

# **Utilization of Sagip Pangarap Intervention Program (SPIP) as a Flexible Learning Strategy for Students-at-Risk of Dropping-Out**

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## **ABSTRACT**

Sagip Pangarap Intervention Program (SPIP) is intended for students-at-risk of dropping-out. The validated handbook provides a clear view and guides for the users as to how this program will be implemented and monitored. It aimed to determine the effectiveness of the SPIP manual in the attendance and class participation of the students-at-risk of dropping-out; mixed-method research design was utilized. The participants were the 15 Grade 8 students of Calamba Bayside Integrated School enrolled during the SY 2018-2019; these students were considered SARDOs after thorough monitoring and evaluation of advisers and grade-level key teachers. The participants were chosen through purposive sampling. Results showed that there is a decrease (89. 88%) in the number of absences incurred by the SARDOs after the implementation of the intervention program. It also revealed that in terms of class participation, the results of the interview conducted to the selected teachers and parents implied that the program helped the students to regularly come to school and improve their class participation since it provides different options, strategies, approaches, and opportunities for the students regarding their schooling. Since the use of this

intervention program is proven effective, it is recommended that SPIP be used by teachers to help students in improving their performance in terms of attendance and class participation.

**Keywords** — Inclusive Education, intervention program, mixed-method, Philippines

## INTRODUCTION

Education can be viewed as investing in human capital to bring about the desired level and quality of development. Traditionally, it is considered as one of the more potent tools in bringing about long-term economic growth, poverty alleviation, security, social justice, and environmental protection. It is maintained that education's quality and reach are approximate measures of its contribution to national development. Castolo and Chan (nd) stated that some realities make the proposition that the education sector has failed to achieve its targets. Thus, it can still benefit from well-designed reforms.

Since education is really needed in order to improve one's life, the Department of Education provided different programs to make it accessible for all. Alternative Delivery Mode, Alternative Learning System, Inclusive Education, DORP, MIMOSA, and any alike school-based interventions are only some of the many options provided by the department. However, despite this initiative, still, dropping-out is very rampant.

Despite the irony in the situation of education in the Philippines, the government is still very hopeful that the quality of life of the Filipinos will be uplifted. As stated in Ambisyon Natin 2040, which is a long-term vision for the Philippines, the government must be proactive in setting the agenda for quality education since it is very important for Filipinos. It was mentioned in that vision, that a well-educated and innovative Filipinos would improve the quality of life in the Philippines. Also, more than ensuring the delivery of quality education by ensuring that the student will acquire the foundational competencies, formal education must also develop students' competencies and character qualities. This may be developed by improving the curriculum content and its mode of delivery.

In addition, pedagogy and quality are substantially interconnected zones of concern for the Philippines. Average scores being attained at three diverse grade levels by learners on National Achievement Tests are discreetly refining

but still fall diminutive of the entitled mastery levels of accomplishment. The academic successes of young people in the Philippines may not, on average, be refining. An essential reform ingenuity under the Basic Education Sector Reform Agenda 2006-10 was the creation of an established of National Competency-Based Teacher Standards, to be used as a foundation for teacher education, the specialized development of teachers, their advancement and their organization. The modification from a virtuously credential-based system of recognition of teaching proficiency to one that takes a version of skilled capability is substantial for the education system, specifically as the labeled abilities are determinedly chastised in a learner-centered model of teaching (ASEAN State of Education Report, 2013).

On the other hand, Flexible Learning Strategies (FLS) represent a shift away from a fragmentary approach to the endowment for the educationally omitted towards more methodical, springy, and comprehensive interventions, properly designed to match their needs and circumstances. It can be a very important component in Philippine Education to achieve quality and access to education as envisioned in the Education For All (EFA) 2015 Philippines Plan of Action and specifically on the reduction of illiteracy rate. The rationale of FLS is that, heedlessly of manner, length and residence of training, debarred children, can obtain compact rudimentary knowledge and proficiency services as well as the capabilities and existence abilities compulsory to live harmless and noble lives (Bangkok U. N. E. S. C. O., 2013).

However, the Department of Education is currently implementing the Alternative Delivery Modes as one of the many ways in order to improve the implementing ability of the education system in achieving the goal of EFA and MDG. As stated in DepEd Order No. 52, series of 2012, ADM are tried and tested alternative modalities of education delivery within the confines of the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social and economic constraint in their schooling. As a matter of fact, ADM is already being implemented among the students of Calamba Bayside Integrated School as one of the strategies under the DepEd's Drop-out Rate Program (DORP). These students preferred to take the ADM to avoid the risk of dropping due to some economic reasons.

Though, despite the effort of the department and the school itself through the implementation of ADM and even despite its clear objectives, still, at present, the completion rate of the school is very low. There are students who are quitting

from their studies even in the middle of the school year and worst even in their last year in junior high school. This is evident in Calamba Bayside Integrated School were based on the School Report Card. Its drop-out rate has increased -from having 67 dropped-out students for the school year 2015-2016, it became 90 students for the school year 2016-2017.

In the State Government of Victoria, their FLS was named “Flexible Learning Options.” They adopted the term ‘flexible learning options’ for the range of programs in school and community settings that support those children and young people at risk of disengaging or already disengaged from education to re-engage in school. Of particular interest are programs that are provided within schools but away from a usual classroom and programs traditionally understood as alternative education programs, where students attend a re-engagement program separate from the school, usually for a short time and usually off-site. This only means that FLS is really intended to prevent students from dropping-out by teaching them not only inside the classroom setting.

In addition, another FLS in India was entitled Step-Up Programme. It is an action initiative formulated with the following objectives and value frame: to address the learning deficit; to bridge the gap in education by providing age-appropriate learning through suitable curriculum and teaching-learning materials; and to change and contrivance practices and instruction erudition tactics for building teachers’ aptitude in order to lessen students’ disconnection from education owing to dysfunctional schools. The program was intended to offer a podium for children to prosper, absorb, and cultivate into qualified and fecund persons. Its intentions to generate impressions with ironic and appealing focussed instruction, beleaguered program, and instruction practices.

In a phenomenological study regarding the causes of dropping-out conducted by Torres and Saromines (2016), they found out that financial adversities and family hostility are the great factors that affect the learners at risk of dropping out (SARDOs). The identical is accurate when a learner lives in a communal which does not help him/her to develop his/her optimal latent, and undesirable stimulus (e.g., prohibited drugs and alcoholism) mantle the student’s atmosphere, the risk of dropping out will positively escalation. They are also supplementary that students whose families are living in shantytowns with penurious neighborhoods turn ferocious for many a motive. Economic constraints, job forfeiture, and long-lasting redundancy, addiction to whiskey, and banned substances can lead to numerous arguments within the family.

Bridgeland, DiIulio Jr., and Morison (2006) also added that dropping out is a more permanent form of disengagement, a full separation from the school

community. The high costs of dropping out for both the individual and the broader society are well-documented. Most solutions to the dropout problem revolve around punishment for dropping out (for example, withholding of a driver's license, disincentives to employers for hiring dropouts) rather than incentives for remaining in school; in other words, policy interventions for dropout prevention are designed to keep students in the school (or get students back to school), not necessarily to improve their in-school experience. However, research has demonstrated that in-school factors contribute to dropping out: content and classes are not interesting, students do not feel connected to school, and students do not see the purpose or relevance in work.

According to Woods (2005), dropout prevention and dropout recovery programs have been developed and implemented with varying degrees of success in the past 40 years. He suggested that reducing dropouts and increasing graduation rates require comprehensive, concerted efforts that include systemic planning and the willingness to change existing schools and create new programs and approaches to education. He also added that no single program or practice had been discovered to significantly reduce dropout rates. "There is no magical, quick-fix solution to the dropout problem. The problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and therefore need different kinds of programs which respond to their individual circumstances and needs". Although researchers suggest certain risk factors for predicting dropout, using these factors to identify individual students as likely dropouts are problematic. Even if dropouts are accurately identified, knowing with any precision, what interventions they may need is difficult. Therefore, the most promising overall strategy for reducing dropouts is restructuring schools to meet all students' needs.

In addition, the results of the study of Burrus and Roberts (2012) presented different ways to address ways to reduce dropping –out. According to them, there are two things needed to reduce the drop-out rate. The first thing is to keep students from dropping out, and teachers need to know which students are most at risk. It should be clear by now the in-charge must have the ability to identify the students who are most likely to drop out. Teachers can also identify high schools with extremely high dropout rates. This means that they can intervene both at the individual student level and at the school or district level. Secondly, teachers need operational interference platforms. Many dropout intervention programs have been industrialized, but they do not recognize which of them would have the greatest effect on dropout rates.

Other analysts of reducing out of high school may be categorized as psychosocial factors or issues connected to temperament and enthusiasm. For example, it is imaginable to custom the magnitude to which learners — and their parents and teachers — actively engross in the edifying progression to calculate how likely the students are to proceed. Rendezvous is multidimensional and includes the smoothness of sympathy with the institute and the enlargement of confident associations with peers and teachers. Forty-seven percent of members in the Bridgeland et al. (2006) focus-group training thought that they did not find school provocative and that this was an influence in their conclusion to drop out. Such nonexistence of commitment may not be inadequate for the students. Many of them distrusted that their teachers were concerned in school or learner learning, and caressed that they were more disturbed with finalizing their workday than coaching class. This lack of grown assignation is a habitual refrain in scrutiny done by Bridgeland et al. (2006) 69% of the failures appealed that grownups did not assume them to accomplish well and that these stumpy potentials underwrote to their conclusion to drib out. Besides, these learners' moods seem to be precise. In a supplement study that complicated dialogues with teachers, Bridgeland, Dilulio, and Balfanz (2009) establish that only 32% of measured high school teachers contracted with the avowal that they should suppose all students to meet high speculative principles and provide extra backing to belligerent learners to help them meet those criteria.

Various contributors in the Bridgeland et al. study (2006) also assumed that they caressed inadequately confronted by their teachers and that curricula were not encouraging. Most accomplices in the inspection retorted that potentials to ample homework were very stumpy: 80% said they finished one hour or less per day, while 26% said they done no homework. Developed parent and teacher anticipations could have enlarged the prospect that they would have advanced. As specified formerly, 66% of partakers appealed that they would have operated firmer in high school if more had been asked of them. The study does, however, advocate that rare teachers would have done that. In the Bridgeland et al. (2009) supplement revision, 76% of the teachers positioned most of the obligation for the dropout delinquent on the learners; only 13% said that teachers were liable. Nurturing engrossment in a student's learning plays a significant role in his or her achievement in school (White & Kelly, 2010). Numerous failures in the Bridgeland et al. (2006) study showed that their parents were not involved in their schooling, or had convert intricate too even to create a modification. Twenty-one percent of the partakers said that their parents were “not at all

mindful,” and 51% of accomplices said that their parents were “just somewhat mindful” of their school appearance and evaluations. Additionally, 28% said that their parents were “not at all mindful” that the learner was on the threshold of reducing out, and 50% of partakers said that their parents were “just somewhat mindful” of this circumstance (Bridgeland et al., 2006).

Because of the above reasons, the researcher opted to implement an intervention program that will supplement the school’s ADM. The literature cited above provides the backbone and framework for the study’s main objective, which is to reduce the school drop-out rate. The literature and studies focused on the importance of education as a whole and some challenges that arose in attaining quality education for all. The literature and studies are all essential to the present study because all of them provide support to the goal of this research and serve as legal bases of this work. Sagip Pangarap Intervention Program is intended for the students at risk of dropping out. The validated handbook of the said program will provide a clear view and guide for the users as to how this program will be implemented and monitored. Even though the program is for the students, it will also involve the parents of the students who are enrolled in the program. The researchers greatly believe that if parents are involved in the study of their children, it will be easy for the school to inculcate the value of education to the students. The program also opted to outsource possible donors who will help the students at-risk in their financial needs in school.

## **FRAMEWORK**

This study is anchored on Constructivist Theory by Jerome Bruner wherein erudition is a vigorous manner in which students model innovative concepts or impressions grounded upon their contemporary/preceding understanding. The student chooses and transmutes evidence, paradigms propositions, and varieties pronouncements, trusting on a thought edifice to do so. The cognitive structure provides meaning and organization to experiences and allows the individual to “go beyond the information given.”

As outlying as education is apprehensive, the teacher should attempt and boost learners to ascertain ideologies by themselves. The teacher and learner should employ in a dynamic discourse. The teacher’s undertaking is to convert evidence to be educated into an organization suitable to the learner’s existing state of indulgence. The course should be planned in a twisting way so that the learner incessantly physiques upon what they have already cultured.

Bruner (1966) states that a scheme of instruction should discourse four major characteristics: (1) predilection near erudition, (2) the means in which an organization of knowledge can be designed so that it can be most voluntarily gripped by the learner, (3) the most operational categorizations in which to contemporary substantial, and (4) the environment and striding of rewards and reprimands. Good procedures for configuring knowledge should upshot in streamlining, engendering new schemes, and accumulative the handling of material.

## **OBJECTIVES OF THE STUDY**

This study aims (1) to determine the effects of Sagip Pangarap Intervention Program in the performance of Grade 8 Students-at-Risk of Dropping-out (SARDOs) in terms of attendance and class participation; (2) to address the key issues/concerns pertaining to flexible learning strategies and SARDOs; and (3) to propose plans of action in enhancing the performance of SARDOs using the crafted manual.

## **METHODOLOGY**

### **Research Design**

Since the primary objective of the present study is to determine the effectiveness of the Sagip Pangarap Intervention Program manual in the attendance and class participation of the student-at-risk of dropping-out, mixed-method research design was utilized. This approach is used when researchers want to provide a better understanding of the research problem.

### **Research Site**

The study was conducted in Calamba Bayside Integrated School, a public secondary school located at Barangay Palingon, Calamba City. The said institution is part of the Schools Division of Calamba City situated in the Province of Laguna. The school has 108 teaching personnel and non-teaching personnel, with more than 2500 students.

### **Respondents**

The respondents of the study were the Grade 8 students of Calamba Bayside Integrated School, who are considered SARDOs after thorough monitoring and



evaluation of advisers and grade level key teacher. The respondents were chosen through purposive sampling. A total of 15 students were involved in the study. The other respondents were the School Principal, Guidance Counselor, and Grade 8 teachers. The researcher used purposive sampling since the study needs to involve students who are at risk of dropping out. Saunders, Lewis & Thornhill (2009) define purposiveness as a sampling technique in which the researcher relies on his own judgment when choosing members of the population to participate. Moreover, it is a non-probability sampling method, and it occurs when elements selected for the sample are chosen researcher's judgment. Researchers often believe that they can obtain a representative sample by using sound judgment. Purposive sampling method may prove effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives.

### **Data Analysis**

Before conducting the research, a letter of request was submitted to the school head of Calamba Bayside Integrated School for the conduct of the study. The researchers identified the Grade 8 participants with the help of the class advisers. The researchers assess the participants using their attendance and class attendance. After the thorough evaluation, the official participants, together with their parents and advisers, had a meeting regarding the said project. The researchers did daily checking of attendance and monitoring of their performance. Focus group discussion (FGD) for teachers, parents, and students every week was also conducted to record the important things that happen in the participants' performance and attendance. The routines were conducted from August to October.

Since the researchers used the Grade 8 students for the school year 2018-2019, a permission letter signed by the principal was secured. Proper communication with the participants' parents was considered since personal issues, family problems, and other matters were tackled in FGD. The researchers assured the confidentiality of the answer of the participants.

The data that were gathered were processed and analyzed for a systematic presentation in the form of tables. The statistical tool used in the interpretation of data was the mean.

The item-total correlation test arises in psychometrics in contexts where a number of questions are given to an individual and where the problem is to construct a useful single quantity for each individual that can be used to compare

that individual with others in a given population. It is performed to check if any item in the set of tests is inconsistent with the averaged behavior of the others, and thus can be discarded. The analysis is performed to purify the measure by eliminating ‘garbage’ items prior to determining the factors that represent the construct; that is, the meaning of the averaged measure (Everitt & Skrondal, 2002).

In the latter part, the qualitative part, for the analysis of data, thematic and descriptive analyses were used. Thematic analysis was used to identify, analyze, and report patterns within the data. In the descriptive analysis, the data were summarized according to previously-set themes. For the purpose of emphasizing the views, direct quotations are frequently used (Yildirim & Simsek, 2008).

## RESULTS AND DISCUSSION

This part presents the participants’ experiences relating their insights and viewpoints, which include conclusions based on the information collected through in-depth interviews and focus group discussion.

### Performance of the Students at Risk of Dropping out Before and after the Implementation of the SPIP Manual

Table 1. Quarterly Attendance of the Students at Risk of Dropping Out

Student Name	Attendance <b>Before</b> Implementation of the SPIP Manual	Attendance <b>After</b> Implementation of the SPIP Manual
STUDENT A	40	8
STUDENT B	14	3
STUDENT C	18	0
STUDENT D	36	6
STUDENT E	15	2
STUDENT F	15	2
STUDENT G	42	7
STUDENT H	38	0
STUDENT I	20	0
STUDENT J	22	1
STUDENT K	41	0

Student Name	Attendance <b>Before</b> Implementation of the SPIP Manual	Attendance <b>After</b> Implementation of the SPIP Manual
STUDENT L	46	5
STUDENT M	23	3
STUDENT N	18	4
STUDENT O	17	0
Average	<b>20.25</b>	<b>2.05</b>
Difference	<b>89.88%</b>	

Table 1 shows the results of the performance SARDOs in terms of attendance before and after the implementation of the SPIP manual. It shows that there is a decrease (89.88%) in the number of absences incurred by the SARDOs. The result implies that using the Sagip Pangarap Intervention Program manual is of great help to the teachers in increasing the students' attendance rate.

The results were supported by the study conducted by Burrus and Roberts (2012), wherein they offered different methods to discourse ways to lessen dropping –out. According to them, there are two things needed to reduce the drop-out rate. The first thing is to keep students from dropping out, and teachers need to know which students are most at risk. Second, teachers need functioning intrusion platforms. Many dropout intercession programs have been developed, but they do not distinguish which of them would have the greatest effect on dropout rates.

On the other hand, in terms of class participation, the result of an interview conducted to the selected teachers and parents show that the Sagip Pangarap Intervention Program really helped the students to regularly come to school and improve their class participation since it provides different options, strategies, approaches, and opportunities for the students regarding their schooling. It is manifested with the responses of both advisers and parents in the conduct of interviews. Teacher A stated her observation in the performance of SARDOs during the class discussion. She said:

*“Nagiging active sa mga discussions ang bata dahil sa mga ginagawa namin sa klase. Minsan ay may mga kaklase silang tinuturuan sila. Nagkakaroon sila ng pagkakataon na maitanong ang mga bagay na hindi nila maintindihan sa mga kaklase.”*

In addition, another teacher expressed her appreciation for the implementation of the SPIP manual and how it really helps the SARDOs. To quote, Teacher B stated:

*“I am really glad regarding the result of SPIP, walang halong biro, it really makes the SARDO students more active in the class discussion because they appreciate the effort of the teacher in helping them cope up...naalala ko nga na sinabi nung isa kong estudyante na “ma’am akala ko and sama-sama na ng tingin nyo sa akin pero tinanggap nyo parin ako sa klase kay pinagbutuhan ko na...”*

On the other hand, one of the parents pointed out the positive effects of the said program to her child. Parent A expressed:

*“Nakikita ko sa anak ko na mas excited na siyang pumasok. Parang mas gusto na sa loob ng school. Kada uuwi nga sya sa bahay, lagi syang may kwento sa mga ginawa nila. May mga araw nga na napunta pati kaklase nya sa bahay para lang magturuan at magkwentuhan ng tungkol sa kanilang leksyon.”*

The above statements imply that Sagip Pangarap Intervention Program can really help students boost their morale and increase eagerness to attend classes regularly. The result of the study was supported by the study conducted by Mac Iver and Mac Iver (2009). According to the findings of their study, there is evidence that implementing an intervention strategy can yield results even in the first few months. It is essential that prevention and interventions begin by sixth grade at the latest because patterns of chronic absenteeism and failure can become so entrenched and widespread by ninth grade that effective intervention becomes more difficult. This is an attainable undertaking, even in epochs of infrequent assets. In the rappings of additional high school alumni who are edifice a role to humanity— the disbursements are glowing substance the exertion and venture required.

Moreover, the results also supported by the ASEAN 5-Year Work Plan on Education (2011-2015) as stated in the ASEAN State of Education Report 2013 wherein it addressed the significance of universal access to basic education of high quality, provided by teachers who are well educated and able to teach knowledgeable about the history and heritage of their nation. It also addressed

the need for TVET to be responsive to economic needs, and higher education to focus on delivering world-class teaching, learning, and research.

### **Use of Crafted Manual to Address the Issues or Concerns**

The crafted manual on Sagip Pangarap Intervention Program serves as a backbone and a framework for both the school and home. Based on the teachers' responses, common answers revealed that through the use of the SPIP manual, *"the school was provided a systematic and organized procedure on how they will handle students specifically those who are at-risk of dropping out."* Another response from the teachers states that *"...it provides a connection between teachers and parents at home since each of them plays a vital role from the implementation of the program to the monitoring of the performance as well as the attendance of each student"*. It makes each home or even each family nearer to the school, so they will have a better relationship toward a common goal of providing quality education to their children. Moreover, the crafted manual also serves as a tool so that the teachers can use to address the issues and concerns of the students regarding their performance in terms of attendance and class participation. It is also an avenue for the parents to ask, monitor, and help their children regarding their schooling since it is indicated in the crafted manual the roles and responsibilities of each party regarding the status of their children.

### **Effectiveness of Utilization of Manual Coincides the Attendance and Class Participation**

The positive responses of the parents and students in the utilization of the crafted manual, make it very evident that the Sagip Pangarap Intervention Program is effective. It makes the students actively engage in their class by performing the tasks provided to them. The attendance rate of the respondents improved, as manifested in the submitted school forms of their advisers. Another indication is that the number of drop-outs in the two consecutive grading periods lessens.

### **Proposed Action Plan**

This study proposes an action plan that would help enhance the crafted manual and eventually improve students' performance in terms of attendance and class participation.

## **CONCLUSIONS**

Based on the results of the study, the following conclusions were drawn: (1) since the study reveals that using the Sagip Pangarap Intervention Program manual can really help students boost their morale and increase eagerness to attend classes regularly and participate in the class discussion it implies that the other year level may also use the said intervention program because it has proven to be effective in improving the attendance and class participation of the students; (2) the result of the study revealed that the use of SPIP manual could really address the issues and concerns of the students it implies that additional seminar and forum may be initiated for teachers in order to be aware of the special features of the manual and at the same time to be an effective motivator in their classrooms; (3) the result also shows that it is really proven to be effective in lessening the numbers of absences of students. It means that the use of this intervention program may help the school in decreasing the number of drop-outs; and (4) the results of the study implies that school officials may develop an action plan, create programs and implement activities to encourage, motivate and assist students who categorically belong to the list of at risk of dropping out.

## **TRANSLATIONAL RESEARCH**

The study results can be shared through Learning Action Cell (LAC) sessions, publishing to journals and other printed materials, and adopting of the flexible learning strategy. It is also highly recommended the following: (1) Since the use of SPIP manual is proven effective, the researcher through the help of school head and head teachers should encourage teachers to use it in order to help students in improving their performance in terms of attendance and class participation; (2) The SDO should encourage elementary and secondary teachers to explore the other features and intervention strategies written in the manual in order to achieve effects on the desired goal; and (3) A research on the community as regards to the role of community members in the academic motivation and status of SARDOs can also be conducted.

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