO-respondents, their corresponding number on the list and pseudonyms were assigned to them.

The data in Table 4 and Table 5 show the frequency and percentage distribution of the respondents based on their demographic profile and status. These significantly show the SARDO's gender, grade level, and status. Based on the results tabulated, 70 pupils participated in the study, among them were 35 or 50 % males and 35 or 50% females. Moreover, the respondents consisted of 32 or 46% Grade Four pupils; 17 or 24% were Grade Five pupils; and 21 or 30% were Grade Six pupils.

In terms of their status, 4 out of 70 or 6% of the SARDO had failing grades in one or more subjects; 54 or 77% of SARDO in the school were academically struggling pupils; and the remaining 12 or 17% of SARDO-respondents were solely committing 3-4 absences every month, for three consecutive school years 2016-2019. Their teachers mentioned that some of these notable SARDO belonged to the same family, thus making them identified in their family names because of their sibling's history of missing attendance in school.

Understanding SARDO's Personal Status Relating to FICS Factors for Dropping Out

Relating to SARDO's personal status: family, individual, community and school (FICS) - related factors for dropping out were described using the responses elicited from the first part of

the first survey questionnaire. The researcher provided a summary of the observable FICS challenges that responded to the status and experiences of SARDO in the form of a five-point Likert scale. The graphical details regarding their responses with relative frequency are shown in Appendix O.

Table 6 contains the consolidated data on SARDO's responses to situations stated in research instrument 1 (Appendix I). The situations mainly described their experiences and observations relating to family, individual, community and school (FICS) related factors that might contribute to SARDO's performance in school.

Table 6

FICS-Related Factors Experienced by SARDO

related factors (family)	supportive parents/ family members	living with parents	parents had job	wanted me to pursue my studies	active in school	member of School PTA	helped me with homeworks	had family bonding	asked me about school	worried about my safety	talked to my teachers
strongly agree	36%	54%	27%	44%	11%	11%	26%	27%	27%	36%	21%
agree	49%	36%	31%	43%	23%	14%	26%	36%	36%	50%	29%
disagree	3%	1%	3%	0%	20%	1%	7%	7%	6%	4%	17%
strongly disagree	3%	1%	13%	3%	7%	67%	16%	1%	1%	0%	6%
uncertain	10%	7%	26%	10%	39%	6%	26%	29%	30%	10%	27%
related factors (individual)	with school supplies at home		in good health	eager to learn	had time for relaxation		had access to the internet	had healthy, delicious meals		wanted to learn more	
strongly agree	23%		27%	34%	33%		14%	39%		44%	
agree	47%		61%	51%	49%		11%	41%		49%	
disagree	3%		3%	1%	1%		16%	0%		0%	
strongly disagree	3%		0%	0%	1%		29%	1%		0%	
uncertain	24%		9%	13%	16%		30%	19%		7%	
related factors (community)	helped in improving skills		maintained healthy environment	implemented rules justly	had programs like lugaw caravan		secured its people	recognized attendance of learners		provided learning materials to children	
strongly agree	47%		33%	33%	17%		43%	37%		17%	
agree	43%		51%	59%	49%		51%	51%		47%	
disagree	1%		1%	1%	1%		3%	0%		1%	
strongly disagree	1%		0%	0%	3%		0%	1%		0%	
uncertain	7%		14%	7%	30%		3%	10%		34%	
related factors (school)	monitored SARDO's performance		opened opportunities for learning	motivated SARDO to attain good grades	made lessons interesting	encouraged SARDO to join contests	provided timely feedback and results	tapped my potential	provided SARDO with easy instruction	acted as SARDO's loco parentis	created avenues to practice skills
strongly agree	34%		43%	36%	51%	34%	47%	56%	44%	59%	69%
agree	56%		50%	51%	41%	47%	40%	39%	49%	37%	31%
disagree	1%		0%	4%	0%	3%	3%	0%	3%	0%	0%
strongly disagree	3%		0%	0%	0%	10%	3%	1%	1%	0%	0%
uncertain	6%		7%	9%	7%	6%	7%	4%	3%	4%	0%

Table 6 presents the notable number of responses for each category under FICS-related factors that influence SARDO to stay in or drop out of school. Values that were highlighted in green indicate most agreeable conditions; light green colors for agreeable situations; red colors for SARDO's experiences that reveal their pressing needs and/or some difficult circumstances; and orange for uncertainty.

Under family-related factors associated to dropping out, 47 or 67% of the SARDO had parents who were non-PTA members. It can also be noted that most of the SARDO lived with their parents who had shown support and encouragement towards their children's schooling and safety. However, 27 or 39% SARDO believed that they were uncertain of scenarios when their parents had taken active participation in school events. Moreover, 21 or 30% SARDO voted uncertain on the times their parents had asked about school; and 19 or 27% of the SARDO were unsure of the instances their parents had talked to their teachers.

Whilst some of SARDO's parents had regular job, 18 or 26% SARDO expressed uncertainty about their parents' employment status due to contractual and part-time job set-ups.

For individual-related factors that may influence SARDO's decision to drop out, the data revealed that the most notable status was their internet accessibility. Twenty (20) or 29% of the SARDO strongly disagreed on having internet accessibility which was needed in making school projects and assignments, and communicating to their parents the follow-up activities at home; and 21 or 30% expressed uncertainty on their capacity to access the internet because of conditions like having limited data and insufficient load for connectivity.

Seventeen (17) or 24% of them also felt uncertain on having school supplies at home, though most of them revealed that they had agreeable conditions on having the needed school

resources (33 or 47%); good health (43 or 61%); eagerness to learn (36 or 51%) and initiative to acquire further skills (34 or 49%); time for relaxation (34 or 49%) and consumption of healthy meals (29 or 41%).

In terms of community-related factors that may put learners at risk of dropping out, the data shown that the community of SARDO had implemented agreeable circumstances in maintaining healthy environment (36 or 51%) and security of people (36 or 51%); executing its duties through organized rules (41 or 59%); recognizing the attendance of learners (36 or 51%); and provision for community programs like *lugaw* caravan (34 or 49%) and distribution of school materials (33 or 47%). Still, there had been 21 or 30% SARDO who were unsure about their communities having such programs *lugaw* caravan, and 24 or 34% SARDO who were uncertain of their communities' agenda on distributing school supplies for children.

Lastly, looking at the school-related factors and experiences that may affect learners' school attendance, the data revealed that all activities were experienced in most agreeable and agreeable conditions. Among the most prominent activities that SARDO strongly agreed were delivery of interesting lessons (36 or 51%); giving of feedback and results to learners (33 or 47%); realizing one's potential (39 or 56%); establishing in loco parentis partnership with learners (41 or 59%); and provision for avenues to learn and practice skills (48 or 69%).

There were also some instances wherein the school had provided agreeable experiences for the SARDO-respondents. The values highlighted in light green colors, in the last row of Table 6, show that 39 or 56% SARDO agreed that the school had the capacity to monitor their performance. Moreover, 35 or 50% of them agreed that more learning opportunities were opened and crafted for them; 36 or 51% expressed "agree" that their teachers motivated them to attain better grades and

33 or 47% agreed that their teachers encouraged them to join school contests. Being provided with clear, and easy instruction was also agreeable according to 34 or 49% of them.

With these records, the activities that shown disagreement and uncertainty based on the FICS experienced factors of SARDO can be taken as the areas for improvement. This would allow schools to successfully identify prevalent root causes for dropping out, and for them to help or create appropriate ways to act on the found risks.

The gathered data on this FICS analysis correspond to the study of Doll et al. (2013). The foundation of this analysis can be verified specifically when the researchers pointed out that the underlying factors of school dropping out can be traced in the previous early years when a student started to miss attendance because of socio-economic problems, family-related issues, and low grades. Thus, the early dropping out mentioned by Doll et al. (2013) is considered a result of lengthy process in a learners' school life that began a long time ago when they experienced these FICS challenges is a true representation of the history and demographic profile of the SARDO in the school.

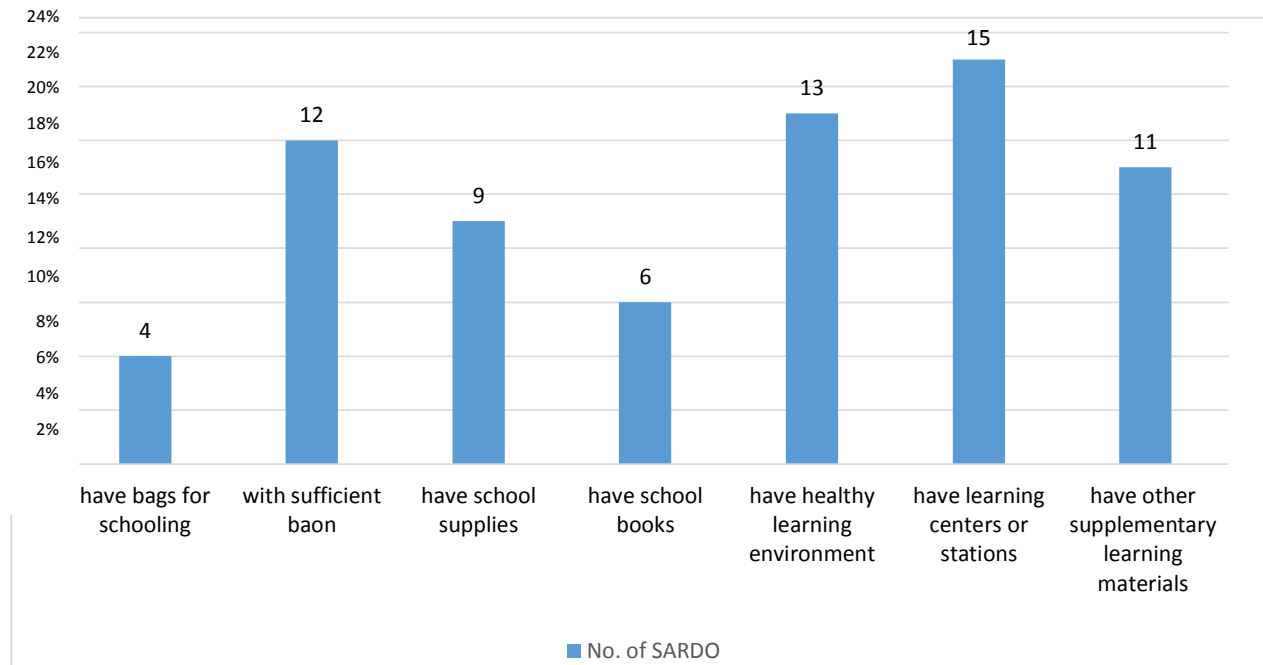
Understanding SARDO's Needs in School

The needs of the SARDO-respondents were also highlighted based on their responses elicited from the first research instrument. When asked about the things they would really want to have in the school for them to be happy, at-ease and motivated, a few apparent situations were mentioned, and therefore, their responses were categorized accordingly.

Figure 7 provides the general details of the activities or situations that SARDO aspire to have in school based on their responses on the survey and interview conducted.

Figure 7

Needs of SARDO-Respondents in School



Note. The population of SARDO-respondents (n=70) mentioned their utmost need in school that they believed would help them be motivated in learning tasks thereby improving their attendance.

Looking at the data shown in Figure 7, the most needed factor was to put up learning stations or corners inside the classroom. This was expressed by 15 or 21% of the SARDO population. This was followed with the presence of nurturing learning environment and conducive place to learn, where everyone can do learning tasks without worrying too much about other conditions like bullying, with 13 votes or 18.5% of the respondents. Following these were the need to have sufficient pocket money and “baon” for their schooling as mentioned by 12 or 17% of them; 11 or 16% of the SARDO wanted supplementary learning materials to be used in the

classroom or at home; 9 or 13% sought for school supplies; 6 or 8.5% wished to have complete set of books; and 4 or 6% expressed the need for new bags to motivate them for school.

SARDO's Prevalent Needs

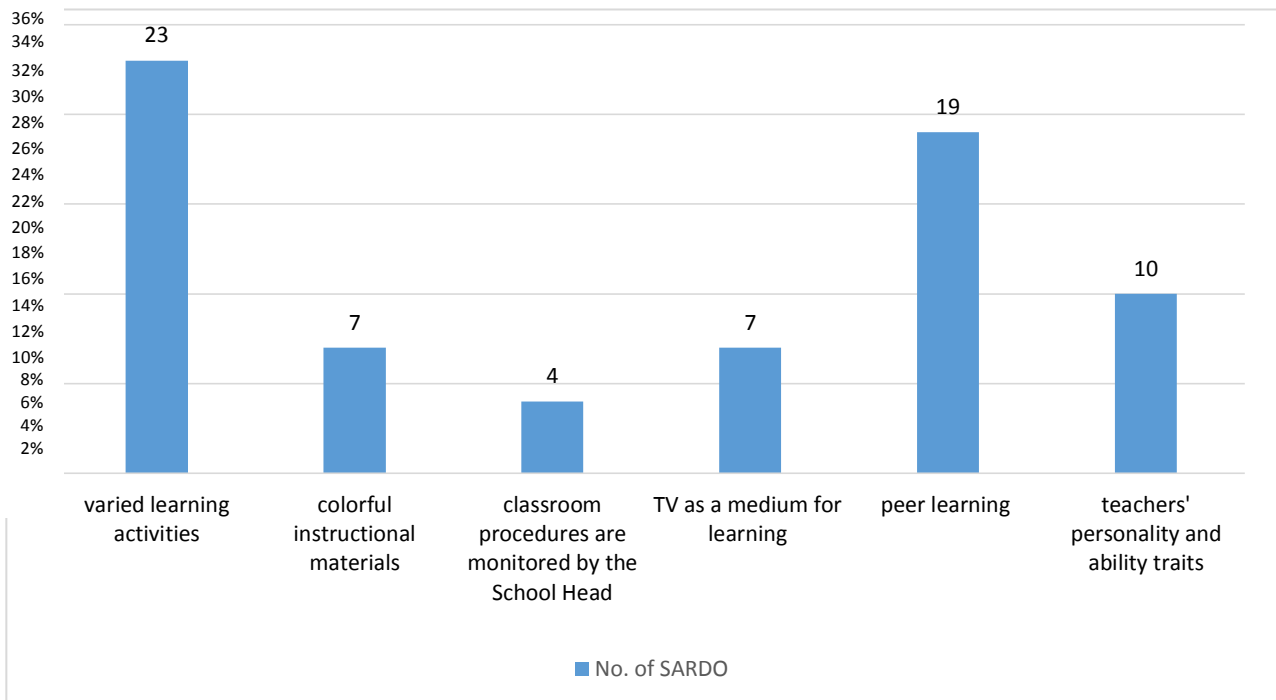
Figure 7 presents the needs of the SARDO that revolved around having the appropriate resources for their schooling, learning ambiance suited for their level, and the presence of learning facilities or corners for their development. Based on the data presented, the top 3 **prevalent needs** were the hope for putting-up of learning centers or stations, provision for healthy and accepting learning environment, and having sufficient allowance (*baon*). According to the respondents, “*Gusto ko po na mayroon kaming corner sa loob ng classroom... pwede po kami magbasa, maglaro, magsulat at makisalamuha sa mga kaklase.*” [I like to have learning corners inside our classroom where we can read, play, write, mingle and work with our classmates.]; “*...yung pwede po kami makapaglaro habang nagbabasa ng mga libro,*” [...we really liked those times when we can read books and play games at the same time (in learning facilities)]; SARDO no. 50 uttered, “*...nagiging masaya po ang pag-aaral kapag mabait ang mga kaklase ko po, walang nang-aaway*” [...learning becomes fun when we have nice classmates, when there are no bullies in the school.] Some pupils also hoped for sufficient daily allowance so they can afford to buy snacks and other school needs. SARDO 17 mentioned, “*Gusto ko pong pumasok sa school na may baon*” [I like to go to school with an allowance for the whole day.]

Understanding SARDO's Interests in School

Noting SARDO's interests in school was also done to know the SARDO population and connect their learning interests to the identified risks and needs mentioned in the previous sections. Figure 8 shows SARDO's responses that described learning experiences or situations wherein they felt the eagerness to attend classes and to take part in activities.

Figure 8

Interests of SARDO-Respondents in School



Note. The population of SARDO-respondents (n=70) mentioned their greatest interests in school that they found engaging and desirable factors for them to keep up with learning tasks as well as with better school attendance.

Figure 8 describes the responses of SARDO (n=70) concerning their interests in school. Based on the gathered findings, the most prominent and desired variable was the school's provision for different and interesting learning activities. This was expressed by 23 or 33% of the SARDO-

respondents population. This was followed with opportunities for collaborative and peer learning in accomplishing activities for support system in the school/ classroom with 19 votes or 27%. Also, 10 or 14% of the respondents aspired to have good teachers' personality and ability traits to deliver effectively enriched classroom experiences; 7 or 10% of the SARDO expressed their interest on the use of visually-appealing instructional materials for their lessons; and another 7 or 10% aspired the use of TV in classrooms as a medium for learning. Meanwhile, 4 or 6% of them wished to have instructional activities that are monitored by the principal and other teachers. This was deemed as the least wanted variable by the respondents.

SARDO's Popular Interests in School

To emphasize the gathered findings on Figure 8 about SARDO's interests in school, the top 3 **found interests** that they would like to have to become interested in going to school everyday, in keeping up with class discussions, and working lively with different learning tasks were the following: (1) employment of varied learning activities; (2) engaging learning experiences through peer learning; and (3) desirable teacher personality and ability traits.

Some SARDO mentioned "*Masaya po ako kapag may mga iba't ibang gawain sa classroom - nag-aaral, nagbabasa, nagsusulat, nanonood, naglalaro*" [I enjoy doing varied activities in our classroom - we can study, read, write, watch the TV, play games.] SARDO no. 10 remarked, "*...yung marami pong mga iba't ibang gagawin sa classroom kasama ang mga kaklase.*" [It's really fun when we have varied tasks that require collaboration with classmates]. In addition, some of them remarked "*Inaabangan ko po kapag may groupings na po kami*" [I am excited when we do class groupings.] SARDO no. 44 said "*Pinakagusto ko po kapag may ka-*

partner *po kami sa paggawa ng mga activities...* ” [I mostly enjoyed doing the activities and tasks with my partner/peers.]

Other SARDO have also revealed the importance of teachers’ attitude, like “...*pagiging mabait at maunawain* ” [I want to have teachers with qualities of being kind and compassionate]; “*malalapitan po ‘pag may di ako maintindihan*” [...whom I can easily approach with when I want to clarify some points on the discussion.]; while a few of them told “*Gusto ko po na ang mga titser namin ay masipag...*” [I desire to have teachers who are dedicated and committed.] With these statements, it can be deduced that SARDO considered teachers’ commitment to teaching as factor that would push them in becoming interested to go to school without missing class attendance.

Knowing the SARDO’s School Teachers

Considering the demographic profile of SARDO, their status, needs and interests, had led the researcher to describe the profile of their school teachers to look intensively in the aspect of school-related factors associated to dropping out with reference to the FICS analysis. Through this, the context of the school and its teachers can be represented which can later become the foundation for discussion and provide for the relevance of this research in the instructional field.

To describe the demographic profile of 14 select teacher-respondents, their responses elicited from the second research instrument were consolidated and grouped according to the following variables.

Table 7 summarizes the profile of teachers involved in this study. The number and frequency distribution that referred to the group's specific characteristics are listed below.

Table 7

Demographic Profile of the Teacher-Respondents

Variable	Category	Number of Responses	Percentage
Age	< 26 years	0	0%
	26 – 30 years	0	0%
	31 – 35 years	1	7%
	36 – 40 years	3	21.5%
	> 40 years	10	71.5%
Gender	Male	1	7%
	Female	13	93%
Education Level	Bachelor's Degree	0	0%
	Bachelor's Degree with Academic Units	14	100%
	Master's Degree	0	0%
	Doctorate Degree	0	0%
Specialization	Early Childhood Education	1	7%
	General Education	2	14%
	English	1	7%
	Filipino	0	0%
	Mathematics	3	22%
	Science	0	0%
	Home Economics and Technology	2	14%
	Work Education	3	22%
	Practical Arts	1	7%
	Nursing	1	7%
Teaching Experience	< 5 years	0	0%
	5 – 10 years	2	14%
	11 – 15 years	2	14%
	16 – 20 years	4	29%
	> 20 years	6	43%
Position	Teacher I	6	43%
	Teacher II	1	7%
	Teacher III	4	29%
	Master Teacher I	3	21%
Number of Years in DORP Implementation	< 2 years	1	7%
	2 – 4 years	2	14%
	> 4 years	11	79%

Table 7 presents the demographic profile of select teacher-respondents in the school. It can be seen from the table that there were 10 respondents or 71.5% of the teachers with age of more than 40 years old; while 3 or 21.5% from the remaining respondents were in the age bracket of 36 – 40 years old; and only 1 or 7% was in the 31 – 35 years old age group.

Correspondingly, 13 or 93% were females, and only 1 or 7% of the teacher-respondents was male. All of them earned Bachelor's Degree with Academic Units for Postgraduate Studies. When asked about their specialization, 3 or 22% were Mathematics Major; and another 3 or 22% were Work Education Major. Two (2) or 14% were Generalist; while 2 or 14% had specialization on Home Economics and Technology. However, only 1 or 7% was recorded for each of the following specialization: Early Childhood Education, English, Practical Arts, and Nursing (BSN). None of the teacher-respondents were Filipino and Science Major.

In terms of their tenure, 6 or 43% had been in the service for more than 20 years; 4 or 29% had been teaching for 16-20 years; 2 or 14% had been teaching for 11-15 years; and another 2 or 14% of the teacher-respondents were on their 5th - 10th year in service. Moreover, 6 or 43% of them were Teacher I; while only 1 or 7% was Teacher II. Four (4) or 29% of them were Teacher III; and the remaining 3 or 21% had positions of Master Teacher I.

Finally, another important observation in Table 7 is the number of years the teacher-respondents had implemented the DORP in the form of SII. Eleven (11) or 79% of them had implemented the SII for more than 4 years; while 2 teachers or 14% had employed the suggested strategies in their classrooms for 2 – 4 years; and only 1 or 7% had utilized the SII for less than 2 years. The number of years they had as SII facilitator/implementer can also contribute to the level of learning experience they can offer to SARDO, and likewise may allude to achievement or disengagement of learners in the school (Kini and Podolsky, 2016).

Each of the sections described previously represented the FICS (family-individual-community-school) role in supporting children's education that contributes to successful learning. Therefore, the study of Johansson (2019) on the root causes for student drop out, coupled with the work of David et al. (2018) on the strategies for successful school initiated interventions, and noting the framework of Doll et al. (2013), all point on how schools can respond better and recreate ways to improve students' chances of completing and succeeding in school is a reference for educators to cater to the identified needs and interests of SARDO. It is essential that schools make the most of what they can provide to learners, especially among SARDO. The strategies vis-à-vis the found interests of SARDO-respondents for this study are the following:

- a. enhancement of learning experiences and teacher capacity;
- b. improvement of school climate and support system; and
- c. augment participation of stakeholders, build strong communication with parents

With these strategies, schools can lead better, anticipate SARDO's learning challenges, and proactively create solutions to improve students' chances of completing the basic education (David et al., 2018).

The Intents and Actualities of the School Initiated Interventions

In addressing the second research problem, the researcher made a table for the summarized SII intents in comparison with the implementation actualities of the program as viewed by the SARDO-Respondents, select teachers, and the School Heads. This is to examine further whether the actualities of SII were in accordance with the standards. A triangulation of data in full detail is given to provide analysis per component (Appendix N).

Table 8 sets out the characteristics or qualities of SII that revealed areas for program intents, actualities, and discrepancies. The intents were examined by the three groups of respondents and were verified whether the standards were the actual events of SII or not. Lapses on the view of respondents called for program discrepancies. The summarized details are provided in Table 8.

Table 8

Summary of Intents and Actualities of the Implemented SII

Area	Intents of the SII	Actualities (according to the groups of respondents whose $\bar{x}$ of responses demonstrate same perspective about the specific areas of SII)	Discrepancies (according to the group of respondents whose $\bar{x}$ of responses indicate difference on the perception from the two other groups)
Objectives and Planned Activities	1.1 were made known to the participants	Objectives of the SII were mentioned and explained to the SARDO.	The School Heads believed that these were delivered to the SARDO and their parents as well, in detailed ways at home and in school.
	1.2 were SMART	According to the SARDO-respondents and the School Heads, the objectives were set agreeably.	Teachers thought that the objectives they chose were the most specific, measurable, attainable, reliable and time-bound targets for the SII.
	1.3 were in line with K-12	Both the teacher-respondents and School Heads perceived that the objectives were carefully selected based on the K-12 curriculum.	SARDO - respondents believed that the objectives were matched with the K-12.
	1.4 were understandable	SARDO-respondents and the School Heads viewed the SII objectives were comprehensible enough for some struggling pupils.	The teacher-respondents believed that these objectives were the easiest to understand especially among the groups of SARDO they had.
	1.5 encompassed behavioral development.	* All the three groups of respondents agreed and considered the said intent an actuality.	
Strategies Employed	2.1 made lessons less difficult	* All the three groups of respondents agreed and considered the said intent an actuality.	
	2.2 were appropriate for struggling learners	* All the three groups of respondents agreed and considered the said intent an actuality.	
	2.3 were engaging to the learners	** All the three groups of respondents agreed and considered the said intent an actuality.	
	2.4 were employed with increasing complexity	* All the three groups of respondents agreed and considered the said intent an actuality.	

Table 8 (continued).

	2.5 were aimed at improving learners' performance	The teacher-respondents and the School Heads believed that the strategies were targeted appropriately at improving learners' performance.	The SARDO-respondents felt that the strategies were aimed at enhancing their academic performance but could also be improved nonetheless.
	2.6 were designed to minimize pupils' learning difficulties		
	2.7 had clear medium of instruction	<i>* All the three groups of respondents agreed and considered the said intent an actuality.</i>	
	2.8 reduced learning deficiencies	Teacher-respondents viewed that they successfully reduced the deficiencies through the strategies they had employed.	SARDO - participants and the School Heads thought that the employed strategies were utilized appropriately but could also be readjusted for most desirable results.
	2.9 introduced fun and creative ideas	SARDO and the teacher-respondents both agreed that the objectives were fun and creative for at-risk pupils.	School Heads believed that the strategies they had observed were very suitable in terms of engaging SARDO.
	2.10 were monitored and revisited regularly by the Principal and SMEA team	SARDO-respondents and the School Heads viewed the strategies were often visited by the SMEA Team.	Teacher - participants regarded this as a procedure regularly done for the purpose of monitoring.
Utilized Learning Materials	3.1. were easy to use	SARDO and the teacher-respondents believed that the materials were easy to use.	The School Heads perceived that the used materials were the best among the SARDO.
	3.2. were localized	<i>* All the three groups of respondents agreed and considered the said intent an actuality.</i>	
	3.3 were age-appropriate	The teacher-respondents and the School Heads believed that the materials were suited for the age of the learners.	SARDO - respondents thought that the materials were agreeably age-appropriate and interesting for them. However, they also mentioned that these materials could be improved further based on the trend nowadays.
	3.4 were interesting		
	3.5 heightened children's interests	<i>* All the three groups of respondents agreed and considered the said intent an actuality.</i>	

Table 8 (continued).

	3.6. were intact, displayed in one place	SARDO and the School Heads viewed agreeably that the materials remained intact for future use and intervention.	Teacher - respondents believed that they kept the materials in the best way possible for ease and accessibility.
	4.1. determined the needs and level of struggling pupils	Both the teachers and the School Heads perceived that the implementation of SII were most achieved since the execution of activities were primarily based on the needs and nature of at-risk pupils.	SARDO - respondents thought that their needs, capacities were agreeably considered by their teachers, although other efforts can be provided also to make them feel secured in school.
Overall Implementation	4.2. was geared on pupils' needs and interests	* All the three groups of respondents agreed and considered the said intent an actuality.	
	4.3. anchored on the development of 21st century skills (e.g. 4Cs of learning)	* All the three groups of respondents agreed and considered the said intent an actuality.	
	4.4. was based on pupils' familiarity	* All the three groups of respondents agreed and considered the said intent an actuality.	
	4.5 was in accordance with the SIP/AIP standards	Both the teachers and the School Heads held the belief that the SII procedures were based on SIP and AIP standards.	SARDO viewed that the implementation was based on the SIP/AIP standards. Conversely, these plans concerning academic interventions could be further disseminated extensively.

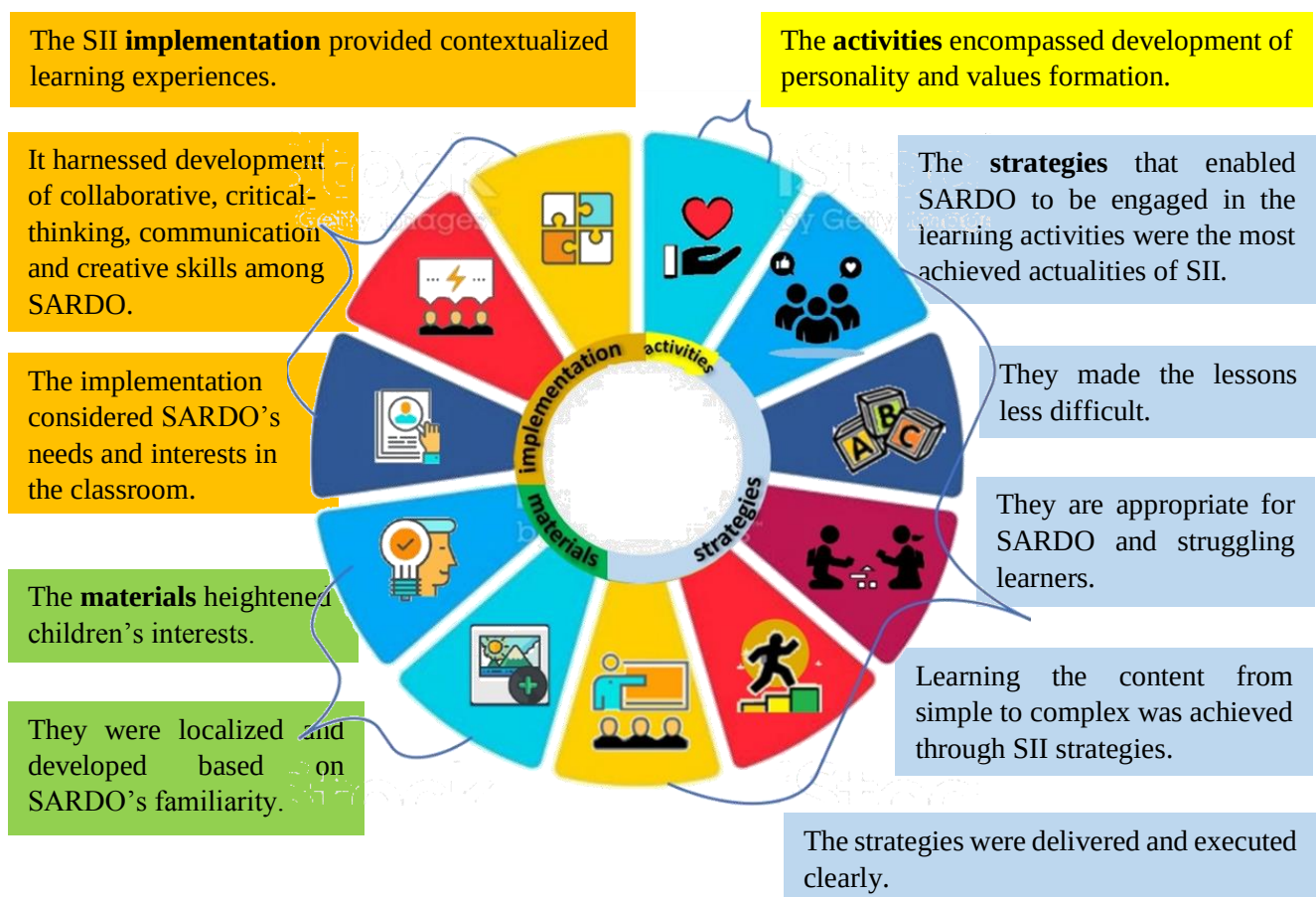
Legend: * *achieved intent; no discrepancies were taken*
 ** *most achieved intent; no discrepancies were taken*

The abovementioned intents (standards and needs) and actualities (results, outcomes, observations) were bases in creating simple methodological triangulation of data. Through the interviews conducted among the three groups of participants, four (4) areas were described to form part of the triangulation of data to examine which aspects of the SII showed inconsistencies. Some of the intents were viewed as the same events that happened after the conduct of SII and could be regarded as intents that happened as actualities, where no discrepancies were taken. Other intents were viewed differently by another group of respondents, and these were treated as discrepancies. These discrepancies were noted so that this study could provide concrete evaluation of the SII.

Figure 9 presents the actualities of SII with reference to the triangulation of responses from SARDO, select teachers and the Two School Heads of the identified public elementary school. The qualities listed in Figure 9 were the features of the SII that all the three groups had agreed and considered as realities of SII that remained in coherence with what was intended.

Figure 9

The Actualities of the Implemented SII



According to them, the most achieved actuality was the learning engagement that the SII brought among SARDO. The three groups of respondents felt that the strategies to engage the potential drop outs (utilization of CIP, SLK, learning agenda, and other learning tools in classrooms) were considered successful.

Another achieved actuality of the program was the SII strategies' capacity to cover development of values and attitude. The respondents believed that skills and values were integrated as part of SII goals.

Additionally, they believed that the intents of (1) making the lessons less difficult, (2) providing experiences that respond to SARDO's needs and interests, (3) exposing them with developmentally-sequenced learning tasks, and (4) delivering comprehensible instruction were the perceived actualities of the SII activities.

Other actualities that were deemed "achieved" by the respondents in terms of the used materials were the capability to heighten SARDO's interests, and provide localized learning tools to supplement the learning process.

Lastly, all the three groups of respondents agreed that the intention of SII to implement (1) contextualized learning opportunities, (2) integrated 4Cs (critical thinking, communication, collaborative and creative skills through activities provided in CIP–SLK–Learning Agenda) to one's instruction, and (3) activities responsive of SARDO's needs and interests in school were the observed actualities of the SII.

The mentioned characteristics regarding the activities, strategies, materials and implementation were the actualities of school initiated interventions. SARDO-respondents, select teachers and the School Heads viewed them (in the same level) as actual events during the implementation of SII in SYs 2016-2019. These characteristics are some of the qualities that serve as essential foundation in achieving successfully the ultimate goals and objectives of SII.

A Look into the Program's Discrepancies

For the purpose of understanding the inconsistencies in the program, or areas where the respondents had different view of the interventions' achievement, the discrepancies of the program are described based on the conducted triangulation of responses from the three groups of participants.

The discrepancies found in the implemented SII were:

a. *On SII Objectives and Activities*

There is a need for SII objectives and activities to be known to all, most particularly among SARDO and their parents/family members. Concerned parents/guardians also need to be participative of the school's agenda. It was revealed during the first phase of interview that most of the SARDO's parents were not PTA members, nor were attending meetings actively and PTA conferences, thus making them less involved about the goals of SII. Accordingly, the school and the teachers' role speaks of conducting assemblies, conferences with SARDO's parents and meeting with SARDO as well, need to be done to address this identified discrepancy. In that manner, SARDO and concerned individuals can be fully aware of the school and classroom goals that they need to attend, and can fulfill meaningfully their corresponding roles and tasks.

With reference to the objectives of the lesson, which can be introduced and developed through SII, teachers need to set specific, measurable, achievable, realistic and, time-bound (SMART) objectives. Designing objectives and subsequent activities that follow this standard ensures that learners gain from the instruction that develops knowledge, skills and attitude in a measurable way (Chatterjee & Corral, 2017).

b. On SII Strategies

School Heads need to monitor conscientiously the procedures of SII implementation. From the planning phase, to development of intervention, testing, and monitoring to giving of feedback, the School Head needs to supervise the overall processes. Meeting and visitation of the School Head to SARDO, and their teachers are needed to communicate their interests and aspirations. The School Head can also benefit from the conduct of these activities in such ways that he would be informed, involved and be of great help among the struggling learners.

Teachers need to seek the most effective ways of improving learners' performance. From SARDO's point of view, the strategies can still be improved to help them further in mastering the needed skills like reading with comprehension and problem solving applied in real-world contexts. With this, the school can establish more child-centered approach to learning to improve extensively their school performance.

c. On the Used Materials of SII

Teachers need to customize thoroughly the intervention based on the needs and interests of pupils. Latest trends, educational games, and learning stations that appeal to young learners are requested by the SARDO. Hence, regular updating of resources and creation of supplementary learning materials are deemed necessary for this area.

Moreover, SARDO and the School Heads hoped that these materials be available and accessible at all times to maximize children's experiences in learning the material independently, and exploring these materials with their classmates during their break time or free time in the school.

d. On the SII Implementation

The SII objectives included in the School Improvement Plan (SIP) and/or Annual Implementation Plan (AIP) are important to be disseminated and communicated to the learners, and among school internal/external stakeholders through conferences or SOSA assembly. In the area of SII, the target beneficiaries of the program – SARDO, will be informed about the nature of this initiative; on the other hand, the teachers can engage themselves in benchmarking activities suggested in the SIP/AIP and can employ new learning approaches. The School Head can also incorporate the initiative of donors and the LGU to assist SARDO's famil/ies regarding their identified personal needs. Hence, participation and involvement of all concerned individuals, concerning the SARDO of this identified school, are areas that can be further improved.

These prevalent discrepancies were similar to the conditions that Pipkin (2015) and Asegurado (2006) mentioned in their studies. They said that an effective plan or intervention must be the result of careful planning, designing, monitoring, implementing and assessing, and finally reviewing all the steps by the school members in order to achieve the best intentions for specific group of beneficiaries, specifically one that addresses the needs of potential drop outs. Curriculum planners and implementers are expected to be flexible to come up with re-modification of plans for continuous improvement and sustainability of programs.

Enriching the SII and Implementation

To supplement the details on the identified discrepancies, Figure 10 presents the respondents' view on the area/s of SII that they thought would bring more effectiveness to the program if given more emphasis or done intensively.

Figure 10

Respondents' Perception on the Improvement of SII Features

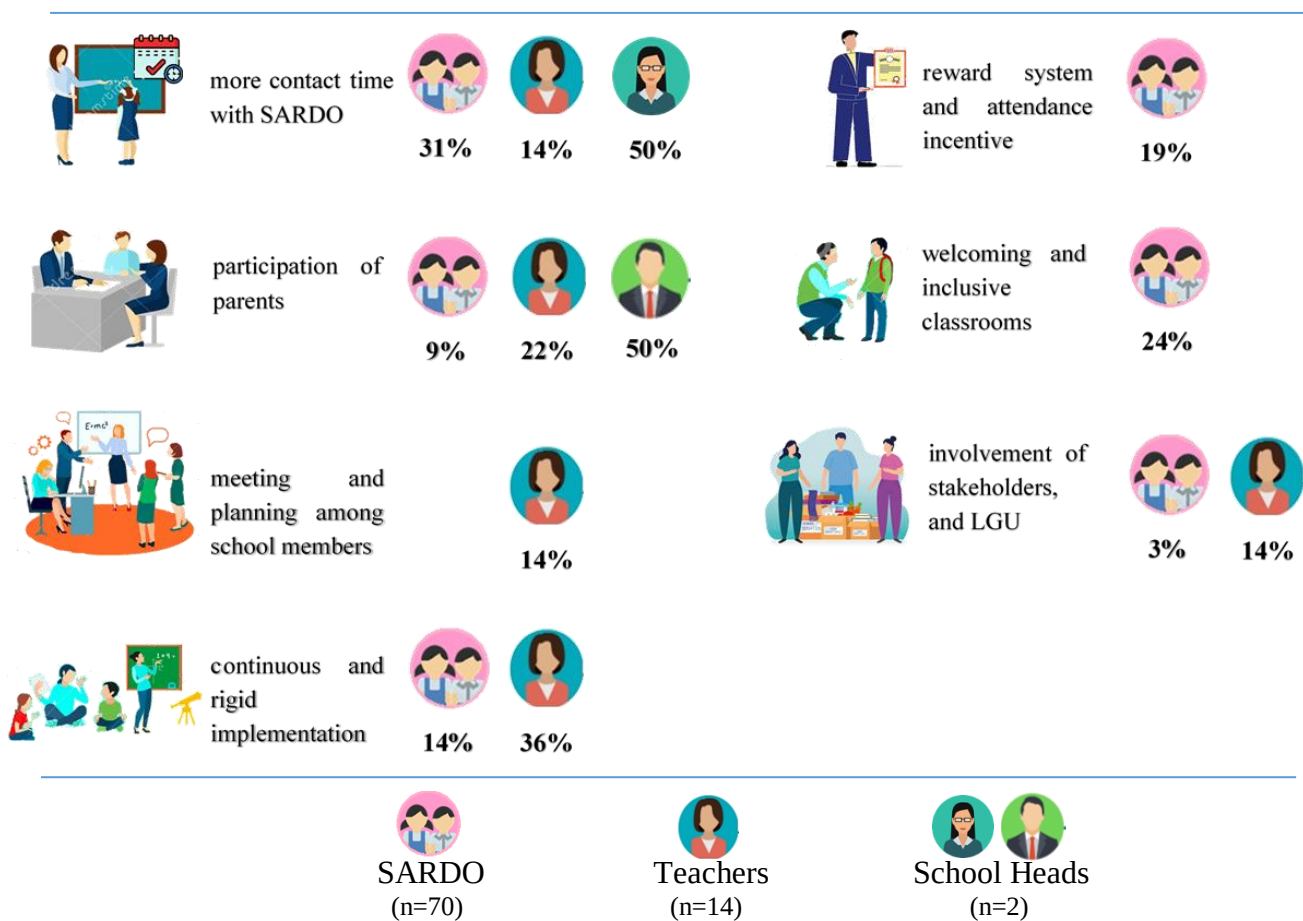


Figure 10 shows the answers of the three groups of respondents to the second number, of the open-ended questions in research instrument 2. Their responses were broken down into chunks of ideas that represent the characteristics of SII that might need further improvement based on the observed actualities for SY. 2016-2019.

It can be seen that over one-fourth of the SARDO respondents hoped for additional or extended time to do SII and other related activities. This area was also mentioned by 2 teachers (14%) and 1 School Head (50%), and considered the most requested of all areas for it had a total of 25 votes. Another recurring response from SARDO that they thought might be needing more importance was on the creation and establishment of accepting learning environment for all with 17 votes (24%). Furthermore, implementation of SII in continuous, rigid, and more focused approach was stated frequently by 10 SARDO (14%), and 5 teachers (36%). These three characteristics were the top 3 areas that they believed can be implemented better in the near future.

Other responses revolved on the school's initiative to have intensified reward system and incentives for achieving complete attendance per month (19% or 13 votes from SARDO); similarly, participation of parents/guardian was wanted by 6 SARDO (9%), 3 teachers (22%) and 1 School Head (50%). Correspondingly, involvement of stakeholders was pointed out by 2 SARDO (3%) and 2 teachers (14%); while conduct of meeting and thorough planning was desired by 2 or 14% of the teachers.

Figure 10 reflects the hope and aspirations of the three groups of respondents based on the seen implementation of SII. If these are given action in the next years, the discrepancies might be addressed and addressed for the purpose of achieving the most desired outcomes of SII.

The gathered data signify that the implementation of SII needs the presence of school, SARDO, parents/families, and community members to work together to achieve their common goals. SARDO need to be the center of this school initiative. Schools need to prioritize and consider all of these planning-implementing-monitoring and assessment procedures. Provision for continued and regular employment of meaningful activities that respond to their basic needs and interests, with embracing learning ambiance from teachers, peer and parents, as well as activities

that are engaging and rewarding, are keys to supporting their needs and maximizing their potential. These strategies bring a sense of security and belongingness for them.

Moreover, it is vital that fundamental steps are taken into account to address issues that are the antecedent of early school leaving. Among these include: a) prediction; b) intervention; c) prevention; d) exploration; and e) consideration. Hence, schools need to integrate these steps in the attempt to improve learning outcomes and minimize dropout rates through the conduct of interventions (Hanover Research, 2011; Johansson, 2019; and Jerald, 2007).

The Relationship between the SARDO's Attendance and Performance

To address the third research problem on the relationship between SARDO's attendance and student performance, Table 9 shows the Pearson correlation used to assess SARDO's academic performance from SY. 2016-2019 in relation to the number of absences they made in the same span of time.

Table 9

Relationship between Academic Performance and Number of Absences for SYs 2016 to 2019

School Year	Correlation Coefficient (R)	Interpretation
SY 2016-2017	-0.60*	Significant
SY 2017-2018	-0.49*	Significant
SY 2018-2019	-0.60*	Significant

Table 9 presents the correlation coefficient (significant *, $p < .05$) and corresponding interpretation for the academic performance of SARDO in relation to their number of absences

made in a three-year period. A zero (0) correlation does not denote relationship between two presented variables; a negative one (-1) for an inverse correlation indicates a strong correlation between the presented variables. This is adapted from an online article written by Cherry (2020).

The results indicate that there was high negative correlation between the academic performance and number of absences for the school years 2016-2017 and 2018-2019, while a moderately small negative correlation was revealed for the school year 2017-2018. The results further concluded statistically significant ($p < .05$) between the two variables for the three consecutive school years (2016-2019).

To identify the coefficient of determination and interpretation of the two variables, Table 10 presents the data (significant *, $p < .05$) which can be represented also as *percent of variation* or degree to which variation in one variable is related to the other, as listed in Table 9.

Table 10

Coefficient of Determination (R^2) in the Model

School Year	Coefficient of Determination (R^2)	Interpretation
SY 2016-2017	0.36*	Significant
SY 2017-2018	0.24*	Significant
SY 2018-2019	0.36*	Significant

As shown in Table 10, for the three consecutive years the values indicate less than 36% of the variance. Thus, it can be concluded that 36% of the academic achievement of the students could be attributed to their presence in their classes.

From these gathered data, it can be inferred that the features and implementation of SII, which were geared towards improved student attendance, need to be sustained significantly to contribute greatly on the attendance and performance variables. The implemented interventions like the use of CIP, SLK, and other routine drills and activities could influence SARDO's motivation to go to school, although the shaping of SII along with its procedures can still be strengthened for the achievement of more effective and better results.

Similar to the idea of Agustin (2012) emphasizing the advantages of utilizing SLKs for student-centeredness, teachers are expected to be the “guide on side” of SARDO. He believed that the teachers' role greatly affects the success of student learning. The transformation of information to skills, encouragement of attendance, and student participation as well as the consistency for the attainment of SII goals depend on the capacity of teachers to facilitate all of these tasks. For this reason, Santiago (2014) noted the importance of teacher-profiling as a component for successful intervention in motivating learners and driving away cases of school dropouts.

Like the principle given by Agustin (2012), Simeon's research (2018) on the benefit of implementing SLK and CIP in schools was also reflected in this study. Through the innovations on reading and comprehension, recall and understanding of facts/trivia, and the practice of fundamental operations for mathematical skills that allowed collaborative learning, it can be deduced that the goals of the CIP could be the predictors for good school attendance. Again, the rigid systematic implementation of this SII surely would bring much desirable outcomes for the SARDO.

Therefore, the ideas of Agustin (2012), Santiago (2014), and Simeon (2018) which were the foundation of this study are found relevant in identifying the relationship of academic performance to the number of absences made in three consecutive school years.

The Social Impact of the School Initiated Interventions

To address research problem 4 and to describe the impact of SII in relation to the school's dropout rate, qualitative and quantitative data were used to present numerical and anecdotal evidences. To describe this quantitatively, dropout rate from SY. 2016-2019 is illustrated in Figure 11.

Figure 11

Graphic Representation of Dropout Rate for SY. 2016-2019

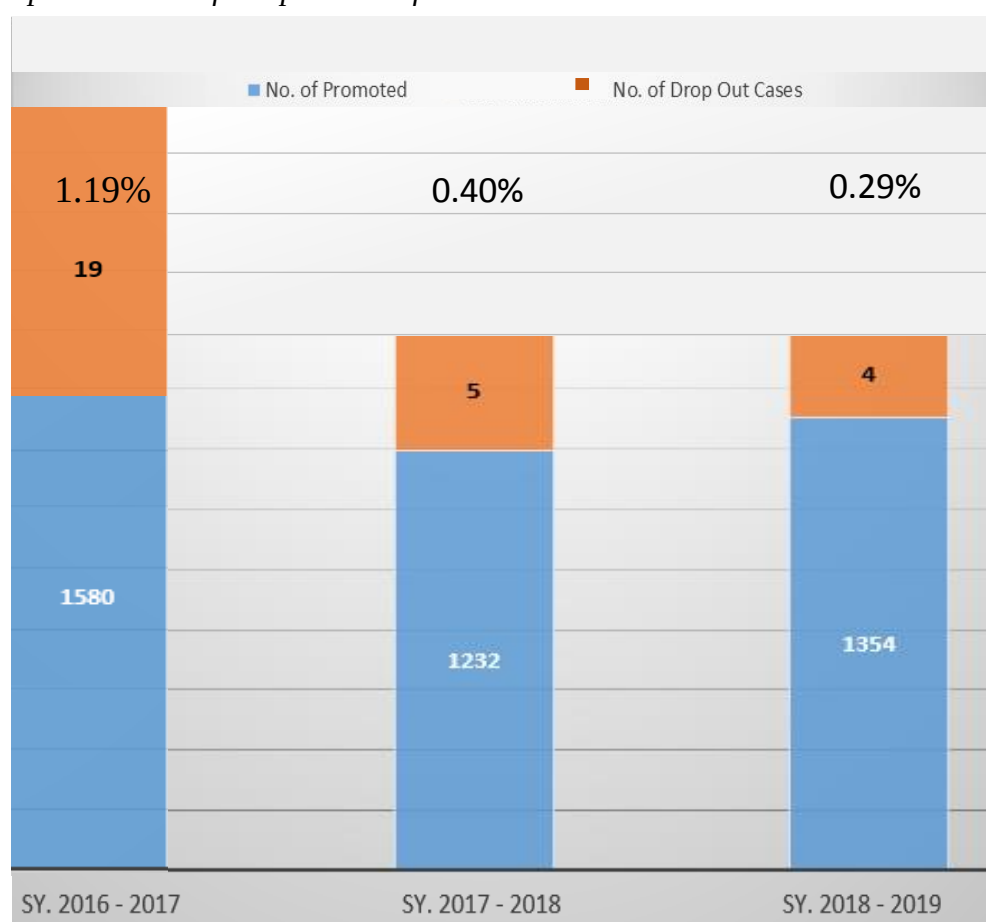


Figure 11 illustrates the dropout rates in the school from SY. 2016 – 2019. Highlighted was the specific number of pupils that dropped out and its corresponding rate given a particular year.

In SY. 2016-2017, the school had a dropout rate of 1.19% (19 pupils out of 1599); and in SY. 2017-2018, only 5 out of its 1237 (0.40%) pupils had dropped out. For the SY. 2018-2019, the school recorded a dropout rate of 0.29% from its population of 1358 pupils, of which 4 had dropped out.

During the first year of monitoring the implemented SII, a total of 19 pupils out of 1599, or 1.19% dropout rate was recorded. A significant reduction in the following year was made and only 5 cases out of 1237 or 0.40% were the dropout rate. However, in the same school year 2017-2018, the SII had moderate positive relationship on the academic performance of SARDO. They described the previous school year 2018 as “*marami po kaming mga pinag-aaralan, at maraming sinusulat...*” [We had lots of lessons to learn, and write...] SARDO 67 also described her learning experiences as “*Natututo po kami kasi marami kaming pwedeng basahin.*” [We learn because we have several reading materials to use.] SARDO 54 mentioned “*Masayang mag-aral kasi po may TV at madalas po kami mag-group*”. [Learning is fun when we watch educational TV shows and do group tasks together.] These were the three topmost reasons that they liked and enjoyed when going to school.

Other SARDO also mentioned the things that they did not like in school. Most of them expressed the juvenile delinquent acts of their classmates, “*Nakakagulo po sa 'kin yung mga kaklase ko.*” [I don't like it when my classmates are bothering me in the classroom.] Some of the SARDO added, “*May mga lesson po na mahirap,*” [There are some difficult lessons...] and a few of them expressed “*Masungit po ang titser,*” [My teacher is somewhat quick-tempered].

In SY. 2018-2019, only 4 dropout cases were recorded out of 1358 pupils garnering a rate of 0.29%. This school year had a reduced dropout rate from 0.40% and the implemented SII

brought significant positive relationship both in academic performance and in attendance of these SARDO. Though the SII had brought desirable effects on student performance, which were described qualitatively, strategies including SII facets need to be strengthened to maximize student potential, develop more learning initiative and eagerness from them, and eradicate dropout cases.

As described by teachers, the SII provided additional activities for learners, engaging discussions for active participation, and sustained motivation. Others also mentioned the capacity of SII to make the lessons more interesting, thus, making struggling learners become enticed with the lesson content. Some of their teachers added that the learning activities included in the SII were based on the diagnosed needs and difficulties of the target learners, which in turn, brought suitable learning experience for the SARDO.

From these statements, it can be deduced that a pupil's learning environment has a vital role in engagement or disengagement in classroom tasks, in success or failure in school. Thus, the idea of Chen (2003) that highlighted the capacity of learners to learn effectively when exposed in an environment where they can experience child-inviting ambiance, with opportunities for constructing knowledge through the guidance of a facilitator or teacher is the key to catering struggling learners especially among the SARDO in schools (Sarirete et al., 2010).

This is also similar to the study of Balagtas (2017) saying that school-related fears of young children can be resolved when they are introduced to intervention activities that are designed in a way where pupils feel the ambiance of home in school. From this set-up, teachers can begin implementing other strategies that appeal to students' interests, which could diminish related fears concerning peers, and teachers.

Hence, in the three-school year period of evaluating the SII, the program's impact on the dropout rate had shown positive outcomes due to reduced number of cases and improved academic performance of SARDO. Figure 12 illustrates the school's reduction of drop out rates from 2016-2019.

Figure 12

Dropout Rates and Trend in an Identified Public Elementary School

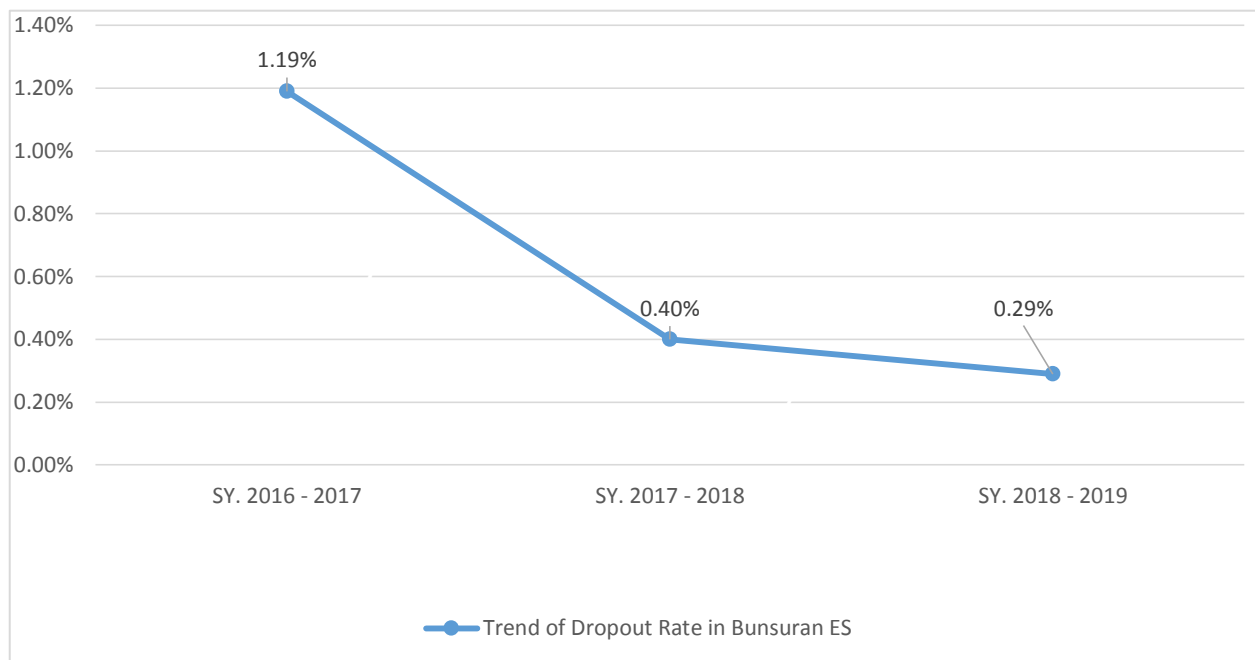


Figure 12 shows the history of dropout in the school for a three-year period in relation to the data presented in Figure 11.

A reduction of 0.79% (SY.2016-2017 less the dropout rate in SY.2017-2018) was achieved, and 0.11% was also made in SY.2018-2019 compared to the dropout rate in the previous school year. From this assessment, the number of absences made by the participants significantly determined their gradual academic success in school. Therefore, reduced number of absences would mean increased academic performance from SARDO. This inverse relationship is

statistically significant and correlated with one another, as inferred from the data in Tables 9 and 10 (pages 107-108).

The Respondents' Perceptions on the Impact of Implemented SII

To understand the underlying principles behind this trend, the respondents of this study were asked about their feelings and perception regarding how SII helped and benefited them and the community.

SARDO's Perceptions on the Implemented SII

Figure 13 summarizes the perceptions of the SARDO-respondents after a three-year implementation of SII with the aim of addressing dropout-related issues and improvement of their academic performance.

Figure 13

Perceptions of SARDO on the Impact of SII

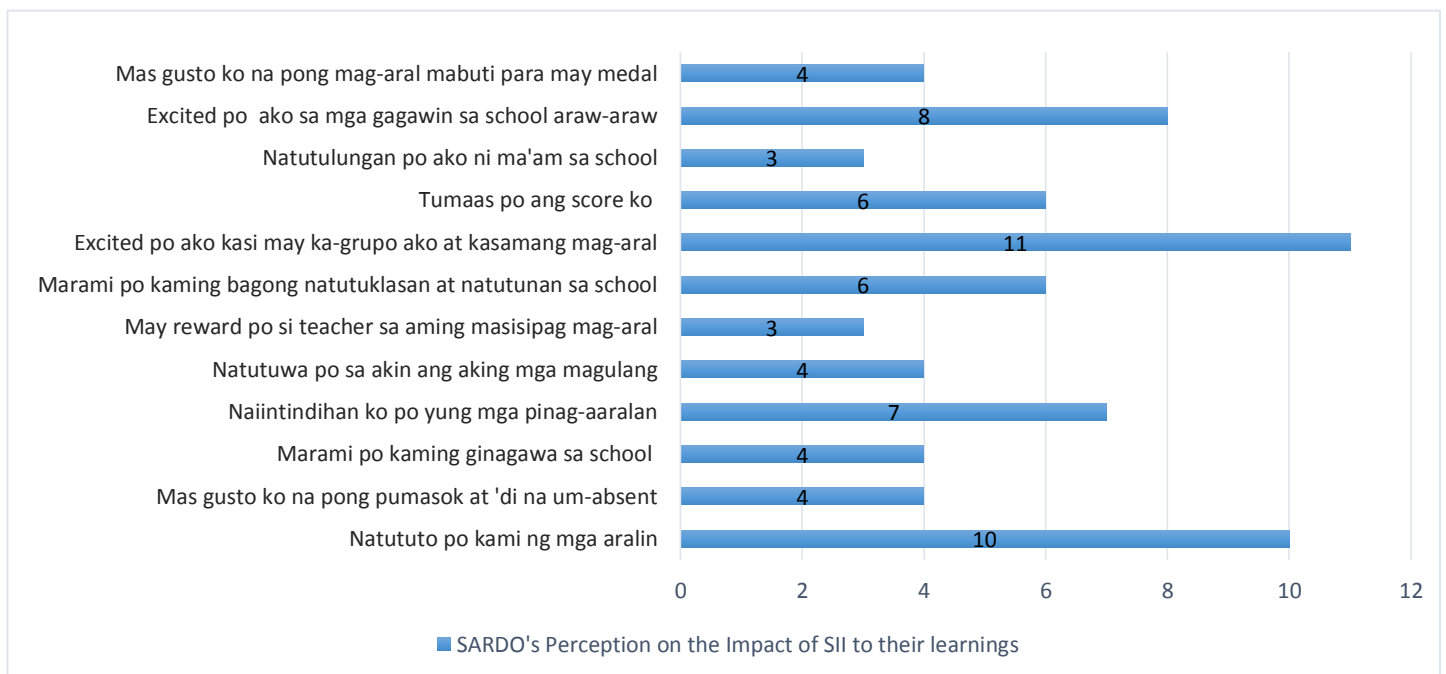


Figure 13 describes the feelings and perception of SARDO on how SII benefited them over the last three school years. From the open-ended interview with the select SARDO of the school, the top three responses on advantages of SII were (1) capacities of the program to bring excitement to learners, particularly among SARDO since they can work and explore with their peers or groupmates; (2) SII helped them learned the lesson better; and (3) the program enabled SARDO to be more eager to work on classroom activities. Other impression from the SARDO-respondents included better grasp of the subject matter, learning new skills, improvement of test scores, and employment of varied tasks in classrooms that can be applied in day-to-day life activities (e.g. reading, following directions, counting, solving problems, collaboration).

Through the utilization of CIP, SLK, and employment of other classroom interventions for dropout reduction, SARDO-respondents claimed that they were more excited when they were introduced to varying activities that allowed them to participate with co-learners, peers or someone who they could trust. It was noted also from this interview that they could learn the lessons better with learning “gimmicks” that motivated them in participating in the discussions. SARDO 18 talked about how these SII helped him, “*Gusto ko pong pumasok kasi marami po kaming iba’t ibang ginagawa.*” [I want to go to school because of the different learning activities we have.] SARDO 57 emphasized, “*May ka-group po ako na makakatulong sa akin ‘pag may hindi po ako naiintindihan.*” [It’s enjoyable when I have groupmates who can help me to understand the lesson better.] CIP in different subjects allowed them with ample opportunities to identify what needs to be prioritized to (pre) practice their basic skills (mid-phase) and apply them independently for mastery (post). Collaboration and communication between and among their classmates, teachers and vice versa are believed to contribute to the development of pupils’ 21st century skills (Simeon, 2018).

SLK also paved a way in learning the content independently through self-directed activities. SARDO-respondents mentioned that they were given chances to re-learn the material through the use of modules, which were customized personally by their teachers. SLK directed them to learn on their own, and at their own pace with spiraling progress for each task/activity. SARDO 29 told that “*madaling maintindihan po kasi may mga drawing na maganda.*” [...the tasks become easy to understand because of the colorful illustrations presented]. With this SII, pupils were able to enhance their knowledge, sustain their interest because of child-centered activities, and manage their learning independently with minimum interaction with their teachers (Agustin, 2012).

Lastly, classroom interventions employed to supplement SARDO’s learning were found effective in reinforcing ideas. Project One Basic Fact a Day (OBFAD), A Paragraph a Week (APAW), A Word a Day (AWAD), A Problem a Day (APAD), and similar tasks enriched pupils’ thinking strategies. They mentioned that these strategies allowed them to recall, memorize, and think fast and accurately. Although these may be found a surface approach and rote to enhance learning, these served as means to achieve outcomes since the recall of facts constituted for making the knowledge “stick” (retained). Also, this fact-fluency and procedures for understanding a selection are necessary so they can be automatic with the facts, be fluent in a language, and able to use bits of information in understanding the content (Williams & Kling, 2019).

Select Teachers' Perceptions on the Implemented SII

Select-teachers were also interviewed, and given with survey questionnaires to show the confluence of SARDO's statements, to equip the researcher to with additional details regarding the impact of SII to learners' attendance and achievement. Figure 14 lists the most recurring responses of teachers when asked about the role of the SII to SARDO's learning performance.

Figure 14

Perceptions of Select Teachers on the Impact of SII

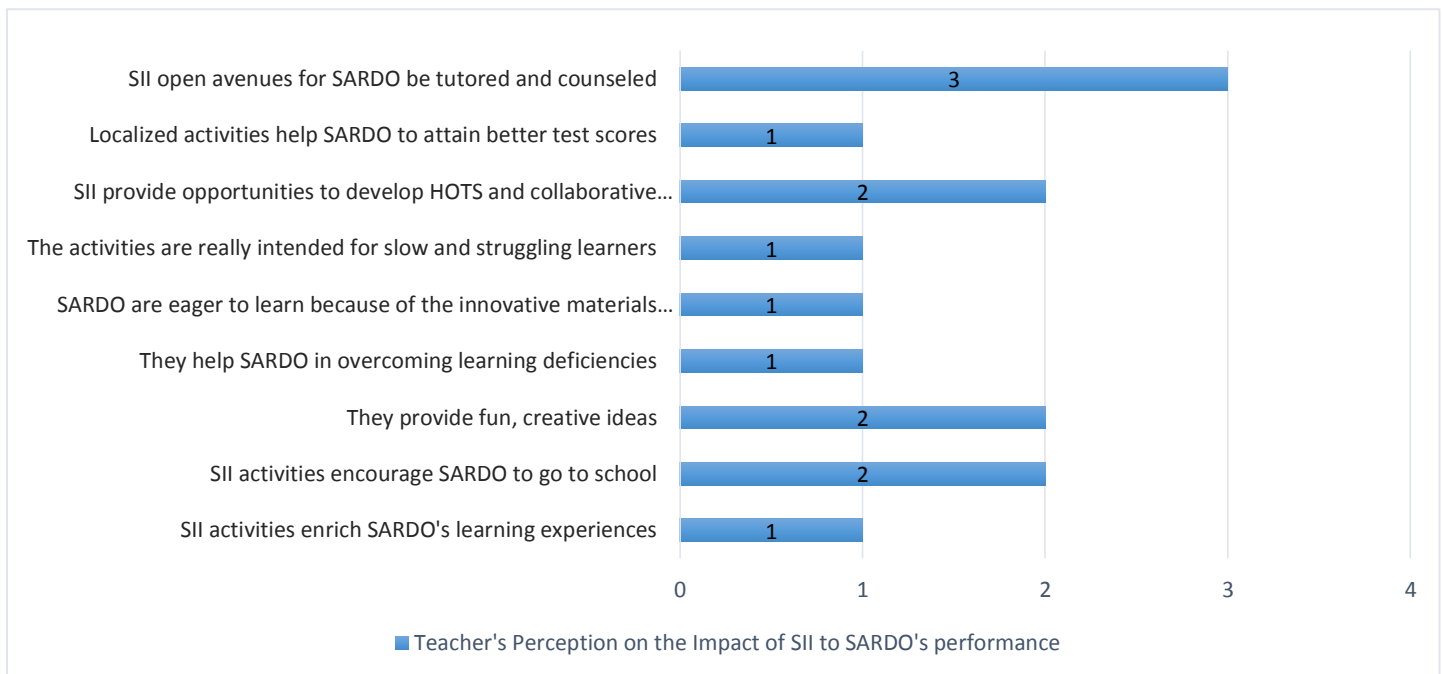


Figure 14 shows the responses of the teacher-respondents (n=14) when asked about the notable positive points of the SII after its three-year implementation. Three (3) or 21.5% described SII as avenues that allow teachers to personally tutor and counsel SARDO. Some of them stated that SII had capacities to:

- develop SARDO's collaborative skills as well as higher-order thinking skills (2 or 14.5%);

- sustain learning interests through integration of fun, and creative ideas (2 or 14.5%); and
- encourage SARDO to go to school (2 or 14.5%).

Others mentioned that the activities of SII also helped SARDO in the following aspects:

- attain better test scores (with 1 vote or 7%);
- receive interventions that suit their levels and needs (1 or 7%);
- become interested in learning the content owing to appealing learning materials (1 or 7%);
- overcome learning deficiencies (1 or 7%); and
- experience enriched learning opportunities such as receiving specialized sessions with the teacher/s, peer learning, tutoring, collaborative and independent learning (1 or 7%).

Consequently, looking back at the advantages Agustin (2012) and Simeon (2018) described in their studies (as enumerated in the first chapter of this paper), the roles of SII that encompass goals on improvement of learners' performance, opportunities for collaboration and communication, keeping students' attention, tutoring and reinforcement, and employment of varied strategies with utilization of supplementary materials were achieved accordingly based on Figure 14 - teachers' perception on the results of the implemented SII in an identified public elementary school. The activities brought about by SII remained in consonance with the expected learning experiences that the CIP, SLK, learning agenda and other instructional tools can provide to SARDO and other struggling learners.

The School Head's Perception on the Implemented SII

In order to take note of the School Heads' perspectives about the results of the implemented SII, their responses and observations are presented in graphic form, as seen in Figure 15, to highlight the strong features the program had in SY. 2016-2019.

Figure 15

Perceptions of the Two School Heads on the Impact of SII in 3 School Years

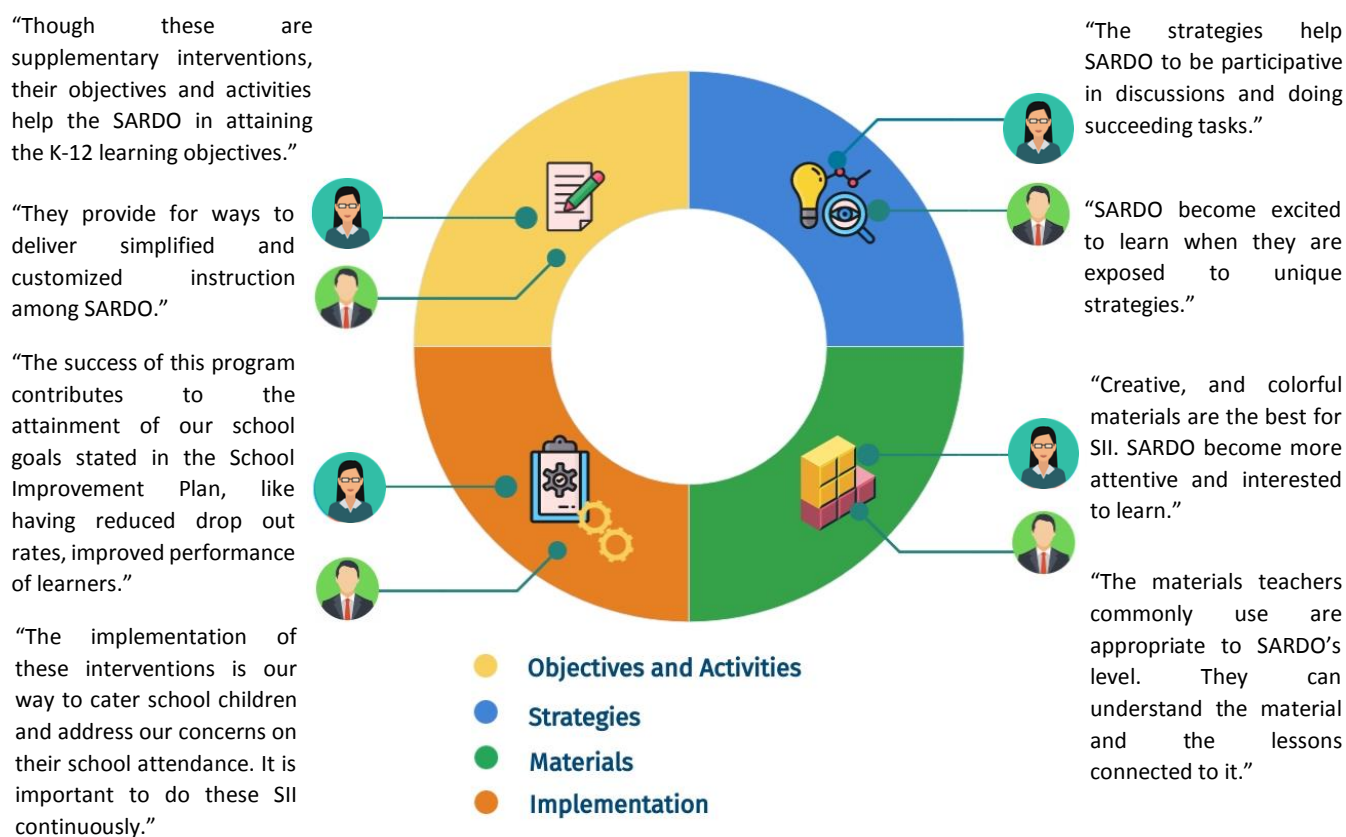


Figure 15 describes the perceptions of the two (2) School Heads who had led the school in a three-school year period. When asked about the strong points of the SII (in response to open-ended question number 1 in research instrument no. 2), they cited some of their observations.

The School Heads mentioned positive things about SII like the strategies that had enabled learners to be participative and engaged when there were new strategies or learning “gimmicks” introduced to them. They also stressed the importance of colorful, creative and appealing visual aids/ materials that motivated SARDO and other pupils to listen and take part in classroom activities.

In terms of the SII objectives and activities, they noted that attaining the goals of SII was likewise the realization of K-12 curriculum goals and objectives. Albeit SII were considered as supplementary learning experiences, the SII helped SARDO be offered with instruction and activities that suit their level, needs, and interests. Lastly, the results of implemented SII reflect the achievement of goals stated in the AIP/SIP as one of the school academic projects. According to them, with continued implementation of SII, the sustainability and continuous improvement of the school can be realized meaningfully.

Hence, the research made by Simeon (2018), Agustin (2012), and Williams and Kling (2019) were verified in this study as the CIP, SLK, learning agenda, and other classroom interventions brought positive effects in the learning of SARDO-respondents. The complementary activities of doing regular classroom interventions, aside from the employment of CIP and SLK, helped the SARDO in re-engaging them in classroom tasks. Teacher-respondents emphasized that as pupils were nearing the Grades Five and Six, SARDO had become more responsible for their studies, as compared to the previous years when they were habitually absent in class. They mentioned that the intermediate grade levels were the years for intensified utilization of all these SII combined altogether.

Report on the Evaluation of the SII

Evaluation has long been done and conducted by institutions to collect information about a program's aspects that leads to decision-making and policy-making. In this study, it is a procedure of making judgment that considered the components of a school program through *Dr. Ochoa's* ABCD Model of Evaluation.

The underlying principles in developing this study on the evaluation of a school program is centered on catering all learners, specifically the struggling and at-risk of dropping out. To address the issues on school disengagement, several approaches and ideologies have been explored.

The Theoretical Foundation of the Evaluation Study

In order for the school to take necessary actions, School Initiated Interventions (SII) under Drop Out Reduction Program (DORP) of the DepEd has been implemented in an identified public elementary school. Along with this initiative, the learning theory of constructivism coupled with Piaget's cognitive development theory are the guiding principles of the school to engage students at-risk of dropping out (SARDO) in learning experiences embedded in a context wherein the SARDO, and the teachers work together socially for improvement of learning. The constructivist idea, suggested by Hendy (2019), speaks of constructing knowledge through experiencing things and using of one's schema. Hence, the utilization of CIP, SLK, and other SII that incorporate varied learning activities through authentic and contextualized experiences for the program **implementation** are the intervention learning tools that the researcher tested to look for the extent of their effectiveness.

Additionally, Piaget's theory highlighting developmental change was integrated in crafting the program's **SII objectives and activities**. School children at concrete operational stage need to work on materials that provide concrete experience. Thus, development of such materials that respond to this need is considered a distinguished quality that **SII materials** should have.

Finally, the theory of motivation was also incorporated as quality of **SII strategies** that would attempt to engage learners in classroom works and to attend their classes regularly. The employment of diverse and interesting learning experiences is anchored on understanding what drives SARDO to go to school and participate effectively in classroom activities.

These learning theories were utilized in the evaluation of SII to verify these principles, if incorporated to the SII features, would brought positive impact to the learning experiences of SARDO.

The Conceptual Framework of the Evaluation Study

This study is patterned from the work of Dr. Ochave's ABCD Model of Evaluation that highlights four essential components including namely:

- (A) beneficiaries – the SARDO of the local school;
- (B) program and implementation – SII and activities;
- (C) effect – relationship of the program that highlights the participants' attendance and performance; and
- (D) social impact – effects of the program to the community

In the attempt to address the issues of disengagements and early leaving of school children, each component was described to determine to what extent these interventions are effective in the classroom setting. Intents and actualities of the SII were also defined to take note of the important actual observations that revealed the program's strong and weak points.

The crafted conceptual framework is based on the evaluation model of Dr. Ochave to examine each concept. Looking at the basic profile of SARDO (A), school initiated interventions(B), relationship of student attendance to performance (C), along with the program's social impact (D), the researcher determined to what extent these programs and innovations affect the level of achievement and performance of SARDO in school. In addition, the end goal of evaluating the school's SII's impact to the community is known after the gathered data were analyzed due to respondents' exposure to the utilization of SII that began several years ago. Thus, through utilization of the ABCD evaluation model of Dr. Ochave, the researcher gained knowledge regarding the described 4 components.

With all the gathered data that aim to address the posed research problems, the researcher can finally evaluate the results of the implemented SII in an identified public elementary school with the aims of reducing drop out rates, and increasing SARDO's performance.

Reporting of the results of this study would enable educators, administrators, policy-makers, learners and parents to be informed of the school, home, and community conditions as well as their corresponding roles they need to fulfill for the purpose of meeting the needs for accessible and inclusive education.

The Components of ABCD Model

The quantitative findings are based on the school's available records on SARDO's general average and attendance in three school years (SY. 2016-2019) and were supported/supplemented with qualitative evidences drawn from interviews, note-taking and use of survey-questionnaires. Triangulation of responses from the three groups of respondents was also made to make meaning from the gathered data. The insights were gathered from:

- interview with SARDO;
- interview with select teachers;
- interview with the School Heads; and
- observations of teachers and the School Heads on the performance of SARDO

Component A: Knowing the SARDO

Describing the SARDO as the beneficiaries of the program refers to component A of the ABCD Model by Dr. Ochave. Profiling them through interviews and use of survey questionnaire was made to elicit responses that talked about their family, individual, community, and school status. Purposive sampling was done among Grades 4, 5, and 6 to identify successfully the participants of this study according to the stated criteria in Sampling and Participants Section.

The examination for component A revealed that a sample population with equal number of 35 male respondents to 35 female respondents were the qualified and permitted participants of this study. Likewise, all of them were habitually absent pupils in the class committing 3-4 absences in a month. Aside from this characteristic, 54 or 77% of SARDO in the school were academically struggling pupils – having grades with line of 7.

Four (4) or 6% of 70 SARDO were pupils with failing grades; and the remaining 12 or 17% of SARDO-respondents were solely committing habitual absences in the three consecutive school years 2016-2019.

The largest number of participants were the Grade 4 pupils which implies that detecting SARDO in the school can begin in the early grades. Relating this to previous researches, David et al. (2018) mentioned that it is essential to develop the foundational or core skills like reading and arithmetic even in the early elementary years to ensure that basic skills are learned, and pupils are engaged in the learning process.

Other major findings in Component A were:

- 47 out of 70 or 67% of the SARDO had parents who were non-PTA members;
- Twenty (20/70) or 29% of the SARDO strongly disagreed on having internet accessibility which was needed in making school projects and assignments and communicating with SARDO and family members;
- Seventeen (17/70) or 24% of them also felt uncertain on having school supplies at home;
- 21/70 or 30% SARDO were unsure about their communities having programs like lugaw caravan; and
- 24/70 or 34% SARDO were uncertain of their communities' agenda on distributing school supplies for children.

The identified needs of SARDO were the hope to put up learning stations or corners inside the classroom; to have nurturing learning environment and conducive place to learn; and need to have sufficient pocket money and “baon” for their schooling.

Moreover, the found interests that they would like to have for them to become interested in going to school everyday, and in keeping up with class activities were (1) employment of varied learning activities; (2) engaging learning experiences through peer learning; and (3) desirable teacher personality and ability traits.

Noting the framework of Doll et al. (2013) on how schools can respond better and recreate ways to improve students' chances of completing and succeeding in school is a reference for educators to cater to the identified needs and interests of SARDO. Identifying SARDO's needs and interests is essential to be considered in designing school programs to reduce the risks of school disengagement.

Component B: Describing the Program and Implementation

Using the research instrument number 2 (Appendix N), the intents of the School Initiated Interventions (SII) were listed as intended characteristics of the SII features. Describing the program in terms of objectives and activities, strategies, materials, and implementation was accomplished through referring to its intents (goals) and citing the observed actualities (actual observations) of SII. The three groups of respondents – SARDO (main respondents), select teachers, and 2 School Heads were the individuals whose responses were taken to analyze the actualities. Through methodological triangulation of data, the actualities of the SII were described.

The most achieved actuality was the learning engagement that the SII brought among SARDO. The 3 groups of respondents felt that the strategies to engage the potential drop outs (utilization of CIP, SLK, and learning agenda in classrooms) were considered successful.

Other achieved actualities were the objectives and activities' capacity to cover development of SARDO's values and attitude. Furthermore, the strategies enabled SARDO to become engaged in classroom activities; they made the lessons and instruction less difficult; were suitable among SARDO; provided development of activities from simple to complex; and the strategies provided clear instruction.

The materials of SII heightened SARDO's interests, and provided localized learning tools to supplement the learning process. Besides, the implementation of SII provided for (1) contextualized learning opportunities, (2) integrated 4Cs (critical thinking, communication, collaborative and creative skills through activities provided in CIP–SLK–Learning Agenda), and (3) experiences that responded to the needs and interests in the classroom. All the 3 groups of respondents considered these SII qualities as agreeably implemented actualities of SII.

On the other hand, discrepancies between the standards (intents) and the actual outcomes (actualities) were described in this study to have a full evaluation of the program and its implementation. These are the areas where the respondents had different views of the actual results.

One of these was the need for SII objectives and activities be disseminated to all, most particularly among SARDO and their parents/family members. The objectives included in the School Improvement Plan (SIP) and/or Annual Implementation Plan (AIP) are likewise essential to be communicated to the learners, and among school internal/external stakeholders through conferences.

Teachers need to set specific, measurable, achievable, realistic and, time-bound (SMART) objectives to provide activities that are attainable and appropriate for the learning development of SARDO. Also, they need to seek the most effective ways to improve learners' performance like mastering the skills on reading with comprehension and problem solving applied in real-world contexts.

In terms of the utilized materials, it is desired that learning tools be available and accessible at all times to maximize children's experiences, that even outside of the intervention sessions, SARDO can explore and learn from these materials. Moreover, regular updating of resources and continuous creation of supplementary learning materials are deemed necessary for this area.

Finally, the data revealed that School Head needs to supervise the overall processes of the program to ensure that the goals of SII remain in consonance with the procedures.

All these found discrepancies need to be noted in order for the school to consider them in the next years of implementation.

Component C: Describing the Relationship between SARDO's Attendance and Performance

Looking at the SARDO's attendance and academic performance (general average) in school years 2016-2019, Pearson correlation was used by the researcher to measure the outcomes and the relationship of the two variables. The variables: academic performance expressed as general average and the number of absences made in a three-year period were correlated with one another. A high negative correlation (0 to - 1) indicates an inverse correlation between the presented variables.

The data revealed that correlation coefficients of -0.60 for SY. 2016-2017, and -0.60 for 2018-2019 significantly described that the two variables were highly correlated. While the $r=-0.49$ recorded for SY. 2017-2018 signifies a moderately small negative correlation between SARDO's academic performance and their number of absences.

Moreover, for the three consecutive years, the values indicate less than 36% of the variance. From this, it can be concluded that 36% of SARDO's academic achievement could be attributed to their presence in their classes.

Thus, the features and implementation of SII, which were aimed at improved student performance, could be the predictors for SARDO's attendance and academic performance. The implemented interventions like the use of CIP, SLK, and other routine drills and activities could influence SARDO's motivation to go to school (noting SARDO's experiences and observations of the program's actualities), although the intensification and systematic procedures of SII can be done to achieve the prime goals of the program.

The ideas of Agustin (2012), Santiago (2014), and Simeon (2018) which were the foundation of this study are found relevant and true in identifying the relationship of academic performance to the number of absences made in three consecutive school years. The interventions conducted are the school's approach to influence the engagement and attendance of learners, especially the struggling and potential drop outs of the school.

Component D: Noting the Social Impact of the SII

In SY. 2016-2017, the school had a dropout rate of 1.19% (19 pupils out of 1599); and in SY. 2017-2018, only 5 out of its 1237 (0.40%) pupils had dropped out. For the SY. 2018-2019, the school recorded a dropout rate of 0.29% from its population of 1358 pupils, of which 4 had dropped out.

During the first year of monitoring the implemented SII, a total of 19 pupils out of 1599, or 1.19% dropout rate was recorded. A significant reduction in the following year was made and only 5 cases out of 1237 or 0.40% were the dropout rate. However, in the same school year 2017-2018, the SII had moderate positive relationship on the academic performance of SARDO.

In SY. 2018-2019, only 4 dropout cases were recorded out of 1358 pupils garnering a rate of 0.29%. This school year had a reduced dropout rate from 0.40% and the implemented SII brought significant positive relationship both in academic performance and in attendance of these SARDO. Though the SII had brought desirable effects on student performance, its implementation including some SII facets need to be strengthened to maximize student potential.

Therefore, in the three-school year period of evaluating the SII, the program's impact on the dropout rate had shown positive outcomes due to reduced number of cases and improved academic performance of SARDO.

To further describe the effectiveness of SII through the utilization of CIP, SLK, and employment of other classroom interventions for dropout reduction, SARDO-respondents were asked about the things that made them happy on the implementation of SII. They claimed that they were more excited when they were introduced to varying activities that allowed them to participate

with co-learners, peers or someone who they could trust. It was noted also from this interview that they could learn the lessons better with learning “gimmicks” that motivated them in participating in the discussions.

It was also noted from the conducted interviews and observations that utilizing CIP in different subjects provided SARDO with ample opportunities to identify what needs to be prioritized and apply them independently for mastery of the skills. It opened avenues for collaboration and communication between and among their classmates, teachers and vice versa. These are believed to contribute to the development of pupils’ 21st century skills.

SLK also paved a way in learning the content independently through self-directed activities. SARDO-respondents mentioned that they were given chances to review the content, and understand the concepts through the use of modules, and SLK which were designed personally by their teachers based on the identified least mastered skills. SLK provided them to learn on their own, and at their own pace with spiraling progress for each task/activity.

Lastly, learning agenda and other classroom interventions employed like Project One Basic Fact a Day (OBFAD), A Paragraph a Week (APAW), A Word a Day (AWAD), A Problem a Day (APAD), and similar tasks enriched pupils’ thinking strategies. They supplemented SARDO’s learning experiences that called for memorization of facts and practice for basic skills such as reading, and numeracy.

Listed below are the notable positive points of the SII after its three-year implementation as viewed by the teachers. SII allowed the teachers to personally tutor and counsel SARDO. Some of them stated that SII had capacities to:

- develop SARDO’s collaborative skills as well as higher-order thinking skills;

- sustain learning interests through integration of fun, and creative ideas; and
- encourage SARDO to go to school

Others mentioned that the activities of SII also helped SARDO in the following aspects:

- attain better test scores;
- provide interventions that suit their levels and needs;
- become interested in learning the content owing to appealing learning materials;
- overcome learning deficiencies;
- experience enriched learning opportunities such as tutoring from the teacher/s, peer learning, collaborative and independent learning

In addition, the School Heads mentioned their observations on the positive things about SII. They stated that the strategies enabled learners to be participative and engaged when there were new strategies or learning “gimmicks” introduced to them. They also stressed the importance of appealing visual aids/ materials that motivated SARDO and other pupils to participate in classroom activities.

They also noted that attaining the goals of SII was similar to the realization of K-12 curriculum goals and objectives. Albeit SII were considered as supplementary learning experiences, the SII helped SARDO be offered with instruction and activities that suit their level, needs, and interests. Moreover, the results of implemented SII reflect the achievement of goals stated in the AIP/SIP as one of the school academic projects. According to them, with continued implementation of SII, the sustainability and continuous improvement of the school can be realized meaningfully.

Evaluating the Overall Outcomes of the Program

Having considered all the components of this evaluation model, the following **positive points** of SII are taken based on the quantitative and qualitative data obtained from surveys, interviews, observations and available pertinent records.

- The strategies of SII brought learning engagement among SARDO through integration of fun, and creative ideas.
- The interventions made the lessons and instruction less difficult.
- The strategies were suitable among SARDO – activities were developed from simple to complex and the strategies provided clear instruction based on their level.
- SII objectives and activities integrated values formation.
- The materials were localized and were based on learners’ familiarity.
- The implementation of SII provided contextualized learning opportunities among SARDO.
- The SII integrated 4Cs (critical thinking, communication, collaborative and creative skills) through activities provided in CIP–SLK–Learning Agenda.
- It was revealed that SARDO became more excited and motivated when they are introduced to the interventions’ varied activities as well as learning “gimmicks” that allowed them to participate with peers, other learners, or someone who they could trust.

On top of these achieved qualities of SII, the program’s impact on the dropout rate had shown positive outcomes due to reduced number of cases and improved academic performance of

SARDO. This could be attributed to the interventions' capacity to encourage SARDO to attend classes as described by SARDO, teachers, and the School Heads.

On the contrary, the **areas that needed further intensification** or reinforcement were described based on the outcomes of the methodological triangulation of responses and observations by the respondents.

- Meetings and conferences with SARDO's parents, and stakeholders of the school are vital procedures to disseminate SII objectives reflected in the School Improvement Plan, and subsequent activities that respond to the goals of the program. Also, encouragement for parents to attend and take part in such conferences is necessary to strengthen this area.
- With the implementation of SII, it is also important to consider the other end goal of the program – improvement of SARDO's academic performance. Teachers need to seek the most effective and attainable ways of improving SARDO's performance to help them master the needed skills required for their grade level. Complementary to this, crafting of SMART objectives need to be considered in the planning phase to provide for appropriate activities that positively contribute to SARDO's learning development.
- Materials are desired to be available and accessible at all times to allow exploratory activities among SARDO. Regular updating of resources and continuous crafting of supplementary learning materials is another area that need to be intensified.
- The School Head's role in monitoring the overall procedures is wanted by the SARDO, and select teachers. Doing so would contribute to effective teaching and learning (Ndungu et al., 2015).

Overall, the implemented SII (through the utilization of CIP, SLK, and other classroom routine drills and activities) showed significant relationship between SARDO's attendance and performance, and consequently had brought desirable results in reducing the school's drop out rate, and achieving improved participation from SARDO. The theories on motivation, constructivism and cognitive development served as guiding principles in the conduct of these interventions. Referring to the learning theories enabled the implementers to incorporate the suggested activities. Although some of the features of SII and the procedures can still be strengthened to achieve the ultimate goals of the program.

From all these gathered data and findings, it can be declared that SII had positive contribution in SARDO's attendance and engagement in school. The most notable or successful feature of the SII referred to the strategies that enabled SARDO to be motivated in attending classes and engaged in doing classroom activities. Therefore, the evaluation of SII in an identified public elementary school is found to be successful in engaging learners. The institution had implemented the program agreeably with the intention of catering and keeping children in school, and improving their academic performance. The results of this evaluation proved that these interventions be implemented in the next school years but with much thorough approach to ensure better academic performance and attendance to unmark these school children as SARDO of the school.

The impact of SII was described using Dr. Ochave's ABCD Model of Evaluation, specifying components relative to student status, the program itself, the effect to learners' performance, and applicability in the context of one's community. Figure 16 is a representation of the gathered findings and gist of answers for each research problem.

Figure 16

Evaluation of the SII Highlighting the Program's Effectiveness

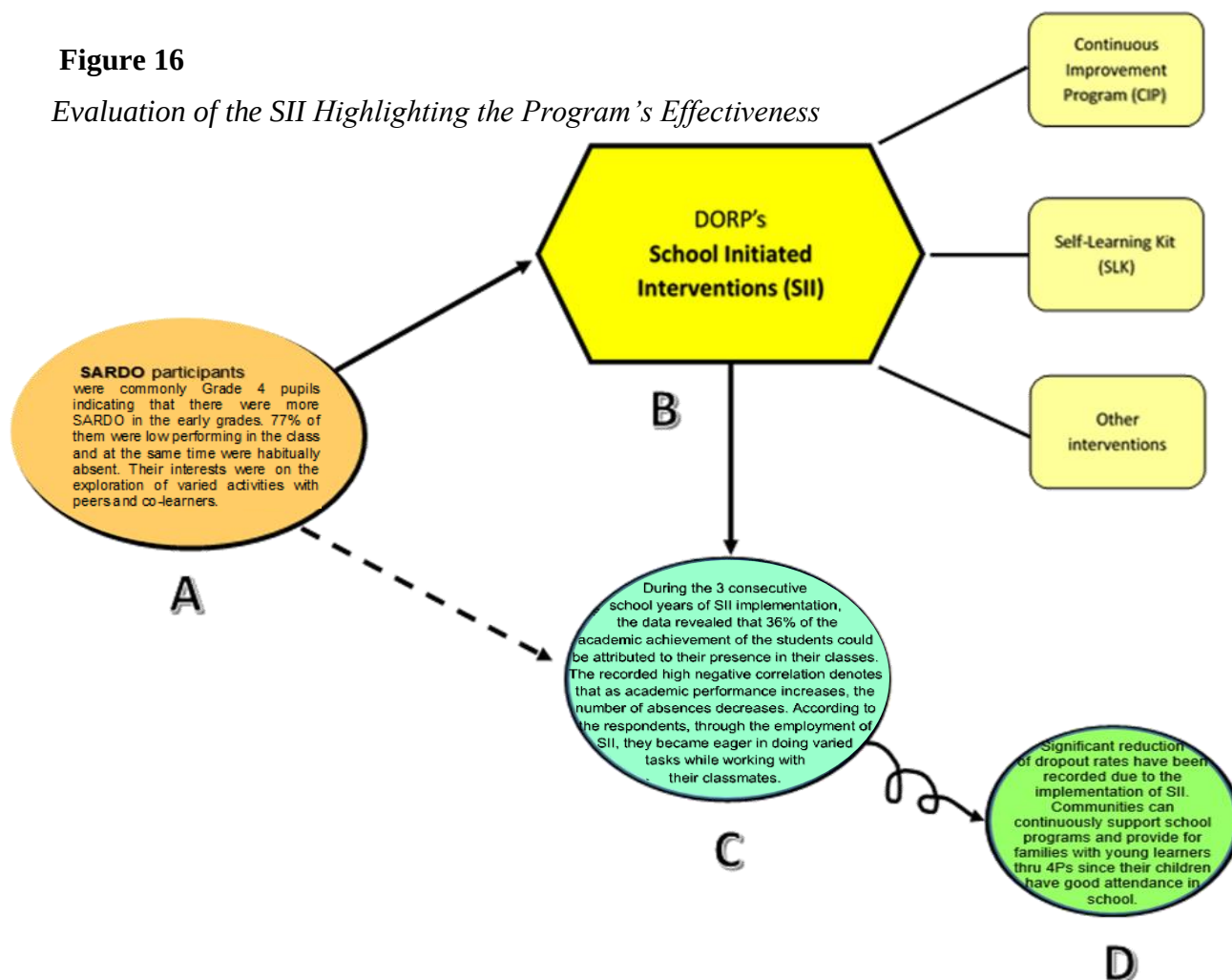


Figure 16 summarizes the gathered necessary information to answer the research problems presented in the previous chapters. The data were arranged based on *Dr. Ochave's* ABCD Model of Evaluation to highlight four (4) essential components related to the school's DORP. The D-component serves as the key to open opportunities for strengthened participation of the community and stakeholders as partners of the school.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the key points in the study as a result of understanding each component of Dr. Ochave's ABCD Evaluation Model. The following sub-sections are provided to emphasize big ideas and essential findings in the evaluation of SII in an identified public elementary school.

Summary of the Study

This study focuses on the evaluation of School Initiated Interventions (SII) of a public elementary school to describe important elements of the program and identify how SII address: (1) the status of SARDO in school; (2) employment of strategies to engage successfully and cater to the need of at-risk learners; (3) SARDO's learning experiences and outcomes; and (4) effect in the social context.

The study is founded on how schools can act better regarding issues on student dropout while considering their needs and interests that may give hint on SARDO's chances to succeed in school if acted upon, or would push for early school leaving when interests are not met. Strategies for engaging students, employment of Dropout Reduction Program (DORP) and its common form – SII, are described in this study.

In the said learning institution, school initiated interventions like Continuous Improvement Program (CIP), the use of Self-Learning Kit (SLK), and employment of learning agenda were implemented to keep learners in school and engage them better in learning instruction. To evaluate the effectiveness of SII, the ABCD model of Dr. Ochave was utilized to describe the program's most valuable part. Its intents and actualities further explain the results of the SII procedures while looking at the program's impact in SARDO's learning outcomes in the school years 2016-2019. Although reduction of dropout rate can be seen from this three-year period, it is important to identify the school's best practices to be retained or strengthened.

The subjects were selected purposively to answer the five-point Likert scale survey questionnaires. Descriptive statistics were used to analyze the responses of participants about the features and implementation of SII. Methodological triangulation was presented also to differentiate and triangulate the perspectives of 70 SARDO-participants, 14 select teachers, and two (2) School Heads. All the research problems were addressed through ABCD Model Evaluation.

Both the qualitative and quantitative data revealed that SII brought positive effects in the academic performance and attendance of SARDO in the school years 2016-2019. According to their teachers, the number of SARDO in the school was diminishing as compared to the population of SARDO in the previous years. There were a great number of SARDO who had expressed their utmost eagerness to attend school when learning centers or stations were put-up in their rooms; while some of them stressed their need for healthy, child-friendly environment with less juvenile delinquent act; and others mentioned the need for personal things like "*baon*" (allowance) and school supplies to be motivated to go to school.

Although CIP, SLK, learning agenda, and other classroom interventions offered various kinds of learning, the findings showed that SII implementation of the school needed to be strengthened to achieve the target outcomes of SII even at an early grade where early signs of classroom disengagement could be seen. In this manner, schools can handle better the prevention and intervention strategies for early school leaving, thereby successfully increasing SARDO's academic performance.

Therefore, complementary procedures need to be executed to ensure that the target goals of reducing the number of absences of SARDO and increasing their learning outcomes are attained. Nouwen et al. (2016), suggested that early warning systems through the action of school staff and education policy makers can be one of the keys in preventing school-leaving. Often, some early signals of emotional distress could be detected by teachers during one-on-one conferences with the SARDO. From this procedure, counselling, mentoring and coaching could follow as well. In addition, continuous assessment and feedback are procedures that greatly help the SARDO in becoming engaged with classroom tasks, and would benefit the teachers in keeping control of SARDO's learning (Nouwen et al., 2016).

Reflecting on these ideologies relating to the scenario of the school's work on dropout reduction, the study deemed it important that diagnosis and identification be made before the utilization of CIP, SLK, learning agenda, and other classroom interventions. SII are best coupled with tried and tested approaches that are known to reduce the chances of SARDO in early school leaving. Moreover, the SII procedures need not be limited to the accomplishment of CIP, SLK, and learning agenda, but also cover intensified implementation of SII, continuous coaching, monitoring, assessment and feedback to achieve the best results. The school itself seemed to lack rigidity of implementation; thus, moderate effectiveness of SII was found especially in 2017-2018.

The ABCD Model of Evaluation by *Dr. Jesus A. Ochave* guided the examination of SII implementation in an identified public elementary school. The results of this study were geared towards the betterment of SII implementation in public schools in the District of Pandi or in the Division of Bulacan to address successfully the issues on dropping out and growing number of cases for pupil learning disengagement.

Summary of Results

This provides a summary of the findings to describe an organized compendium of data in addressing four (4) research problems that represented the components of the SII evaluation using Dr. Ochave's ABCD model.

Research Problem 1. Describe the status of students-at-risk of dropping out (SARDO) including their needs and interests in an identified public elementary school.

Habitually Absent Pupils Need Motivation and Engagement

The gathered evidences pointed out that all of these SARDO-respondents had a common denominator of being habitually absent from their classes. Most of the SARDO were low-performing pupils in their respective classes; a very few of them were pupils with failing grades; while some of them had the sole characteristic of being habitually-absent making them the school's potential drop out. It was revealed also that there were more identified SARDO in the beginning grades (compared to those in the intermediate grades). Their basic needs speak of (1) learning

facilities/stations that suit their level and interests; (2) school ambiance that promotes nurturing and accepting relationship from the community of teachers, parents and learners; and (3) other personal needs that can be supported further through the action of municipality and their respective barangays. Responding to these conditions, it is essential for the school to integrate in the interventions all possible actions that would address SARDO's needs to resolve issues related to poor academic performance and habitual absenteeism.

In terms of SARDO's interests, aside from the varied learning tasks, peer learning was one of the most notable SII features that some respondents were excited about. SARDO became more interested in learning the material and accomplishing the tasks when opportunities to learn by partner, peers or groupmates were designed by the teacher. Albert (2016) mentioned that engaging strategies are central in keeping SARDO in school to prevent cases of dropout. These strategies help to address the identified causes of dropout, attributed to lack of personal interest, children's illness or disability, and the need for family to afford the cost of sending their children to school.

In addition, majority of the teacher-respondents believed that CIP, SLK and the learning agenda they had in classrooms brought the kind of experience wherein pupils felt the support from their peers, and teachers. This academic support through peer learning, as mentioned by Robertson (2016) and Holen et al. (2017), along with tutoring and mentoring are areas wherein both the school and family can greatly come into play. Engaging the SARDO – through the action of teachers, parents and the school community members, becomes the key in improving their learning experiences.

Research Problem 2. Determine the intents and actualities of the School Initiated Interventions in this identified public elementary school in one's instruction in improving learning outcomes.

Through the conducted methodological triangulation, the intents and actualities of the implemented SII were described in the study. In most parts, teacher-participants and the School Heads commonly agreed in these intents as actualities of the program. Discrepancies were seen in parts where the SARDO-respondents held a different view on the accomplishment of a particular intent.

The most achieved intent as actualities of the SII was that the strategies employed were engaging to the SARDO. All of the three groups of respondents agreed that the SII strategies were enjoyable and motivating. They kept the SARDO interested in learning the content, and it led to improved outcomes in their formative tests. Thus, this was considered as the most achieved intent of all.

According to the three groups of respondents, the following intents were achieved agreeably as actualities. The SII:

- encompassed behavioral development;
- made lessons less difficult;
- were appropriate for struggling learners;
- were employed from simple to complex;
- used a clear medium of instruction;
- used localized materials;
- heightened SARDO's interests;

- were geared toward the needs of SARDO;
- were anchored on the development of 21st century skills like the 4Cs; and
- were in accordance with AIP/SIP.

Nevertheless, these intents can be improved further to become the most achieved actualities of the program in the next years of implementation.

Aside from the description of intents in relation to the observed actualities of the SII implementation, there were perceived discrepancies of the program, which the school could address to strengthen the delivery of SII activities. These focused on the following:

- ***clear and understandable SII objectives communicated to SARDO and community members***

In order to address this discrepancy, the objectives of the SII should be delivered and disseminated to SARDO, parents, concerned individuals, and other community members for proper orientation or introduction. Moreover, parent participation and involvement are needed for this to work effectively.

Johansson (2019) emphasized that in making schools functional, it is imperative to have regular and constant communication with parents and community members to ensure that they understand the school programs and can therefore provide appropriate support systems like combined academic and personal counselling initiative for at-risk learners.

- ***strategic way to deliver instruction: craft and make contact***

SARDO believed that teachers and the School Head can do more in addressing learning difficulties through (1) crafting of more appropriate learning tools, and carefully-designed learning interventions, (2) more tailored instruction and strategy to improve performance and (3) more

contact time with SARDO to guide their learning from time to time. Hence, the need for schools to follow the organized steps suggested by Pipkin (2015) and Asegurado (2006) in proposing for an intervention or SII of being well-planned, carefully-designed, monitored and communicated programs is the key in improving the capacities of target learners in a specific setting.

- ***materials for hands-on activities in learning stations***

To realign this discrepancy, it is also crucial to utilize well-designed learning materials that respond to SARDO's interests and needs. Based on the conducted interviews and short open-ended questions, SARDO wanted to have materials and learning resources that are put together in learning stations where they can explore and learn together with their peers or groupmates under a teacher's guidance. This concept follows the work of Smink (n.d.) to provide additional opportunities for SARDO to work with their peers and groupmates to make them engaged in classroom tasks and activities.

- ***taking the role and initiative***

Discrepancies existed on the implementation procedure when SARDO felt only an agreeable level for the execution of activities. Rigid and hands-on implementation is needed to achieve continuously better academic performance of SARDO. The success of SII as well as other similar programs depend on how members have collaborated and performed duties together to achieve common goals (Santiago, 2014).

Research Problem 3. Describe the relationship between the SARDO's attendance and student performance in three school years during the implementation of the School Initiated Interventions.

The following notes were based on the collected data, conducted surveys and interviews among the SARDO, teacher-respondents, and the School Heads in an identified public elementary school.

Efforts to Improve Quality and Performance

To evaluate further the change in academic performance of SARDO as results of the implemented SII for three consecutive school years 2016-2019, Pearson correlation was used to measure the outcomes and the relationship of the two variables. The variables: academic performance expressed as general average and the number of absences made in a three-year period were correlated with one another. A high negative correlation (0 to - 1) tells that the two variables are in an inverse relationship. Correlation coefficients of -0.60 for SY. 2016-2017, and -0.60 for 2018-2019 significantly described that the two variables were highly correlated. While the $r=-0.49$ recorded for SY. 2017-2018 signifies a moderately small negative correlation between SARDO's academic performance and their number of absences.

As a result, the coefficient of determination (R^2) for school years 2016-2017, 2017-2018, and 2018-2019 were 0.36, 0.24, and 0.36 respectively. From these descriptive statistics, for three consecutive years of SII implementation, it can be concluded that less than 36% of the academic achievement of the students could be attributed to their presence in their classes. This further suggests that SARDO's better school attendance would denote more positive significant relationship with their academic performance.

With these data, it is crucial to continuously promote strengthened implementation of SII in the school to engage effectively the SARDO in the learning-process. In this way, the school can attain better reduction of SARDO's absences and improvement of their academic performance. This is also in consonance with the observations of teacher-respondents when asked about the parts of SII that needed improvement. Some of them commented that the school lacked rigid application of some SII plans and activities due to constraints in time and work load. Others mentioned that participation of parents and stakeholders needed to be further established to guarantee more desirable academic results; and a few noted that the crafting of SII activities required continuity and responsiveness to varying conditions.

Although the qualitative data reveal good quality of learning opportunities for SARDO, these findings also show that school-initiated interventions had aspects that need to be supported and intensified by the school faculty members and community members (parents, families, stakeholders) to attain the ultimate goals of DORP (e.g. zero dropout case, complete attendance in school, SARDO with no failing grades, improved academic performance and participation).

Research Problem 4. Describe the impact of School Initiated Interventions (SII) on the school's dropout rate in three school years in an identified public elementary school.

Subtraction by Addition: Reduced Dropout Rates through Increased Learning Experience

The significant decrease in dropout rates signifies that SII made positive effects in keeping children and preventing SARDO from dropping out, commonly beginning in the elementary grades.

Therefore, the use of CIP to improve learners' performance and basic skills as described by Simeon (2018), and development of SLK to help them in better comprehension of subject matter (Agustin, 2012) served as the foundations of this study in improving learning outcomes and reduce dropout rates in an identified public elementary school. SARDO who have been the recipient of the SII had less number of absences through the years, and gradually improved their academic performance, as reflected in their grades.

The concept of Harris and Goodall (2008) as supported by Axford et al. (2019) on collaborative learning and reinforcement activities (in the form of learning routine drills) also worked as a framework in implementing interventions. All of these strategies, when employed in combination, revealed that they can bring desirable, positive effects in the individual learner, and in the school community as well.

Evaluation of the Overall Effectiveness of SII

Having considered all these findings: the quantitative data on determining positive relationship of SARDO's attendance to academic performance, and qualitative data on the observed actualities of the program, it can be stated that SII had positive contribution in SARDO's attendance and engagement in school. The interventions' most remarkable feature referred to the strategies that motivated SARDO to attend their classes and participate in classroom activities.

It was also revealed that the school had implemented the program agreeably with the intention of catering and keeping children in school, and improving their academic performance. Although some of the features of SII and the procedures can still be strengthened to achieve the ultimate goals of the program.

Thus, the results of this evaluation suggest that SII be continuously implemented in the next school years for the interventions had brought reduced school drop out rates and improved learning engagement from SARDO. The interventions were considered successful, however a few areas can still be intensified to address found issues on SARDO's academic achievement.

Limitations of the Study

The findings of this research effort related to evaluation of interventions to address student dropouts have some limitations.

Throughout the conduct of this study, there were some restraints in the program evaluation. One of these was the need to choose carefully the participants for sampling. Only those who satisfied the criteria provided were given the orientation and parent consent forms. Although there was a good number of SARDO-respondents (n=70), their responses were only dependent on how they understood the questions/ situations. Questions were rephrased and elaborated due to their young age and limited knowledge. Some of them only remembered briefly the things they had in previous grades, thus affecting their judgment on specific concerns in SII implementation.

Lastly, thorough investigation among community members was not covered in this research effort. The conducted methodological triangulation regarding the participants' perspectives were exclusive among the select SARDO, teachers, and two School Heads covering the period 2016-2019. Parents and LGU members were not interviewed personally due to their strict schedules at home or in the community, which could disrupt the data collection process.

Instead, representations by the select teacher-respondents and the School Heads were made for them to provide anecdotal evidences on how school programs like SII benefit the community and its members. Such evidences were teachers' gathered insights at the time they did home visitations, PTA meetings, and parent conferences. Therefore, teachers' responses on this part were also the reflection of parents' viewpoint about the program's social impact.

The limitations presented on maturity of SARDO-respondents, and views of individual parents and community members, if incorporated in this study thoroughly, would have shown better representation of data, which consequently would result to better research. Although these were not given emphasis during data gathering, the researcher assured that all the components for ABCD model of evaluation were delineated as end-product of this study. These limitations, however, could be improved in future research to achieve new perspectives and related discussions.

Conclusion

This study is anchored on the goals of the Department of Education and the district to reduce dropout rate and increase the academic performance of SARDO in public elementary schools. SII, as a form of DORP, is utilized by a public elementary school to mediate the learning gaps and barriers to the successful learning of SARDO. It is through Dr. Ochave's ABCD evaluation model in which the most weighted value of the SII was assessed and the features that need further improvement were noted.

Based on the findings of this study, the following conclusions were drawn:

Physiological factors, like food and drink, and children's personal needs (*baon*, school supplies) were the primary needs and necessities of an individual learner; however, the school cannot do so much about a pupil's personal or family life. Instead, it can best function in the area of curriculum and instruction. From this area, the school through the action of teachers and School Head can mediate issues regarding participation and dropout rate. SII can be the tool to address such issues; and with this evaluation, the school and the community would be informed of the status of school children, the strengths and weaknesses of the program, and concerns to prioritize for future plans.

School initiated interventions (SII) bring positive impact in the learning outcomes of SARDO. Through the implemented CIP, SLK, and other classroom Learning Agenda, SARDO revealed that they had improved academic performance and shown gradual reduced absences in the period of three school years (2016-2019). While these are the interventions prepared by the school, preventions can be made as early as possible, especially when early warning signs are detected among SARDO. From this evaluation, school leaving, in the context of the educative process, is the culmination of having repeated low scores, lack of cooperation from students and/or family members, and failure to deliver engaging discussion to learners. These are the areas curriculum experts and implementers need to investigate carefully.

Communication, monitoring, and reporting are important parts of SII implementation. Regular communication, hands-on implementation, continuous monitoring, and reporting of related processes are expected from the school leaders to spearhead activities, the teachers to facilitate tasks and procedures, parents to support and train their children at home, and community

members for support and partnership. These are the key processes to achieve the most desired outcomes of the SII.

Dr. Ochave's ABCD Model of Evaluation revealed that most parts of the SII were implemented agreeably. From all the four (4) components, the intents and actualities were described to examine the immediate needs of the school in terms of dropout reduction and enhancing learners' abilities. The groups of respondents believed that the SII brought positive effects of reduced absences and engagement of SARDO. In addition, the results of this evaluation encompass not only school directions but also the future actions of the community toward better governance and provision for essential family needs.

The results of this research endeavor cover aspects on (1) better and proactive measures in engaging and keeping pupils in school; (2) incorporation of latest trends in education to sustain pupils' learning interest; (3) rigid and systematic program implementation for close monitoring; and (4) participation of all school community members, especially the parents, to aid in the conduct of successful interventions.

Recommendations

This section sums up all the observed and gathered evidences for a more successful implementation of SII in the elementary grades. The important details that have been discussed in the preceding chapter and sections served as bases for recommendations to other researchers for further research regarding dropout-related concerns and pupil engagement—challenges that call for strategic, appropriate actions among educators. The first sub-section presents suggestions for effective SII implementation, followed by another sub-section on recommendations for further research.

Recommendations for SII Implementation

In the light of previous discussion, the researcher recommends implementation of these measures to resolve problems commonly met during the delivery of activities for SII.

Recommendations for Teachers

1. Teachers need to identify the needs, status, and interests of each individual pupil. From this procedure, SARDO can be identified in the class, thus enabling the adviser or grade teachers to prepare and create appropriate intervention for them, including scheduling of SII activities for SARDO, one-on-one tutoring and counseling, and communication (providing of feedback to SARDO and their parents).
2. Regular and continuous conduct of SII should be done carefully to implement activities, monitor, and assess changes in SARDO's academic performance. Aside from the scheduled SII per grade level, it is also crucial to group, provide additional but appropriate activities to them while they are in their respective classrooms. In this way, the teacher can have more contact time with struggling pupils who need the most attention for better learning comprehension.
3. Based on the conducted interviews among the main respondents, SARDO's parents were not PTA members and oftentimes did not attend parent conferences. Therefore, schools need to strengthen its partnership with parents and community members to

maximize opportunities for successful program implementation. Through strengthened community relation, parents can be informed thoroughly about their children's progress in school; hence, they can do follow-up and provide encouragement particularly among SARDO.

4. A few of the select SARDO mentioned a concern on snacks “*baon*” and school supplies as they go to school. Teachers can utilize these school needs as reward scheme for SARDO who would finish learning tasks successfully.

Recommendations for Parents

1. Parents need to reach out to their child's teachers to be informed about the status, progress and identified needs of their child. Attending Parent-Teacher conferences, meeting with the School Principal/ Guidance Counselor, calling the adviser through mobile phones or sending them with chat messages are ways to be informed. Since the implementation of SII can be best supplemented with follow-up and reinforcement of activities at home, the help of SARDO's parents/guardian, older siblings and peers is considered essential for their school engagement.
2. Parents can do so much on a learner's psychological development. Encouragement, motivation and interest are factors that will help SARDO succeed in school. Asking them about how their whole day went, providing support homework expectations and recreational activities with the family were some of the highlighted family-related variables that SARDO hopes to have.

Recommendations for the School Head

1. The findings also revealed that SARDO did not have internet connection at home and had limited capacity only to access supplementary learning resources. Thus, schools should make effort in providing additional learning materials that can be used at home for learning, such as printed modules, compilation of activity sheets, and the like.
2. It was found out that a few of these SARDO expressed the need for satisfaction of physiological needs. Giving of healthy, nutritious meals like hot dish, sandwich and juice as refreshments will surely motivate them before they do SII-related activities. Not only will these boost their interest in participating in classroom activities, but also will help them improve their health and nutritional status. Thus, listing the SARDO as one of the School-Based Feeding Program (SBFP) beneficiaries would greatly aid on their identified physiological needs. Engaging the external stakeholders towards this health initiative is an alternative plan should the SBFP complete its 120 day-cycle.
3. The School Head should assign enthusiastic teachers in the early grades or primary grade levels. This would allow for embodiment of the essential characteristics an effective teacher needs to have to successfully implement the interventions. Teacher's personality and ability traits should also match learners' curiosity, and excitement for learning. At this stage, intrinsic motivation among SARDO and other learners can be instilled – learners desire to learn for mastery, challenge, curiosity, and enjoyment.

Recommendations for the Stakeholders and Donors

1. The community, on the other hand, can offer services to support children's learning and help in the realization of school plans. Among these plans may include a reward system of having school supplies (e.g, a pad paper, ball pen, drawing pad, coloring pens, pencil case) once SARDO completes a month without absences. This is to ensure that even the non-4Ps (*Pantawid Pamilyang Pilipino Program*) members, whom are also SARDO of the community, can still receive these incentives for achieving a perfect school attendance.
2. Moreover, LGUs, stakeholders, and community members can provide assistance when it comes to resources needed for reproduction of modules, SLK, and activity sheets for SARDO for enrichment activities at home.

Recommendations for Future Research

The key points recommended for future research with the same nature of study include the following.

By looking at SARDO's general average and number of absences, this study evaluated the impact of SII for a period of three consecutive school years to identify the program's effects to SARDO's academic performance and attendance in school. Instead of this study's coverage of three school years, one school year can be considered as duration of a new study to allow evaluation of the effects of intervention to target learners. However, this would call for a different methodology

to assess the outcomes over four quarterly periods in one school year. Pre-test and post-test results can be calculated for each quarter to assess the changes SARDO might have over time.

Moreover, as regards data gathering procedure, the researcher recommends to do interviews among parents, community members, and LGU. It is essential to incorporate their answers for the assessment of long-term effects of SII to examine the program's impact in the social setting.

It is recommended also to do hands-on, rigid implementation and close monitoring of SII activities. Thus, future researcher is recommended to be highly significant part of the SII committee to document tasks and procedures related to the evaluation of SII. Insights from such involvement are valuable input in the conduct of evaluation in related studies like this.

This study also revealed that members of the same family tend to leave the school due to family-related factors like unemployment, poverty, and parents' school history. A related study may be conducted to have a profound insight into the families' pattern on how community affects in the disengagement of learners and what works for the community to encourage learners.

Although this research may not be applicable fully with the new normal set-up in the current education system, because face-to-face classes are prohibited due to COVID-19 pandemic, this SII evaluation in an identified elementary school can be the gateway to offer a more blended learning approach in public elementary schools in the near future. Hence, monitoring the performance of these select SARDO in the New Normal is recommended as this can respond also to the aims of keeping learners in school, catering to their needs, and helping them in vicarious ways so that they can be more comfortable in learning.

Lastly, a similar study on dropout reduction program (DORP) that introduces technology-based interventions can be made to evaluate their effectiveness in reducing dropout rates and maximizing student potential, especially at these times when technology is used for wider access to education. Curriculum implementers can delve into this idea and verify what parts of the technology-based strategies have the most impact to student learning.

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Appendix A



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 1, 2019

Mr. MARCELINO B. SURIO
Principal III
Bunsuran Elementary School
Bunsuran I, Pandi, Bulacan

Dear Sir:

Warm Greetings!

I am KATHERINE O. ARAQUIN, a MAEd student of Philippine Normal University with Specialization in Curriculum and Instruction. The PNU College of Graduate Studies and Teacher Education Research panel has already approved my research title "The Effectiveness of Drop Out Reduction Program in Increasing Students' Learning Outcomes in Bunsuran Elementary School SY. 2019-2020".

In this light, may I seek your permission to validate the research instrument that I have crafted to do initial interview and diagnose inadequacies among Drop Out Reduction Program (DORP) implementation and strategies.

I would truly appreciate your assistance in my effort to gather essential data needed in the fulfillment and accomplishment of this thesis. Through this endeavor, the information that will be gathered would (1) provide teachers, guidance counselors, and administrators with effective strategies and relevant instructional materials for successful delivery of instruction and (2) significantly reduce the school's drop out rate.

I am hoping for your appreciation and consideration for this matter.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Katherine O. Araquin".

KATHERINE O. ARAQUIN
MAEd in Curriculum and Instruction

Appendix B



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 8, 2019

Mr. MARCELINO B. SURIO
Principal III
Bunsuran Elementary School
Bunsuran I, Pandi, Bulacan

Dear Sir:

The undersigned is currently conducting a research entitled "The Effectiveness of Drop Out Reduction Program in Increasing Students' Learning Outcomes in Bunsuran Elementary School SY. 2019-2020". May I request a few minutes of your valuable time to validate the attached instrument which is translated in Filipino.

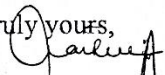
Your expert opinion greatly matters in the improvement of my survey questionnaire.

Listed are the research problems that the study seek to answer.

- 1) What is the current status of students-at-risk of dropping out (SARDO) in Bunsuran Elementary School in terms of:
 - a. needs and interests
 - b. academic performance
- 2) What are the challenges encountered by the school in implementing DORP through School Initiated Interventions (SIIs) among its learners?
- 3) What are the implications of the implementation of SIIs among the pupils in terms of their academic performance and learning outcomes?
- 4) How do these SIIs contribute to social welfare and community betterment?

Thank you for your kind cooperation.

Very truly yours,


KATHERINE O. ARAQUIN
Researcher

Appendix C

Draft Research Instrument (Filipino)

Questions	5 Lubos na sumasang -ayon	4 Sumasang -ayon	3 Hindi tiyak	2 Di sumasang -ayon	1 Lubos na di sumasang- ayon	To be retained	To be removed	Remarks
1. Sa aming tahanan, may mga gamit ako para sa aking pag-aaral.								
2. Maayos ang aking kalusugan.								
3. Sabik akong matuto ng iba pang kasanayan at kaalaman.								
4. May mga pagkakataon ako upang maglibang at magpahinga.								
5. Mayroon kaming internet connection sa aming tahanan.								
6. Kami ay mayroong masarap at masustansyang pagkain.								
7. Bukas ang aking kaisipan na matuto ng bagong gawain o hobby.								
TOTAL (Individual- Related Factors)								
8. Ako ay may magulang o tagapangalaga na sumusuporta sa aking pag-aaral.								
9. Kasama ko ang aking mga magulang sa aming bahay.								
10. Ang aking nanay / tatay o tagapangalaga ay may 2 trabahong pinapasukan.								
11. Gusto ng aking mga magulang na ako ay makapag-aral ng high school at kolehiyo.								

12. Pumupunta sa programang pampaaralan ang aking mga magulang o tagapangalaga. .								
13. Ang aking magulang o tagapangalaga ay isang PTA Officer ng paaralan.								
14. Tinutulungan ako ng aking magulang sa mga takdang aralin at proyekto.								
15. May oras kami ng aking pamilya na makapaglibang at makamapasyal.								
16. Tinatanong ako ng aking mga magulang tungkol sa mga bagay na naganap sa eskwelahan.								
17. Tinitiyak ng aking mga magulang na ako ay ligtas na naihahatid at nasusundo sa paaralan.								
18. Nakikipag-usap ang aking mga magulang sa aking guro upang malaman ang aking kalagayan sa paaralan.								
TOTAL (Family- Related Factors)								
19. Sinusubaybayan ako ng aking guro sa paaralan.								
20. Nasasabik akong matuto sa mga turo ng aking guro.								
21. Pinagbubutihan ko ang aking pag-aaral para sa magandang marka.								
22. Ginagawa ng aking guro na kasiya-siya ang mga aralin at gawain sa paaralan.								
23. Hinihikayat ng aking guro na ako ay sumali sa mga gawaing pampaaralan at paligsahan.								
24. Nalalaman ko mula sa aking guro ang resulta ng mga activities na ginawa sa aming silid-aralan.								
25. Pinaunlad ng aking guro ang mga kasanayan at talento ko.								

26. Tumutulong ang aking guro na maintindihan ko ang mga mahihirap na aralin.								
27. Pinaparamdam ng aking mga guro na sila ang aming pangalawang magulang.								
28. Ginagawa ng aking guro na ang aming silid-aralan ay lugar para mapaunlad ang aming kakayahan at malaman ang mga mabuting asal.								
TOTAL (School – Related Factors)								
29. Ang aking komunidad ay tumutulong na mapaunlad ang aking kakayahan.								
30. Ang aking komunidad ay tumutulong na mapanatili ang aming maayos na kalusugan.								
31. Pinatutupad ng aking komunidad ang maayos na regulasyon para sa mga mamamayan at batang kagaya ko.								
32. Ang aking komunidad ay may mga programang pangkalusugan gaya ng lugaw caravan at iba pang feeding program.								
33. Nilalayon ng aking komunidad na mapabuti ang aming seguridad.								
34. Nabibigyan kami ng aming komunidad ng pagkilala para sa mabuting gawain at regular na pagpasok sa paaralan.								
35. Ang aking komunidad ay nagbibigay ng mga resources o kagamitan bilang suporta sa aking pag-aaral.								

TOTAL (Community – Related Factors)								
---	--	--	--	--	--	--	--	--

Open – Ended Questions	To be retained	To be removed	Remarks
1. Ano ang mga bagay na nakapagpapasaya sa iyo sa pagpasok sa paaralan? Ano naman ang mga bagay na hindi mo gusto o nakapagpapalungkot sa iyo?			
2. Ano ang mga dahilan kung bakit ikaw ay nakaliliban sa inyong klase?			

Validator:

Name: MARCELO B. SURAO Age: 54

Highest Degree Earned: M.A. GRADUATE Specialization: _____

Present Position/ Designation: PRINCIPAL III

Station/Office/School: BUNSURAN ELEM. SCHOOL

I hereby certify that this research instrument for addressing risk-factors related to dropping out and/or committing frequent class absences has been validated on JULY 19, 2019 at Pandi South District, Bunsuran I, Pandi Bulacan.

Remarks: THIS IS AN EFFECTIVE TOOL IN EVALUATING THE PROGRAMS IN OUR SCHOOL. GREAT JOB!

Validator:

MARCELO B. SURAO
(Signature over printed name)

PRINCIPAL III
Position/ Designation



Philippine Normal University
The National Center for Teacher Education
 Graduate Research Office
 1000 Taft Avenue, Manila



Appendix D

Summary of Recommendations and Remarks for Draft Research Instrument

Questions	5 Lubos na sumasang-ayon	4 Sumasang-ayon	3 Hindi tiyak	2 Di sumasang-ayon	1 Lubos na di sumasang-ayon	To be retained	To be modified	To be removed	Remarks
1. Sa aming tahanan, may mga gamit ako para sa aking pag-aaral.						✓			
2. Maayos ang aking kalusugan.						✓			
3. Sabik akong matuto ng iba pang kasanayan at kaalaman.						✓			
4. May mga pagkakataon ako upang maglibang at magpahinga.						✓			
5. Mayroon kaming internet connection sa aming tahanan.							✓		* Add or mention "wifi" in the situation.
6. Kami ay mayroong masarap at masustansyang pagkain.						✓			
7. Bukas ang aking kaisipan na matuto ng bagong gawain o hobby.						✓			
TOTAL (Individual- Related Factors)									* 1st Column label should be changed from "Questions" to "Situations"

Questions	5 Lubos na sumasang-ayon	4 Sumasang-ayon	3 Hindi tiyak	2 Di sumasang-ayon	1 Lubos na di sumasang-ayon	To be retained	To be modified	To be removed	Remarks
8. Ako ay may magulang o tagapangalaga na sumusuporta sa aking pag-aaral.						✓			
9. Kasama ko ang aking mga magulang sa aming bahay.						✓			
10. Ang aking nanay / tatay o tagapangalaga ay may 2 trabahong pinapasukan.							✓		* Omit "2" used in describing the parents' no. of jobs
11. Gusto ng aking mga magulang na ako ay makapag-aral ng high school at kolehiyo.						✓			
12. Pumupunta sa programang pampaaralan ang aking mga magulang o tagapangalaga.						✓			
13. Ang aking magulang o tagapangalaga ay isang PTA Officer ng paaralan.						✓			
14. Tinutulungan ako ng aking magulang sa mga takdang aralin.						✓			
15. May oras kami ng aking pamilya na makapaglibang at makamapasyal.						✓			
16. Tinatanong ako ng aking mga magulang tungkol sa mga bagay na naganap sa eskwelahan.						✓			
17. Tinitiyak ng aking mga magulang na ako ay ligtas na naihahatid at nasusundo sa paaralan.						✓			
18. Nakikipag-usap ang aking mga magulang sa aking guro upang malaman ang aking kalagayan.						✓			
TOTAL (Family- Related Factors)									Activate Windows Go to PC settings to activate Windows

Questions	5 Lubos na sumasang-ayon	4 Sumasang-ayon	3 Hindi tiyak	2 Di sumasang-ayon	1 Lubos na di sumasang-ayon	To be retained	To be modified	To be removed	Remarks
19. Sinusubaybayan ako ng aking guro sa paaralan.						✓			
20. Nasasabik akong matuto sa mga turo ng aking guro.						✓			
21. Pinagbubutihan ko ang aking pag-aaral para sa magandang marka.						✓			
22. Ginagawa ng aking guro na kasiya-siya ang mga aralin at gawain sa paaralan.						✓			
23. Himikayat ng aking guro na ako ay sumali sa mga gawaing pampaaralan at paligsahan.						✓			
22. Nalaman ko mula sa aking guro ang resulta ng mga activities na ginawa sa aming silid-aralan.						✓			
23. Pinaunlad ng aking guro ang mga kasanayan at talento ko.						✓			
24. Tumutulong ang aking guro na maintindihan ko ang mga mahihirap na aralin.						✓			
25. Pinaparamdam ng aking mga guro na sila ang aming pangalawang magulang.						✓			
26. Ginagawa ng aking guro na ang aming silid-aralan ay lugar para mapaunlad ang aming kakayahan, malaman ang mga mabuting asal.						✓			
TOTAL (School – Related Factors)									Activate Windows Go to PC settings to activate Windows

Questions	5 Lubos na di sumasang-ayon	4 Sumasang-ayon	3 Hindi tiyak	2 Di sumasang-ayon	1 Lubos na di sumasang-ayon	To be retained	To be modified	To be removed	Remarks
27. Ang aking komunidad ay tumutulong na mapaunlad ang aking kakayahan.						✓			Emphasize learners' interests and talents in the conduct of interview.
28. Ang aking komunidad ay tumutulong na mapanatili ang aming maayos na kalusugan.						✓			
29. Pinatutupad ng aking komunidad ang maayos na regulasyon para sa mga mamamayan at batang kagaya ko.						✓			
30. Ang aking komunidad ay may mga programang pangkalusugan gaya ng lugaw caravan at iba pang feeding program.						✓			Provide examples and concrete experiences to the participants to allow them to give meaning to each situation. Explain/ Define terms like "seguridad", resources and the like if necessary.
31. Nilalayon ng aking komunidad na mapabuti ang aming seguridad.						✓			
32. Nabibigyan kami ng aming komunidad ng pagkilala para sa mabuting gawain at regular na pagpasok sa paaralan.						✓			
33. Ang aking komunidad ay nagbibigay ng mga resources o kagamitan bilang suporta sa aking pag-aaral.						✓			
TOTAL (Community – Related Factors)									Activate Windows Go to PC settings to activate Windows

Open – Ended Questions	To be retained	To be modified	To be removed	Remarks
1. Ano ang mga bagay na nakapagpapasaya sa iyo sa pagpasok sa paaralan? Ano naman ang mga bagay na hindi mo gusto o nakapagpapalungkot sa iyo?	✓			Change “Open-ended questions” to “ <i>Mga Karagdagang Tanong</i> ” for pupils’ reference.
2. Ano ang mga dahilan kung bakit ikaw ay nakaliliban sa inyong klase?	✓			

Appendix E



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 15, 2019

Mr. MARCELINO B. SURIO
Principal III
Bunsuran Elementary School
Bunsuran I, Pandi, Bulacan

Dear Sir:

In partial fulfillment of the requirements Master of Arts in Education with Specialization in Curriculum and Instruction, the undersigned is undertaking a study on "The Effectiveness of Drop Out Reduction Program in Increasing Students' Learning Outcomes in Bunsuran Elementary School SY. 2019-2020" at Philippine Normal University, Taft Avenue, Manila.

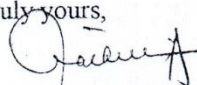
Relative to this endeavor, I am respectfully requesting for your permission to administer questionnaires to Grades 1 to 6 pupils and teachers to assess the performance of students-at-risk of dropping out (SARDO) in Bunsuran Elementary School.

The undersigned researcher will use 200 pupils as the respondents of the study, comprising nearly 15% of the school's total population which were officially submitted to Pandi South District Office for the SY. 2019-2020. The study will attempt to look for individual, family, school and community-related factors with an emphasis on the improvement of their academic performance through DORP's School Initiated Interventions (SIIs). To identify the impact of these SIIs to pupils' academic performance, the researcher will also administer a different set of questionnaires to 20 classroom advisers as the secondary respondents of the study to assess the effectiveness of SIIs.

Rest assured that all the gathered information will be treated with utmost confidentiality in conformity with the prescribed research ethics.

Thank you in anticipation to your favorable consideration and assistance.

Very truly yours,


KATHERINE O. ARAQUIN
Researcher

Noted:


Dr. SALVE A. FAVILA
Thesis Adviser

Appendix F



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 16, 2019

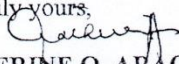
Dear Parent/ Guardian

I, Ms. Katherine O. Araquin, Teacher II of Bunsuran Elementary School and bonafide student of Philippine Normal University, would like to inform you about a study on the **Effectiveness of Drop Out Reduction Programs through School Initiated Interventions**. It aims to diagnose related factors that might contribute to frequent absences made by pupils and to further look to what extent these SIIs become effective in delivering the curriculum via instruction.

On the 22nd to the 26th of July, 2019, the undersigned researcher would like to talk to children participating in the said study. I would like to administer questionnaires and do interviews to gather pertinent data for the accomplishment of this study. This would take place in a corner of their classroom, during breaks or class spare periods (e.g. supervised study). Rest assured that all the gathered information will be treated with utmost confidentiality in conformity with the prescribed research ethics.

I am therefore writing to you to ask permission to allow your child to be one of my respondents. If you are happy for your child to participate, please complete the form below and return to their class adviser. If you opt to remove your child from the list of participants, you are free to do so any time even without detailing the reasons.

Very truly yours,


KATHERINE O. ARAQUIN
Researcher

Please answer the ff. questions by circling your responses.

- | | | |
|---|-----|----|
| 1. Have you read and understood the information about this research? | YES | NO |
| 2. Are you willing for your child to take part in this study? | YES | NO |
| 3. Do you allow the researcher and classroom adviser to interact with your child in the process? | YES | NO |
| 4. Do you understand that you are free to withdraw your child from this study any time without having to give any reason? | YES | NO |

Signed: _____

(Signature of Parent/ Guardian)

Date: _____

Appendix G



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 22, 2019

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

Ako po si Katherine O. Araquin, Teacher II ng Paaralang Elementarya ng Bunsuran at mag-aaral ng Philippine Normal University, ay humihingi ng pahintulot upang makapanayam ang mga bata tungkol sa Kabisaan ng mga gawaing pampaaralan upang mabawasan ang pagliban ng mga mag-aaral o *"Effectiveness of Drop Out Reduction Programs through School Initiated Interventions"*. Ito po ay naglalayong tukuyin ang mga sanhi ng madalas na pagliban ng mga bata sa paaralan at sa kung paanong paraan makatutulong ang mga gawaing pampaaralan upang lalong mapaunlad ang marka at kakayahan ng mga mag-aaral.

Sa ika-22 hanggang ika-26 ng Hulyo, 2019, ang nakalagdag mananaliksik ay ninanais na makapanayam ang inyo pong anak gamit ang questionnaires at mga tanong na inihanda upang makalap ang mga impormasyong kailangan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado (sang-ayon sa itinakdang *research ethics* ng pamantasan) at ang makokolektang dokumento ay mahigpit na itatago bilang rekord sa *archive* ng paaralan ng Bunsuran. Makakaasa rin po kayo na walang gagastusin ang inyong anak sa gagawing aktibidad na ito.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na maging isa sa mga bahagi ng aking pag-aaral. Maaari ninyo pong ikansela ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang form sa ibaba ng liham na ito. Kung kayo po ay hindi sumasang-ayon, maaari pong ibalik ang liham sa gurong tagapayo.

Maraming salamat po.

Lubos na gumagalang,


KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

- | | | |
|---|------------|-----------------|
| 1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? | opo | hindi po |
| 2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o research? | opo | hindi po |
| 3. Pinahihintulutan ninyo po ba ng Gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? | opo | hindi po |
| 4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing research sa kahit anong oras na naisin? | opo | hindi po |

Nilagdaan:

(Lagda ng Magulang)

Petsa:

Appendix H



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 22, 2019

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

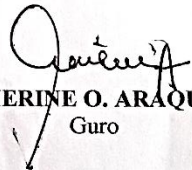
Ako po si Katherine O. Araquin, Teacher II ng Paaralang Elementarya ng Bunsuran at mag-aaral ng Philippine Normal University, ay humihingi ng pahintulot upang makapanayam ang mga bata tungkol sa Kabisaan ng mga gawaing pampaaralan upang mabawasan ang pagliban ng mga mag-aaral o *"Effectiveness of Drop Out Reduction Programs through School Initiated Interventions"*. Ito po ay naglalayong tukuyin ang mga sanhi ng madalas na pagliban ng mga bata sa paaralan at sa kung paanong paraan makatutulong ang mga gawaing pampaaralan upang lalong mapaunlad ang marka at kakayahan ng mga mag-aaral.

Sa ika-22 hanggang ika-26 ng Hulyo, 2019, ang nakalagdag mananaliksik ay ninanais na makapanayam ang inyo pong anak gamit ang questionnaires at mga tanong na inihanda upang makalap ang mga impormasyong kailangan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado sang-ayon sa itinakdang *research ethics* ng pamantasan.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na maging isa sa mga bahagi ng aking pag-aaral. Maaari ninyo pong ikansela ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang form sa ibaba ng liham na ito.

Maraming salamat po.

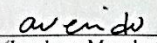
Lubos na gumagalang,


KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

- | | | |
|---|---|---------------------------------------|
| 1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? | ☒ opo | ☐ hindi po |
| 2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o research? | ☒ opo | ☐ hindi po |
| 3. Pinahihintulutan ninyo po ba ng Gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? | ☒ opo | ☐ hindi po |
| 4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing research sa kahit anong oras na naisin? | ☒ opo | ☐ hindi po |

Nilagdaan:


(Lagda ng Magulang)

Petsa:

7/25/2009



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



July 22, 2019

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

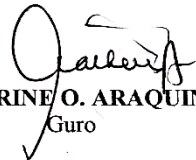
Ako po si Katherine O. Araquin, Teacher II ng Paaralang Elementarya ng Bunsuran at mag-aaral ng Philippine Normal University, ay humihingi ng pahintulot upang makapanayam ang mga bata tungkol sa Kabisaan ng mga gawaing pampaaralan upang mabawasan ang pagliban ng mga mag-aaral o "*Effectiveness of Drop Out Reduction Programs through School Initiated Interventions*". Ito po ay naglalayong tukuyin ang mga sanhi ng madalas na pagliban ng mga bata sa paaralan at sa kung paanong paraan makatutulong ang mga gawaing pampaaralan upang lalong mapaunlad ang marka at kakayahan ng mga mag-aaral.

Sa ika-22 hanggang ika-26 ng Hulyo, 2019, ang nakalagdang mananaliksik ay ninanais na makapanayam ang inyo pong anak gamit ang questionnaires at mga tanong na inihanda upang makalap ang mga impormasyong kailangan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado sang-ayon sa itinakdang *research ethics* ng pamantasan.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na maging isa sa mga bahagi ng aking pag-aaral. Maaari ninyo pong ikansela ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang form sa ibaba ng liham na ito.

Maraming salamat po.

Lubos na gumagalang,

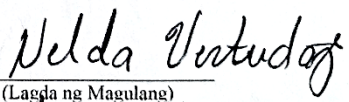

KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? ☒ **opo** ☐ **hindi po**
2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o research? ☒ **opo** ☐ **hindi po**
3. Pinahihintulutan ninyo po ba ng Gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? ☒ **opo** ☐ **hindi po**
4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing research sa kahit anong oras na naisin? ☒ **opo** ☐ **hindi po**

Nilagdaan:

Petsa:


(Lagda ng Magulang)
July 24 2019

Appendix I



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



Pangalan (optional): _____ Baitang at Pangkat: _____

Piliin ang angkop na sagot para sa mga sumusunod na pangungusap tungkol sa iyo. Lagyan ng tsek (✓) ang tamang hanay ng sagot na napili mo.

- 5 – lubos na sumasang-ayon
- 4 – sumasang-ayon
- 3 – di tiyak
- 2 – di sumasang-ayon
- 1 – lubos na di sumasang-ayon

Mga Gawain/ Sitwasyon	5 Lubos na sumasang- ayon	4 Sumasang- ayon	3 Hindi tiyak	2 Di sumasang- ayon	1 Lubos na di sumasang- ayon
1. Sa aming tahanan, may mga gamit ako para sa aking pag-aaral.					
2. Maayos ang aking kalusugan.					
3. Sabik akong matuto ng iba pang kasanayan at kaalaman.					
4. May mga pagkakataon ako upang maglibang at magpahinga.					
5. Mayroon kaming internet connection o "wifi" sa aming tahanan.					
6. Kami ay mayroong masarap at masustansyang pagkain.					
7. Bukas ang aking kaisipan na matuto ng bagong gawain.					

Mga Gawain/ Sitwasyon	5 Lubos na sumasang- ayon	4 Sumasang- ayon	3 Hindi tiyak	2 Di sumasang- ayon	1 Lubos na di sumasang- ayon
8. Ako ay may magulang o tagapangalaga na sumusuporta sa aking pag-aaral.					
9. Kasama ko ang aking mga magulang sa aming bahay.					
10. Ang aking nanay / tatay o tagapangalaga ay may trabahong pinapasukan.					
11. Gusto ng aking mga magulang na ako ay makapag-aral ng high school at kolehiyo.					
12. Pumupunta sa programang pampaaralan ang aking mga magulang o tagapangalaga.					
13. Ang aking magulang o tagapangalaga ay isang PTA Officer ng paaralan.					
14. Tinutulungan ako ng aking magulang sa mga takdang aralin at proyekto.					
15. May oras kami ng aking pamilya na makapaglibang at makamapasyal.					
16. Tinatanong ako ng aking mga magulang tungkol sa mga bagay na naganap sa eskwelahan.					
17. Tinitiyak ng aking mga magulang na ako ay ligtas na naihahatid at nasusundo sa paaralan.					
18. Nakikipag-usap ang aking mga magulang sa aking guro upang malaman ang aking kalagayan sa paaralan.					

Mga Gawain/ Sitwasyon	5 Lubos na sumasang- ayon	4 Sumasang- ayon	3 Hindi tiyak	2 Di sumasang- ayon	1 Lubos na di sumasang- ayon
19. Sinusubaybayan ako ng aking guro sa paaralan.					
20. Nasasabik akong matuto sa mga turo ng aking guro.					
21. Pinagbubutihan ko ang aking pag-aaral para sa magandang marka.					
22. Ginagawa ng aking guro na kasiya-siya ang mga aralin at gawain sa paaralan.					
23. Hinihikayat ng aking guro na ako ay sumali sa mga gawaing pampaaralan at paligsahan.					
24. Nalalaman ko mula sa aking guro ang resulta ng mga activities na ginawa sa aming silid-aralan.					
25. Pinauunlad ng aking guro ang mga kasanayan at talento ko.					
26. Tumutulong ang aking guro na maintindihan ko ang mga mahihirap na aralin.					
27. Pinaparamdam ng aking mga guro na sila ang aming pangalawang magulang.					
28. Ginagawa ng aking guro na ang aming silid-aralan ay lugar para mapaunlad ang aming kakayahan at malaman ang mga mabuting asal.					

Mga Gawain/ Sitwasyon	5 Lubos na sumasang- ayon	4 Sumasang- ayon	3 Hindi tiyak	2 Di sumasang- ayon	1 Lubos na di sumasang- ayon
29. Ang aking komunidad ay tumutulong na mapaunlad ang aking kakayahan.					
30. Ang aking komunidad ay tumutulong na mapanatili ang aming maayos na kalusugan.					
31. Pinatutupad ng aking komunidad ang maayos na regulasyon para sa mga mamamayan at batang kagaya ko.					
32. Ang aking komunidad ay may mga programang pangkalusugan gaya ng lugaw caravan at iba pang feeding program					
33. Nilalayon ng aking komunidad na mapabuti ang aming seguridad.					
34. Nabibigyan kami ng aming komunidad ng pagkilala para sa mabuting gawain at regular na pagpasok sa paaralan.					
35. Ang aking komunidad ay nagbibigay ng mga resources o kagamitan bilang suporta sa aking pag-aaral.					

Mga Karagdagang Tanong:

1. Ano ang mga bagay na nakapagpapasaya sa iyo sa pagpasok sa paaralan? Ano naman ang mga bagay na hindi mo gusto o nakapagpapalungkot sa iyo?

2. Ano ang mga dahilan kung bakit ikaw ay nakaliliban sa inyong klase?

Appendix J



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



February 21, 2020

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

Ako po si Katherine O. Araquin, Teacher II ng Paaralang Elementarya ng Bunsuran at mag-aaral ng Philippine Normal University, ay humihingi po ulit ng pahintulot upang makapanayam ang mga bata tungkol sa Kabisaan ng mga gawaing pampaaralan upang mabawasan ang pagliban ng mga mag-aaral o *"Evaluation of the School Initiated Interventions (SII) in a Public Elementary School"*. Ito po ay naglalayong tukuyin ang mga pinakapektibong pamamaraan ng paaralan upang mapaghusay ang kaalaman ng mga bata at mapanatili ang kanilang magandang *attendance*.

Sa ika-24 hanggang ika-28 ng Pebrero 2020, ang nakalagdang mananaliksik ay tinanais na muling makapanayam ang inyong anak gamit ang tool (sang-ayon sa rekomended na SBM Monitoring Tool para sa mga proyekto ng paaralan) na imhanda ng mananaliksik upang makalap ang mga impormasyong kailangan. Ang mga mag-aaral ay magpapakita ng mga larawan na angkop sa kanilang pananaw sa nasabing *intervention* ng paaralan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado (sang-ayon sa itinakdang *research ethics* ng pamantasan) at ang makokolektang datos ay mahigpit na itatago bilang rekord sa *archive* ng paaralan ng Bunsuran. Makakaasa rin po kayo na walang gagastusin ang inyong anak sa gagawing aktibidad na ito.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na muling magiging bahagi ng aking pag-aaral. Maaari ninyo rin pong kanselahin ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang form sa ibaba ng liham na ito. Kung kayo po ay hindi sumasang-ayon, maaari pong ibalik ang liham sa gurong tagapayo.

Maraming salamat po.

Lubos na gumagalang,

KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

- | | | |
|--|-----|----------|
| 1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? | opo | hindi po |
| 2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o <i>research</i> ? | opo | hindi po |
| 3. Pinahihintulutan ninyo po ba ang gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? | opo | hindi po |
| 4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing <i>research</i> sa kahit anong oras na naisin? | opo | hindi po |

Nilagdaan:

(Lagda ng Magulang)

Petsa:

Appendix K



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1000 Taft Avenue, Manila



February 21, 2020

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

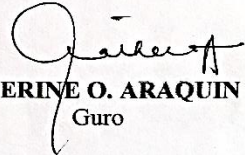
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Sa ika-24 hanggang ika-28 ng Pebrero 2020, ang nakalagdag mananaliksik ay ninanais na muling makapanayam ang inyo pong anak gamit ang tool (sang-ayon sa rekomended na SBM Monitoring Tool para sa mga proyekto ng paaralan) na imihanda ng mananaliksik upang makalap ang mga impormasyong kailangan. Ang mga mag-aaral ay magpapakita ng mga larawan na angkop sa kanilang pananaw sa nasabing *intervention* ng paaralan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado (sang-ayon sa itinakdang *research ethics* ng pamantasan) at ang makokolektang datos ay mahigpit na itatago bilang rekord sa *archive* ng paaralan ng Bunsuran. Makakaasa rin po kayo na walang gagastusin ang inyong anak sa gagawing aktibidad na ito.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na muling maging bahagi ng aking pag-aaral. Maaari ninyo rin pong kanselahin ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang *form* sa ibaba ng liham na ito. Kung kayo po ay hindi sumasang-ayon, maaari pong ibalik ang liham sa gurong tagapayo.

Maraming salamat po.

Lubos na gumagalang,

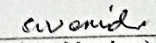

KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

- | | |
|--|---|
| 1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? | ☒ hindi po |
| 2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o <i>research</i> ? | ☒ hindi po |
| 3. Pinahihintulutan ninyo po ba ang gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? | ☒ hindi po |
| 4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing <i>research</i> sa kahit anong oras na naisin? | ☒ hindi po |

Nilagdaan:

Petsa:


(Lagda ng Magulang)
2/26/2020



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



February 21, 2020

Mahal na Magulang/ Tagapangalaga:

Magandang araw po!

Ako po si Katherine O. Araquin, Teacher II ng Paaralang Elementarya ng Bunsuran at mag-aaral ng Philippine Normal University, ay humihingi po ulit ng pahintulot upang makapanayam ang mga bata tungkol sa Kabisaan ng mga gawaing pampaaralan upang mabawasan ang pagliban ng mga mag-aaral o *"Evaluation of the School Initiated Interventions (SII) in a Public Elementary School"*. Ito po ay naglalayong tukuyin ang mga pinakaepektibong pamamaraan ng paaralan upang mapaghusay ang kaalaman ng mga bata at mapanatili ang kanilang magandang *attendance*.

Sa ika-24 hanggang ika-28 ng Pebrero 2020, ang nakalagdang mananaliksik ay ninanais na muling makapanayam ang inyo pong anak gamit ang tool (sang-ayon sa rekomended na SBM Monitoring Tool para sa mga proyekto ng paaralan) na inihanda ng mananaliksik upang makalap ang mga impormasyong kailangan. Ang mga mag-aaral ay magpapakita ng mga larawan na angkop sa kanilang pananaw sa nasabing *intervention* ng paaralan. Ito po ay magaganap sa kanilang silid-aralan sa oras ng kanilang recess o supervised study period. Makakaasa po kayong lahat ng impormasyong makakalap ay mananatiling pribado (sang-ayon sa itinakdang *research ethics* ng pamantasan) at ang makokolektang datos ay mahigpit na itatago bilang rekord sa *archive* ng paaralan ng Bunsuran. Makakaasa rin po kayo na walang gagastusin ang inyong anak sa gagawing aktibidad na ito.

Ako po ay humihingi ng pahintulot na payagan ang inyong anak na muling maging bahagi ng aking pag-aaral. Maaari ninyo rin pong kanselahin ang pagiging bahagi ng inyong anak sa pag-aaral na ito ano man pong oras na inyong naisin. Kung kayo po ay sumasang-ayon, mangyari po na pakisagutan ang *form* sa ibaba ng liham na ito. Kung kayo po ay hindi sumasang-ayon, maaari pong ibalik ang liham sa gurong tagapayo.

Maraming salamat po.

Lubos na gumagalang,

KATHERINE O. ARAQUIN
Guro

Bilugan ang napiling sagot para sa bawat bilang.

- | | | |
|--|---|---------------------------------------|
| 1. Nabasa at naintindihan ninyo po ba ang nilalaman ng liham? | ☒ opo | ☐ hindi po |
| 2. Sumasang-ayon po ba kayo na makiisa ang inyong anak sa gagawing pag-aaral o <i>research</i> ? | ☒ opo | ☐ hindi po |
| 3. Pinahihintulutan ninyo po ba ang gurong mananaliksik at gurong tagapayo na tulungan ang inyong anak sa panayam na gagawin? | ☒ opo | ☐ hindi po |
| 4. Naunawaan ninyo po ba na ang inyong anak ay maaari ninyong alisin mula sa gagawing <i>research</i> sa kahit anong oras na naisin? | ☒ opo | ☐ hindi po |

Nilagdaan:

Nelda Vertudes
(Lagda ng Magulang)

Petsa:

February 24, 2020

Appendix L



Philippine Normal University
The National Center for Teacher Education
Graduate Research Office
1000 Taft Avenue, Manila



February 24, 2020

Mr. MARCELINO B. SURIO
Principal III
Bunsuran Elementary School
Bunsuran I, Pandi, Bulacan

Dear Sir:

Warm Greetings!

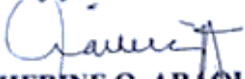
I am KATHERINE O. ARAQUIN, a MAEd student of Philippine Normal University with Specialization in Curriculum and Instruction. The PNU College of Graduate Studies and Teacher Education Research panel has already approved me to proceed to the data collection of my research entitled **"Evaluation of the School Initiated Interventions (SII) in a Public Elementary School"**.

In this light, may I seek your permission to disseminate an evaluation tool which is in accordance with SBM monitoring tool for School Projects and Intervention. The three groups of respondents: SARDO, select teachers/advisers and the School Heads (previous and current) are the subjects of this research endeavor. The researcher assures that only the SARDO-respondents who have been allowed by their parents/guardians to participate are included in this study. Furthermore, all the responses, which will be analyzed using descriptive statistics, shall be used for the triangulation of data. No identification of individual responses, nor the names of individuals participating in the interview shall be disclosed in this study. Participants' responses and viewpoints shall be strictly treated with utmost confidentiality.

I would truly appreciate your assistance in my effort to gather essential data needed in the fulfillment and accomplishment of this thesis. Through this endeavor, the information that will be gathered would (1) provide teachers, guidance counselors, and administrators with effective strategies that need to be retained, and (2) note the SII features that need further improvement for best results.

I am hoping for your appreciation and consideration for this matter.

Very truly yours,


KATHERINE O. ARAQUIN
MAEd in Curriculum and Instruction

Appendix M



Philippine Normal University
The National Center for Teacher Education
 Graduate Research Office
 1000 Taft Avenue, Manila



**Survey Questionnaire for Students-at-risk of Dropping Out (SARDO),
 Teachers of SARDO and School Heads
 in consonance with the Implemented School Initiated Interventions (SII)
 in an identified public elementary school**

Name (optional): _____ Degree and Specialization: _____

Choose the best item that corresponds to your answer in each given situation. Write a check mark (✓) for the correct column in reference to the scale given below about the implementation of School Initiated Interventions (SII).

- 4 – strongly agree/ most achieved
- 3 – agree/ achieved
- 2 – disagree/ slightly achieved
- 1 – strongly disagree/ never achieved
- 0 – uncertain

Measures on the Framework and Activities of School Initiated Interventions (SII)					
A. Objectives and Activities	4 Strongly Agree	3 Agree	Uncertain	2 Disagree	1 Strongly Disagree
1. The objectives of the SII are identified and made known to the participants.					
2. The objectives are SMART (specific, measurable, achievable, realistic and, time-bound).					
3. They are in line with K to 12 mandated curriculum activities for the participants' academic development.					
4. The objectives are easy to comprehend.					
5. The activities encompass processing of learners' thoughts and feelings for their behavioral development.					

B. Strategies	4 Strongly Agree	3 Agree	Uncertain	2 Disagree	1 Strongly Disagree
1. The strategies make the lessons less difficult.					
2. They are appropriate for struggling learners & at-risk of dropping out					
3. The strategies are engaging.					
4. They are presented from easy to difficult; simple to complex.					
5. They improve learners' performance.					
6. They help pupils understand difficult lessons.					
7. The medium of instruction and delivery are easy to comprehend.					
8. They reduce learning deficiencies and overcome challenges.					
9. They introduce creative, fun new ideas.					
10. Strategies need to be monitored and revisited regularly.					
C. Materials	4 Strongly Agree	3 Agree	Uncertain	2 Disagree	1 Strongly Disagree
1. The materials are easy to use and understand.					
2. They are localized materials.					
3. They are suitable, age-appropriate for the interests and needs of target learners.					
4. The materials are interesting and attention-getting.					
5. They heighten children's interests for each subject.					
6. They are always kept in place and are ready for use.					

D. Implementation	4 Strongly Agree	3 Agree	Uncertain	2 Disagree	1 Strongly Disagree
1. The SII and related activities successfully determine the needs and level of pupils.					
2. The implementation procedures are geared toward meeting the needs and interests of pupils.					
3. The implementation of SII highlights the development of 21 st century skills (e.g. 4Cs of learning)					
4. Contextualized content, delivery, and the learning processes are used to achieve familiarity and understanding of lessons.					
5. SII implementation is in accordance with the SIP/AIP standard, actions for implementation to produce desired outcomes					
Open – Ended Questions					
1. What are the strong points that made the implementation of School Initiated Interventions (SII) become effective? (What are the things that made you happy about the implemented SII?) _____ _____					
2. How can we improve our pupils' attendance? What should we do to make the implementation of School Initiated Interventions (SII) become more effective? (What point/s would you most like to improve about the SII?) _____ _____					

Name (Optional) _____ Age: _____ Gender: _____

Highest Degree Earned: _____ Specialization: _____

Position: _____ No. of Years SII Implementation: _____



Appendix N

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Summary of Intents and Actualities **as Viewed by the SARDO, Select Teachers and the School Heads** *(Gathered thru Simple Methodological Triangulation of Data)*

Intents and Actualities of the SII General Objectives and Planned Activities

A Public Elementary School's SII Intents and Actualities									
Consolidated Responses of Respondents, Teachers, and the School Head as Actualities of the Program									
1. Intents of the Objectives and Planned Activities	as viewed by respondents			as viewed by teachers			as viewed by two (2) School Heads		
	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation
1.1 The SII objectives shall clearly express and made known to the participants.	3.19	0.982	Achieved	3.29	0.469	Achieved	4.00	0.000	Most Achieved
1.2 SMART (specific, measurable, achievable, realistic and, time-bound) objectives shall be applied in designing learning tasks and/or activities.	3.16	1.175	Achieved	3.93	0.267	Most Achieved	3.00	0.000	Achieved
1.3 Objectives are expected to be in line with K to 12 mandated curriculum activities for the participants' academic development.	3.29	1.118	Achieved	3.86	0.363	Most Achieved	4.00	0.000	Most Achieved
1.4 The objectives are easy to comprehend.	3.27	0.947	Achieved	3.71	0.469	Most Achieved	3.00	0.000	Achieved
1.5 The activities shall encompass processing of learners' thoughts and feelings for behavioral development.	3.03	1.142	Achieved	3.29	0.469	Achieved	3.00	0.000	Achieved

Note. This table summarizes the intents and actualities of the activities of the SII as viewed by 70 SARDO, 14 teachers, and 2 School Heads in the triangulation of their responses. The interpretations were identified based on traditional way of quantifying the weighted mean through the scales provided in the previous chapters. (achieved = 2.5 to 3.49; most achieved = 3.50 to 4.00)

Table A-1 (Annex N) describes the intents and actualities of SII regarding its crafted objectives and activities. From these five general statements of intent, the SARDO-respondents, select teachers and the School Heads agreed that the intent for objectives to encompass behavioral development remained at desirable level at the end of implementation, with remarked “achieved” and weighted mean of 3.03, 3.29 and 3.00 respectively.

However, the first intent concerning the clarity of SII objectives being disseminated to the participants was both agreed by the SARDO-respondents and their teachers. They both described this intent as something that was “achieved” with weighted mean of 3.19 and 3.29; while the School Head viewed this as one of the most achieved contents for this component having the mean of 4.00. Moreover, the second intent on SII objectives, with qualities of being SMART, was regarded similarly by the SARDO-respondents and the School Head as “achieved” with weighted mean of 3.16 and 3.00 respectively; whereas select teachers responded to that second intent, with weighted mean of 3.93, and the “most achieved” intent in the area of writing for objectives. The third intent, however, had different viewpoints between the SARDO and the school faculty members (teachers and the School Head). Both the teachers and the School Head perceived that objectives were most achieved to be in line with the mandates and suggested framework of K to 12 with weighted mean of 3.86 and 4.00; but the SARDO-respondents believed that the actualities for this standard can be considered “achieved” vis-à-vis its intended learning outcomes thus garnering a weighted mean of 3.29. From the perspective of teachers, the fourth intent, crafting of comprehensible SII objectives was also believed to be one of the most achieved standards (weighted mean=3.71); though SARDO and the School Head described it as an “achieved” intent with mean of 3.27 and 3.00 correspondingly.

Hence, the following may be taken from the result of this simple methodological triangulation of data highlighting the perspectives of SARDO-respondents, their teachers and the School Head.

Intents:

- In support of better participation or performance from learners, the school set essential standards for effective teaching-learning process. The intents for the planning phase of SII are focused on children's understanding of objective that feature qualities of being SMART, reliable, valid and behavioral in nature.

Actualities:

- The procedure and means to attain the intents were all in their desirable level. Participants viewed the results in relation to set standards as “achieved” and some with “most achieved” general perception from the people involved.
- The need for SII activities to encompass processing of learners' thoughts and feelings for behavioral development is continuously practiced for implementation. The school also hopes to strengthen and benchmark activities that would best improve learning outcomes and to successfully respond to this intent.

Discrepancies:

- Need for further reinforcement of appropriate introduction and initiation of SII plans and objectives like information dissemination thru brigades, if necessary, and

general assemblies. The conduct shall be spearheaded by the School Head with teachers as the focal persons.

- Realization of SMART objectives is best to be monitored regularly by the School Head, Master Teachers and/or Subject Coordinators to ensure successful accomplishment of target objectives.
- Need for revalidation of objectives should be made especially in the crafting or planning phase of the SII. School Head, MTs and/or Subject Coordinators should see assure the quality and validity of objectives that should be in the same level of the target pupils.

The abovementioned were summarized based on A-1 of Annex N. Discrepancies were listed as aspects that went different with the other two sources.

Intents and Actualities of the SII Strategies for General Implementation

A Public Elementary School's SII Intents and Actualities Consolidated Responses of Respondents, Teachers, and the School Head as Actualities of the Program									
2. Intents of the Employed Strategies	as viewed by respondents			as viewed by teachers			as viewed by two (2) School Heads		
	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation
2.1 Employ strategies that make lessons less difficult	2.79	1.261	Achieved	3.21	0.426	Achieved	3.00	0.000	Achieved
2.2 Plan and work on strategies that will be appropriate for struggling learners and at-risk of dropping out.	2.96	1.367	Achieved	3.29	0.469	Achieved	3.00	0.000	Achieved
2.3 Conduct ways or strategies to engage learners.	3.57	0.650	Most Achieved	3.71	0.469	Most Achieved	3.50	0.500	Most Achieved
2.4 Establish smooth transitions so as to present concepts from easy to difficult; simple to complex.	3.29	1.038	Achieved	3.36	0.497	Achieved	3.00	0.000	Achieved
2.5 Strategies are aimed at improving learners' performance.	3.21	1.178	Achieved	3.57	0.514	Most Achieved	4.00	0.000	Most Achieved
2.6 They are designed to minimize pupils' learning difficulties.	3.01	1.148	Achieved	3.64	0.497	Most Achieved	3.50	0.500	Most Achieved

2.7 Deliver clear medium of instruction to understand effectively the content of learning activities.	3.23	1.106	Achieved	3.21	0.426	Achieved	3.00	0.000	Achieved
2.8 Reduce learning deficiencies to overcome academic challenges.	3.20	1.071	Achieved	3.57	0.514	Most Achieved	3.00	0.000	Achieved
2.9 Introduce creative, fun and new ideas	3.43	0.809	Achieved	3.14	0.363	Achieved	4.00	0.000	Most Achieved
2.10 Strategies are to be monitored and revisited regularly by the school principal and the SMET.	3.19	0.967	Achieved	3.79	0.426	Most Achieved	3.00	0.000	Achieved

Note. This table shows the triangulation of perspectives by the SARDO (n=70), select teachers (n=14) and School Heads (n=2) regarding the quality of implemented strategies of SII that they had experienced and observed.

In the area of SII employment of strategies, table A-2 called for the methodological triangulation of data gathered as results of observations, interview and survey of three different sources- SARDO-respondents, their teachers and the School Head. From these ten general intents, five (5) intents remained true as actualities for they are in the same terms and depth of implementation as described by these three groups of participants. Among these were the aims of making lessons less difficult through utilization of appropriate and effective strategies with weighted mean 2.79, 3.21, and 3.00 – all were regarded as “achieved” and were evident as actualities of the program. The second intent was about the strategies that were designed to help struggling and at-risk pupils become at-ease and in the same pace with their classmates. This was considered as an “achieved” intent and was seen as one of the actualities of SII. SARDO-respondents viewed the said standard with a weighted mean of 2.96; their teachers regarded this with weighted mean of 3.29; and the School Head’s perceived the intent as actuality with a 3.00 mean. The third intent was considered the “most achieved” of all in terms of SII implemented strategies, with weighted mean of 3.57, 3.71 and 3.50 as perceived by the main respondents,

teachers and School Heads respectively. The fourth intent was focused on providing smooth transitions in equipping learners, especially SARDO, with concepts that are in increasing complexity for mastery of skills. Main respondents, their teachers and the School Head viewed this intent as “achieved” based on the seen employment of strategies that respond to this standard with values for weighted mean: 3.29, 3.36, and 3.00 correspondingly. The last actuality that remained in sync with its intent was the target to deliver clear and understandable medium of instruction, all the three groups of respondents interpreted an “achieved” intent with weighted mean of 3.23, 3.21 and 3.00.

On the other hand, there were also five (5) standards that appeared to have gaps during the implementation process thereby not meeting the expected outcomes as viewed by the other two sources. One of these was the intent about the employment of strategies that aimed at improving learners’ performance and development of skill. Both the teachers and the School Head regarded this as one of the “most achieved” intents with weighted mean of 3.57 and 4.00; however for the SARDO-respondents, they viewed this as “achieved” intent with a mean of only 3.21. Discrepancies during the implementation phase of SII may have existed in this part. Another intent that had incongruence with its actual outcomes was the strategies’ way of reducing pupils’ learning difficulties. Both the teachers and the School Heads looked at this as “most achieved” intent (weighted mean = 3.64 and 3.50) respectively. Meanwhile, SARDO-respondents perceived this as “achieved” intent, with weighted mean of 3.01. The same went for the intent of SII to reduce academic and other learning challenges like timidity, poor completion of tasks and alike. Teachers believed that it was “most achieved” (weighted mean=3.57); however, both the main respondents and the School Head regarded it as an “achieved” intent garnering values for weighted mean of 3.20 and 3.00. The ninth (9th) intent had also discrepancy in terms of the School Head’s viewpoint

on the means of introducing fun, creative ideas for SII, marking the standard as “most achieved” having the mean of 4.00; whereas the SARDO-respondents and their teachers expressed this as an “achieved” intent with weighted mean of 3.43 and 3.14. The last standard referred to the processes in monitoring strategies – teachers believed that this one was “most achieved” (weighted mean=3.79); and the main respondents as well as the School Head viewed this as “achieved” having the weighted mean of 3.19 and 3.00.

The following summarization of intents, actualities and discrepancies may be stated from this triangulation.

Intents:

- The employed strategies were geared on the aims of making lessons simpler and less difficult through utilization of creative, interesting and new approaches.
- Activities were aimed at engaging learners to improve their performance, minimize learning difficulties and academic challenges.
- Strategies cover sequential learning that provide simple to complex activities for the mastery of needed competencies.
- Strategies include delivery of clear and understandable medium of instruction to ensure the quality of better learning outcomes.
- Continuous monitoring and assessment of the SII strategies should be done to look for program strengths and weaknesses and to make alternative ways for successful implementation.

Actualities:

- The school employed strategies that aim to make lessons less difficult were on an agreeable, desirable level.
- The strategies were appropriate for struggling learners and at-risk of dropping out.
- The conducted ways to engage learners, most particularly those who are at-risk, were considered successful.
- There were established routines for smooth transitions of lessons/ learning tasks that enabled presentation from easy to difficult; simple to complex.
- Clear and comprehensible medium of instruction were successfully delivered to classes, groups of struggling learners, and among SARDO.

Discrepancies:

- The school should seek the most effective ways of improving learners' performance with emphasis on rigid implementation to address and solve pupils' learning deficiencies and academic challenges. Simple and understandable instruction should be the main approach for struggling learners to help them resolve and eliminate learning difficulties.
- Teachers and the School Head need to work hand-in-hand in strengthening SII implementation thru Learning Action Cell sessions, school-based trainings and workshops with visible outputs after the training to practice those benchmarked effective and interesting strategies.

- Pupils also need to be in regular communication with the School Head and vice-versa to communicate both their interests and aspirations. The School Head shall also benefit from the conduct of these activities in such ways that he would be informed, involved and be of a great help for learners.

Intents and Actualities of the SII Used Materials for General Implementation

A Public Elementary School's SII Intents and Actualities Consolidated Responses of Respondents, Teachers, and the School Head as Actualities of the Program									
3. Intents on the used Learning Materials	as viewed by respondents			as viewed by teachers			as viewed by two (2) School Heads		
	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation
3.1. Utilize learning materials that are easy to use and understand.	3.37	1.010	Achieved	3.36	0.497	Achieved	4.00	0.000	Most Achieved
3.2. Make use of localized materials for learners' familiarization.	2.94	1.238	Achieved	3.21	0.426	Achieved	3.00	0.000	Achieved
3.3 Choose and work on resources and learning tools that are age-appropriate, suitable for learners' needs and interests.	3.09	1.225	Achieved	3.79	0.426	Most Achieved	3.50	0.500	Most Achieved
3.4 Make learning materials interesting and appealing.	3.20	0.878	Achieved	3.71	0.469	Most Achieved	4.00	0.000	Most Achieved
3.5 Work on different learning materials that will heighten children's interests for each subject.	3.23	1.194	Achieved	3.21	1.051	Achieved	3.00	0.000	Achieved
3.6. Keep learning materials intact, displayed in one place to provide easy access for learners.	3.29	1.131	Achieved	3.64	0.497	Most Achieved	3.00	0.000	Achieved

Note. The table shows how the intents were observed as actualities in terms of the utilizing the materials for SII. Perceived by SARDO-respondents (n=70), select teachers (n=14) and School Heads (n=2), most of the intents remained as achieved actualities of the program.

The intents about the used learning materials for SII covered the qualities of usability, localized for pupils' familiarity, ability to heighten learners' interests, appropriateness and safekeeping of these materials for instruction. Table A-3 summarized all the 6 intents that called for effective utilization to address learners' needs, especially those who are at-risk of dropping out.

The intent about making localized materials was believed by the three groups of respondents as something that was “achieved” (weighted mean = 2.94, 3.21, 3.00) in the process. Another intent that was also agreed jointly by the SARDO-respondents, select teachers and the School Head referred to teachers’ utilization of engaging learning materials that were aimed at successful heightening of pupils’ interests. The weighted mean for this intent were 3.23, 3.21 and 3.00 respectively.

In contrast, there were also some intents that had inconsistencies upon the utilization of materials as perceived by the three groups of respondents. The first standard referred to the need to utilize learning materials which are easy-to-use, resources that can promote independent learning. Both the SARDO-respondents and their teachers viewed this an “achieved” intent, with weighted mean values of 3.37 and 3.36; but the School Head believed it was one of the “most achieved” intents in the area of used learning materials (mean=4.00). The next intent was about the standard for learning materials to be appropriate and suitable for their needs, interests and learning styles. Most of the select teachers, together with the School Head, marked this one as “most achieved”, thus getting weighted mean of 3.79 and 3.50 respectively; however, the main respondents, described this an “achieved” intent (weighted mean=3.09). The other intent which also had loopholes was the need to create materials or learning resources more interesting and appealing. Both the teachers and the School Head viewed this as “most achieved” with weighted mean of 3.71 and 4.00 respectively. But the SARDO described the intent more on the “achieved” level (weighted mean=3.20) and not ‘most achieved’ as the school may have perceived it. And the last intent in the area of instructional resources and/or learning materials was geared on the principle of creating and putting-up of a learning station or area per classroom to have learning materials be displayed and of-access to learners. Teachers believed they had stored, kept and

displayed the learning materials for availability and use, resulting to a weighted mean of 3.64 or “most achieved” intent. However, SARDO and the School Head thought that this may be upgraded or moved to the next level where learning centers, or learning zone be put-up to maximize learning opportunities especially among at-risk learners. Main respondents (SARDO) and the School Head thereby considered this “achieved” with their corresponding weighted mean of 3.29 and 3.00.

Based on the descriptions that were gathered from table A-3, the following actualities, intents and discrepancies may be deduced.

Intents:

- There is a high regard for the utilization of effective and appropriate learning materials to engage pupils and arouse their learning interests.
- Learning materials are expected to be accessible to all, easy to use and understand.
- It is also highly suggested by the Department of Education and SDO Bulacan to produce localize materials and adapt curriculum contents to a local setting for familiarization, serving learners with their local needs and relevance for learning (Bringas, 2014)
- There is a need for instructional / learning materials to be accessible to all, a place where they remain safe, intact, and yet available for use anytime a pupil wants to. Putting up of learning centers or areas are considered a vital part of classroom. Arranging these areas is comparable to play/learning environment that will enable educators provide a balance of activities and learning opportunities (Tuimur & Chemwei, 2015).

Actualities:

- The creation and production of localized materials for instruction and SII implementation showed an achieved standard, something that remained in the desirable level.
- Teachers, through the supervision and monitoring of the School Head, provided learning materials that will heighten children's interests for each subject on agreeable, desirable level of utilization.

Discrepancies:

- The School Head should ensure that learning materials being employed for SII and other instructions are easy to use to promote self-directed/ independent learning.
- There is a need to further intensify the creation and production of appropriate and engaging learning materials to address the felt needs of SARDO.
- Aside from the upkeeping and providing access of learning materials / resources to SARDO and other struggling learners, putting-up of learning centers or mini learning station should be encouraged to continuously provide avenues for learning where engagement, participation and transformation of knowledge be practiced among SARDO.

The delineated intents, actualities and discrepancies were based on table A-3 referring to the used learning materials for SII. Although, the actualities were found to be on the same wavelength in relation to the seen utilization as viewed by three groups of respondents, means of realizing these intents should be intensified to achieve the most desirable outcomes.

Intents and Actualities of the SII General Implementation

A Public Elementary School's SII Intents and Actualities Consolidated Responses of Respondents, Teachers, and the School Head as Actualities of the Program									
4. Intents on the SII Implementation	as viewed by respondents			as viewed by teachers			as viewed by two (2) School Heads		
	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation	Weighted mean	SD	Interpretation
4.1. Establish related activities to successfully determine the needs and level of struggling pupils.	3.34	0.883	Achieved	3.64	0.497	Most Achieved	3.50	0.500	Most Achieved
4.2. Conduct procedures that are geared toward meeting the needs and interests of pupils.	3.24	1.028	Achieved	3.21	0.426	Achieved	3.00	0.000	Achieved
4.3. Implement procedures to highlight the development of 21st century skills (e.g. 4Cs of learning)	3.16	1.085	Achieved	3.29	1.069	Achieved	3.00	0.000	Achieved
4.4. Contextualize content, delivery, and the learning processes to achieve familiarity and concise understanding of lessons	3.13	1.227	Achieved	3.00	0.961	Achieved	3.00	0.000	Achieved
4.5 Implement the SII in accordance with the SIP/AIP standard and actions for implementation to produce desired outcomes.	3.36	1.036	Achieved	3.64	0.497	Most Achieved	4.00	0.000	Most Achieved

Note. This table shows the triangulation of responses made by 70 SARDO-respondents, 14 select teachers and 2 School Heads in terms of SII implementation. Most of the intents were regarded as achieved actualities according to the three groups of respondents.

In the area of SII implementation, five (5) intents were drawn as standards for successful execution of all the plans, strategies and materials joined all together. These implementation standards refer to procedures that follow mandated guidelines by the DepED, embody school and annual plans and most importantly cater the needs and interests of pupils. Among these procedures that remain in accordance with the intent were the following: (1) the requirement to implement activities that are geared toward meeting the needs and interests of SARDO with weighted mean=3.24, 3.21 and 3.00; (2) conduct procedures highlighting the development of necessary 21st

century skills (weighted mean: 3.16, 3.29, 3.00); and the standard to deliver contextualized or localized learning content for greater relevance of teaching-learning process with weighted mean of 3.13, 3.00, and 3.00 were all considered agreeable or “achieved” by the three groups of respondents.

Though, the first and last statements of intent that were listed in table A-4 had gaps in terms of executing the means of achieving them. The need to create and establish as system of for effective profiling of SARDO was deemed one of the “most achieved” intents by the teachers (weighted mean = 3.64) and the School Heads (weighted mean = 3.50). However, SARDO believed that the said procedure was “achieved” agreeably with weighted mean of 3.34. The last intent was about the goal of the school to implement these procedures, anchored on the set objectives, activities and timeframe, and improve learning outcomes. Again, both the teachers and the School Head agreed that this was the “most achieved” in the area of SII implementation with weighted mean of 3.64 and 4.00 respectively. The discrepancy existed here where weighted mean 3.36 for SARDO-respondents was close to the observations made by the teachers and the School Head but only giving that standard a corresponding scale of “achieved”.

Intents:

- There is a need to establish related activities to successfully determine the needs, interests and level of struggling pupils.
- Implement procedures that will further highlight the development of 21st century skills (e.g. critical thinking, cooperative, collaborative and creating skills)
- It is desired to contextualize delivery, and the learning processes to achieve familiarity and concise understanding of lessons

- Procedures of the SII should be in accordance with the SIP/AIP standard and actions for implementation to produce desired outcomes.

Actualities:

- Implementation procedures were agreeably geared toward meeting the needs and interests of pupils with incorporation of 21st century skills.
- The conduct of SII covered contextualized content, delivery, and the learning processes to achieve familiarity, relevance and understanding of lessons.

Discrepancies:

- The school should establish more child-centered and contextualized activities to successfully determine the needs and level of struggling pupils. Diagnostic tests and other forms of assessment should always be tested for validity and reliability with the help of the School Head and Master Teachers if necessary.
- School Implementation Plan (SIP) and/or Annual Implementation Plan (AIP) academic related activities should be disseminated and introduced among learners thru school conferences or SOSA assembly, especially the target beneficiaries of a program or intervention. This will enable SARDO be informed about the nature of the intervention, and what they can expect after the SII have been made.



Appendix O

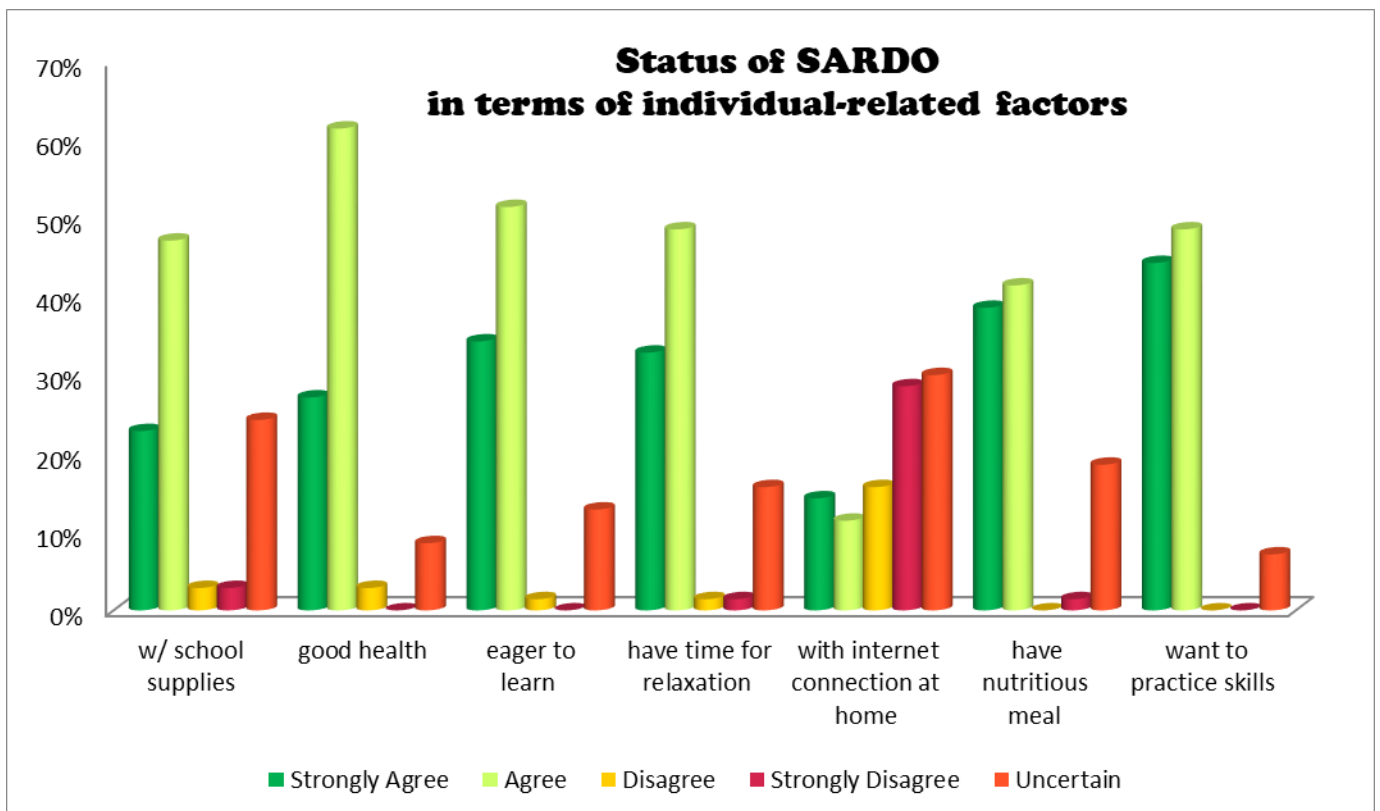
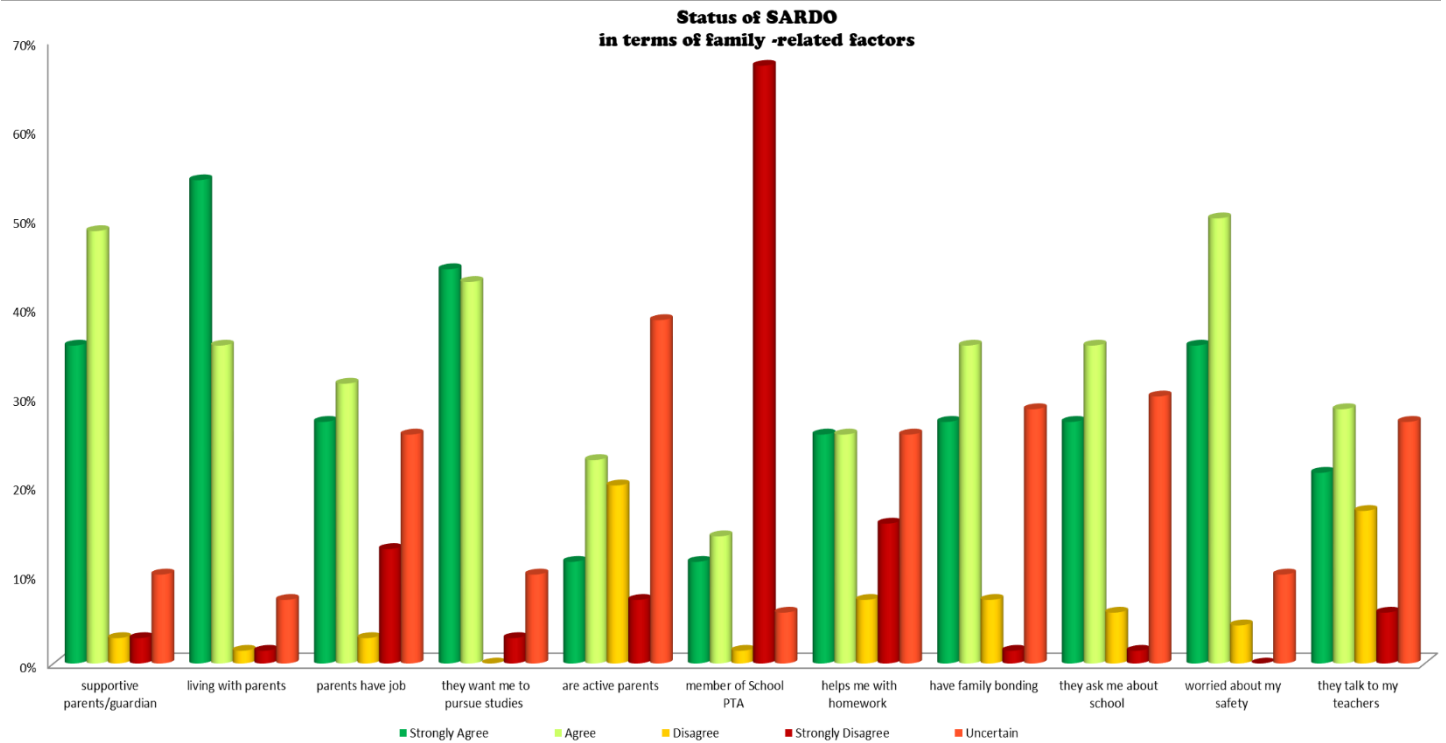
Philippine Normal University
The National Center for Teacher Education
 Graduate Research Office
 1000 Taft Avenue, Manila

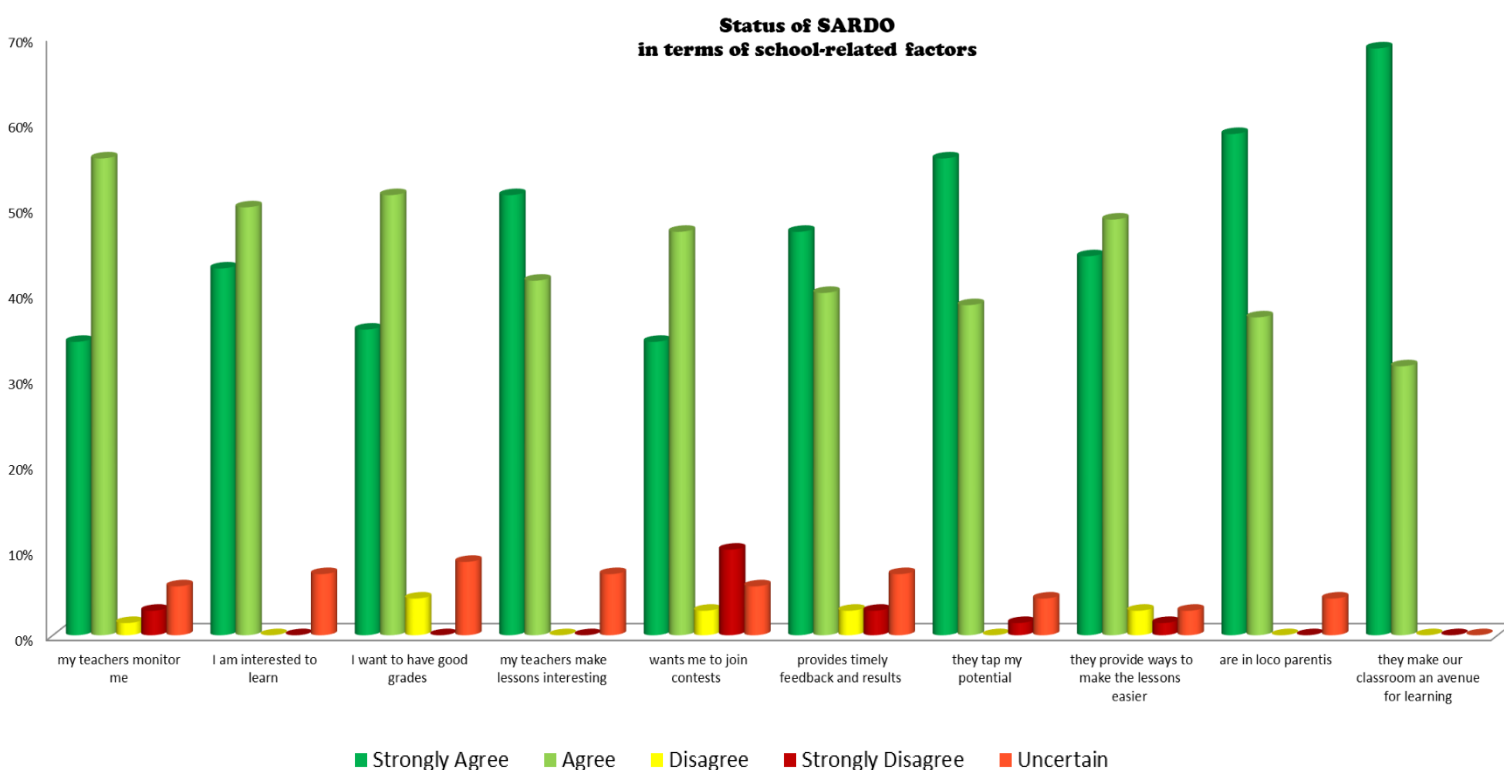
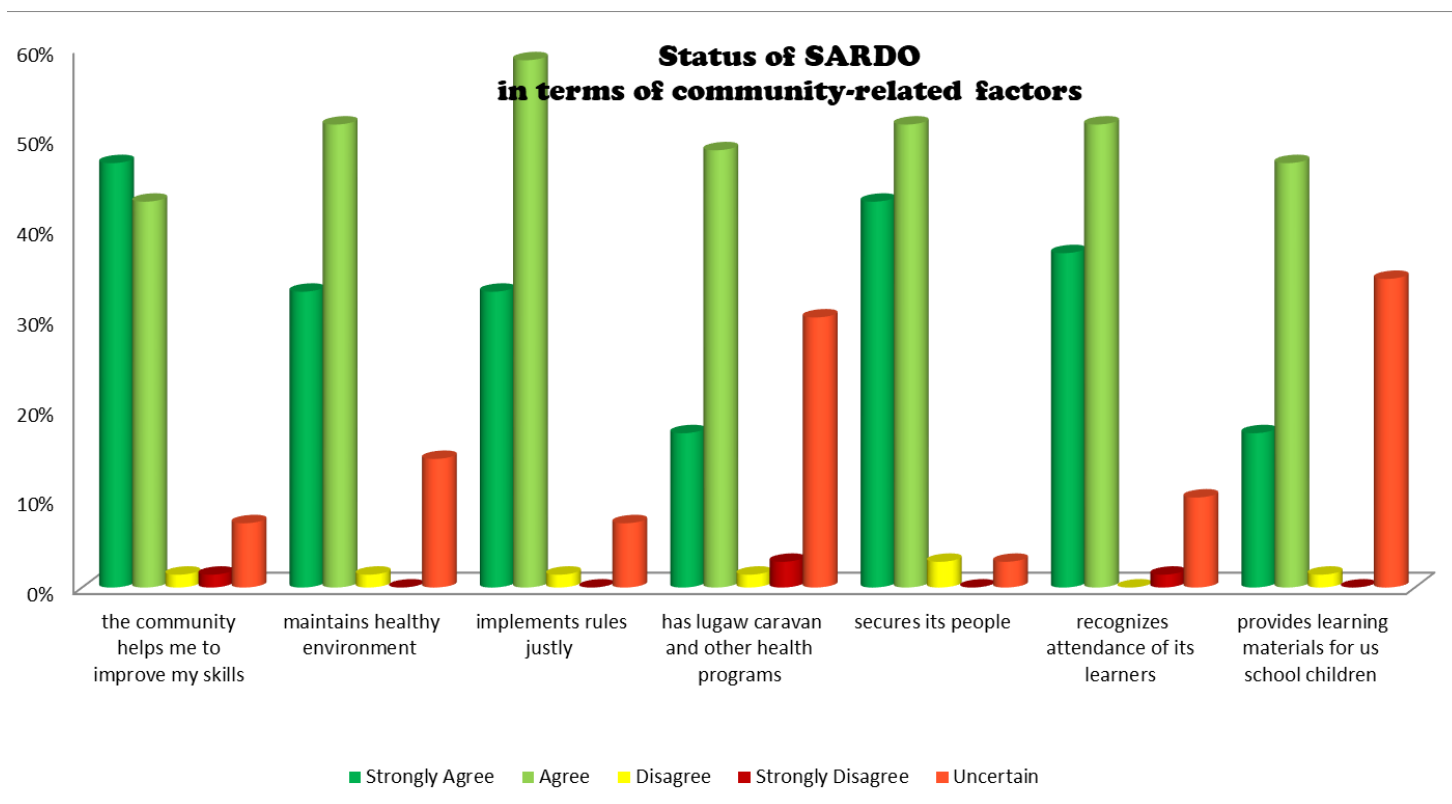


Consolidated Responses on FICS-related Factors Experienced by SARDO

activities	total	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Uncertain (%)	total
w sch supplies at home	70	23%	47%	3%	3%	24%	100%
good health	70	27%	61%	3%	0%	9%	100%
eager to learn	70	34%	51%	1%	0%	13%	100%
time for relaxation	70	33%	49%	1%	1%	16%	100%
with wifi	70	14%	11%	16%	29%	30%	100%
delicious meal	70	39%	41%	0%	1%	19%	100%
wants to learn more	70	44%	49%	0%	0%	7%	100%
supportive parents guardian	70	36%	49%	3%	3%	10%	100%
living with parents	70	54%	36%	1%	1%	7%	100%
parents have job	70	27%	31%	3%	13%	26%	100%
they want me to pursue studies	70	44%	43%	0%	3%	10%	100%
active parents	70	11%	23%	20%	7%	39%	100%
member of Sch PTA	70	11%	14%	1%	67%	6%	100%
helps me with homework	70	26%	26%	7%	16%	26%	100%
family bonding	70	27%	36%	7%	1%	29%	100%
they ask me about school	70	27%	36%	6%	1%	30%	100%
worry about me in going and in returning home	70	36%	50%	4%	0%	10%	100%
they talk to my teachers	70	21%	29%	17%	6%	27%	100%
my teacher monitors me	70	34%	56%	1%	3%	6%	100%
I m interested to learn	70	43%	50%	0%	0%	7%	100%
I want to have good grades	70	36%	51%	4%	0%	9%	100%
makes lessons interesting	70	51%	41%	0%	0%	7%	100%
wants me to join contests	70	34%	47%	3%	10%	6%	100%
provides me feedback and results	70	47%	40%	3%	3%	7%	100%
taps my potential	70	56%	39%	0%	1%	4%	100%
provides ways for me to understand difficult less	70	44%	49%	3%	1%	3%	100%
loco parentis	70	59%	37%	0%	0%	4%	100%
classroom as avenue for learning and practicing s	70	69%	31%	0%	0%	0%	100%
helps me improve my skills	70	47%	43%	1%	1%	7%	100%
maintains healthy envt	70	33%	51%	1%	0%	14%	100%
implements rules justly	70	33%	59%	1%	0%	7%	100%
lugaw caravan, etc	70	17%	49%	1%	3%	30%	100%
secures its people	70	43%	51%	3%	0%	3%	100%
recognizes attendance of its learners	70	37%	51%	0%	1%	10%	100%
provides learning materials for us	70	17%	47%	1%	0%	34%	100%

Consolidated Responses on FICS-related Factors Experienced by SARDO in Graphical Representations





KATHERINE O. ARAQUIN

123 Apitong St., Bunsuran I,
Pandi, Bulacan, 3014
kath.araquin@gmail.com
0905 911 3175



OBJECTIVE

To enhance my skills as part of a reputable institution that provides stable growth and opportunities for continuous learning in line with my educational background.

EDUCATION

June 2008 – April 2012	Bulacan State University Bachelor in Elementary Education Major in General Education City of Malolos, Bulacan
June 2004 – April 2008	Bunsuran National High School Bunsuran I, Pandi, Bulacan
1998 - 2004	Mamerto C. Bernardo Memorial Central School Poblacion, Pandi, Bulacan

CAREER EXPERIENCE

June 5, 2018 – Present	<i>Teacher II</i> Bunsuran Elementary School Bunsuran I, Pandi, Bulacan
June 2, 2014 – June 4, 2018	<i>Teacher I</i> Bunsuran Elementary School Bunsuran I, Pandi, Bulacan
June 4, 2012 – April 1, 2014	<i>Private School Teacher</i> Holy Angels' College (Bulacan), Inc. Poblacion, Pandi, Bulacan

PUBLICATIONS

Self-Learning Module-*

Araquin, et. Al (2021). *Nakalilikha ng Limbag sa Tela Gamit ang Ginupit na mga Disenyo*. Arts 2. Schools Division of Bulacan, City of Malolos, Bulacan.

Mapue (2020). *Ratio and Proportion*. Mathematics 6 Quarter 2 – Module 1. Schools Division of Bulacan, City of Malolos, Bulacan.

Galman (2020). *Writing Some Words, a Phrase, or a Sentence About an Illustration or a Character*. English 2 Quarter 2 – Module 3. Schools Division of Bulacan, City of Malolos, Bulacan.

Galman (2020). *Common Nouns and Proper Nouns*. English 2 Quarter 1 – Module 3. Schools Division of Bulacan, City of Malolos, Bulacan.

SEMINARS CONDUCTED

- Resource Speaker, District Online Capacity Building, Hosting Webinar, Math Vedic, Computing Math Problems using Calculator and Video Lesson Development, August 17-18, 2020, via Google Meet
- Resource Speaker, “District Orientation on ISO Alignment”, conducted for Select Teacher Participants and School Heads of Pandi South District, February 15, 2019, Pandi South District, Bunsuran I, Pandi , Bulacan
- Resource Speaker, “District Training on Enhancing Pedagogical Skills in Reading in the Elementary Level”, conducted for Select Teacher Participants in English, January 15-17, 2019, Pandi South District, Bunsuran I, Pandi, Bulacan
- Resource Speaker, “District Echo Training On K To 12 Classroom Assessment Results, Analysis, Interpretation And Utilization in *Araling Panlipunan* Grades 1 – 4”, August 24-26, 2016
- Resource Speaker in Semestral Break Inset for Teachers: Integrating Online Resources and Downloaded Materials in our Lessons”, conducted for Teachers in the Elementary Level, October 26-28, 2015, Pandi South District, Bunsuran I, Pandi, Bulacan
- Resource Speaker, “District Roll Out on K to 12 Training of Teachers”, conducted for Grade 4 Teachers in Pandi District, May 26-28, 2015, Pandi District, Poblacion, Pandi, Bulacan

TRAININGS/ SEMINARS ATTENDED

- District Online Orientation on the Utilization of Most Essential Learning Competencies (MELCs), July 08, 2020, via Google Meet
- 2019 Clustered Schools Training of Pupils in Scriptwriting, Radio Broadcasting, and Collaborative Desktop Publishing, September 13-23, 2019, Pandi South District, Bunsuran I, Pandi, Bulacan
- District Training Workshop for Writers, Illustrators and Layout Artists, August 6-7, 2019, Pandi South District, Bunsuran I, Pandi, Bulacan
- District Echo Seminar Workshop On The Utilization Of Philippine Historical Trail And Local History Learning Resources, May 30, 2019, Cupang Elementary School, Cupang, Pandi, Bulacan
- Region-Wide Training On The Enhancement Of Pedagogical Skills In Teaching Reading In The Mother Tongue And Bridging Process For Grade 2 Teachers, November 12-16, 2018, Anne Raquel's Hillside Resort, Olongapo City, Zambales
- District Training On Manual For Teachers And School Heads, June 21-22, 2018, Pandi South District, Bunsuran I, Pandi, Bulacan
- District In-Service Training for Teachers, October 25-27, 2017, Pandi South District, Bunsuran I, Pandi, Bulacan
- District Job Embedded Learning (Jel) Cum Writeshop Of Writers, Illustrators, Layout Artists On The Preparation, Development And Evaluation Of Supplementary Learning Materials For Grades 1 And 2, September 20-22, 2017, Pandi South District, Bunsuran I, Pandi, Bulacan
- District Orientation Workshop On Test Construction, Establishment of Item Bank And K To 12 Assessment, July 17-19, 2017, Pandi South District, Bunsuran I, Pandi, Bulacan
- Cartooning Seminar Workshop (Sining Pandayan) 2017, February 23, 2017, City of Malolos, Bulacan
- Division Writeshop on Development and Production of TG For Grade V Teachers, October 7, 11, 2016, City of Malolos, Bulacan
- Division Training on K To 12 Classroom Assessment Results, Analysis, Interpretation and Utilization In Araling Panlipunan Grades 1 – 4, August 10-12, 2016, Baliuag Central School, Baliuag, Bulacan
- Seminar Workshop For Special Science Elementary School (SSES) Teachers, July 28-29, 2016, City of Malolos, Bulacan
- The International Educational Management Training, April 4-8, 2016, Baguio City, Philippines
- Division Writeshop on Development and Production of TG For Grade V Teachers, March 21-22, and March 16-18, 2016, Plaridel Central School, Plaridel, Bulacan
- K To 12 Deped Division Of Bulacan Faber Castell Academy Of Arts Teacher, November 24, 2015, Balagtas Central School, Balagtas, Bulacan
- Pagsasanay Sa Sining Ng Paggupit Ng Borlas De Pastillas, October 15-17, 2015, City of Malolos, Bulacan

- Festival Of Bulacan Folk Music, September 3-4, 2015, Baliuag, Bulacan
- K To 12 Grade 4 Training of Teachers, May 18-24, 2015, St. Paul College of Bocaue, Bocaue, Bulacan
- District Training on the Contents and Strategies For Elementary Mathematics, October 22-24, 2014, Pandi District, Poblacion, Pandi, Bulacan
- Training For Special Science Elementary School (SSES) Implementers, October 7-9, 2014, Marilao Central School, Marilao, Bulacan
- Division Seminar On Teaching Beginning Reading, August 2-4, 2014, Plaridel Central School, Plaridel, Bulacan

SCHOLARSHIP/ GRANTS AWARDED

Gov. Wilhelmino M. Sy-Alvarado, 2010-2012, Bulacan State University

University Grantee Scholarship, BEEd - Generalist, 2010, Bulacan State University

HONORS/ AWARDS RECEIVED

College of Education (CoEd) Dean's Lister, Bulacan State University, 2010-2012

Third Honors, 1998-1999

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Pandi Teachers' Club (PTC), Poblacion, Pandi, Bulacan, 2014 – Present

Bunsuran Elementary School Faculty Member, 2014 – Present

REFERENCES:

Dr. SALVE A. FAVILA

Professor

Institute of Physical Education, Health, Recreation, Dance, and Sports (IPHERDS)

Philippine Normal University

Taft Avenue, Manila

MARCELINO B. SURIO

Principal III

Bunsuran Elementary School

Pandi South District

Bunsuran I, Pandi, Bulacan

PERLA E. DELA CRUZ

Principal II

Matias B. Salvador Memorial Elementary School

Pandi North District

Poblacion, Pandi, Bulacan

ROSALIE D. INTACTO

School Officer-in-charge

Bunsuran Elementary School

Pandi South District

Bunsuran I, Pandi, Bulacan