

# Perceptions of Teachers on Factors That Cause Learners at Risk of Dropped Out: The Case of Public Elementary Schools

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**Abstract**— This study aimed to identify the perceptions of the teachers and parents on factors that cause learners at risk of dropping out of school. The review of the literature relates, synthesizes, and identifies relevant studies. The literature review is as follows. The literature review begins with the Constructivist Theory of Perception by Richard Gregory (1970). The idea is taken from the past potential intelligence of information chosen and applied to new situations. At the same time, active processing of kinetic data can be used to solve current perceptual problems. (Demuth, 2013). According to Christiansen (2019), constructive perception is a perception theory in which the one who sees uses sensory information and other references to build a mindful understanding of the object. Compared to this top-down view, there is the bottom-up approach of direct experience. Then, it is supported by the Developmental Theory of Jeremy D. Finn (1989), which adopts a developmental perspective on dropout. Jeremy D. Finn is a public education specialist who studies K to 12 fundamental education key issues using numerical methodological approaches. He examines the impact of class size on education, educational success, completion rates, and future jobs. Finn was a primary researcher in the most critical study involving class size yet conducted in Education in the United States. The groundbreaking long-term survey of 12,000 pupils began in 1985 and is still ongoing. Researchers are attempting to determine whether there is a link between class size and other life variables like job and fatality rates.

**Keywords**— Dropped-out, educational system, attendance, behavior, course performance.

## I. INTRODUCTION

One of the learner's crucial decisions in his studies is to drop at school. The issue has a significant influence on our country's educational system, resulting in a high unemployment rate, poor earnings, and poverty (Latif, 2015). Being a school dropped out affects the learner himself and his family and the people who give love and care for him. The reduction of school dropped outs is merely a goal, yet the solution is still a dream. In this regard, the Department of Education (DepEd) published DepEd Order No. 74, s.2010 titled Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in Secondary Public Schools, which acts as a method to reduce the country's school dropout rate (Department of Education, 2011). However, these actions undertaken are not enough to reach the country's lowest rate of school dropouts. This paves the way for the researcher to diagnose the learners dropping out further.

A dropout is a learner who quits school for whatever circumstance without graduating or completing a course of education without enrolling in the next primary or secondary (Bonneau, 2015). According to Balfanz and Byrnes (2012), absences occur for three reasons: decision, resistance, and ambition. The option is regarded to learners and parents who lack awareness of the necessity of attendance. Avoidance is a physiological or emotional reaction to stimuli that suggests that a specific object, creature, or circumstance should be avoided. It is frequently accompanied by a desire to withdraw from or escape the noxious stimuli (Arlinghaus et al., 2017). According to Webster's Third New International Dictionary, discretion is the capability to make choices representing a reliable option to know right and wrong. Among these dropouts, precipitating factors could play an important role (Bowers & Sprout, 2012). Any circumstances that happened during elementary years are way factors to improve during adolescence (Dobbie & Fryer, 2011).

Many methods are used, but they are insufficient to speak the issue of learners who are in danger of dropping out due to various circumstances. It is said that children who do not finish the whole cycle of primary education become troublesome for several reasons, and the high dropout rate of primary school pupils is a major cause of inefficiency and resource drain in the education system (Casey et al., 2014). Every year, a million children leave school without receiving an elementary diploma, with about 7 000 children leaving every day of the school year (Ruberta, 2012). According to the Alliance for Excellent Education (2011), around 1.3 million students drop out each year. They might earn 7.6 million dollars more in an average year if they complete their education, which is a significant setback to a country's economic progress. According to a poll, while schooling and employment may be integrated into many situations, issues such as poverty and working conditions may prohibit child laborers from going to school (Esguerra, 2015). According to Colina (2015), 60% of child laborers did not complete sixth grade, whereas 44% completed Grade 6 before leaving school to work. On the other hand, Region VII, especially Northern Cebu, is not included in the list of child-labor-free regions, which significantly impacts learner attendance. Many of the learners have just started working due to the COVID-19 epidemic. Another element influencing a

learner's conduct is that it puts him at risk of dropping out. Among the individual risk factors for school dropout, internal and external disorders have been reported to have an influence on school dropout (Rodriguez-Diaz et al., 2016).

According to UNICEF (2011), just a tiny number of children finish elementary education, with around 70% of pupils dropping out. The Department of Education (DepEd) recorded enrollment during the 2019-2020 school year and enrollments for the current school year represent a 9% decrease. According to Basic Education Philippine Statistics, the elementary level, which includes both private and public schools, had a leave rate of 0.23 percent in 2018-2019, while the school leaver rate for 2019-2020 was 0.62 percent. While Caputatan Norte Integrated School's principal, Abner Masong, reveals 25 % at risk of dropping out in elementary level and 3 % of dropped out of 234 enrollees for School year 2020-2021 while 1 % dropped out rate in high school level based on the Home Guidance Checklist and Module Monitoring of learners. The dropped-out rate is accelerating, so the researcher came up with the initiative to conduct a study on the teachers' perceptions on factors that cause learners at risk of dropping out and come up with a plan of action to find solutions in alleviating the issue of school dropped outs. The researcher attempts to find out the teachers' perceptions on factors that cause learners at risk of dropping out so that the researcher may be able to propose a plan of action to diagnose this issue that wrecks the learners' welfare.

## II. LITERATURE REVIEW DISCUSSIONS

### *Top-Down Processing Theory of Perception*

According to psychologist Richard Gregory (1970), top-down processing is used in interpretation, a joyous process. Because sensory data from the surroundings is frequently confusing, we require more excellent declarative knowledge to interpret it, either from previous experiences or stored information, to conclude what we observe. Helmholtz referred to it as the theorem of being the same (McLeod, 2018). Gregory considers perception a hypothesis, and he contends that incorrect theories can lead to perception errors. Making inferences on what we see and attempting to make the best guess is what perception entails. Gregory argued that prior awareness and previous experiences play a significant role in explaining interpretation (Christiansen, 2012). According to Demuth (2012), the following evidence support Gregory's Theory: To begin with, perception allows actions to be widely suited to non-sensed object features. For example, we react to particular objects as if they are doors, even if we can only see a long narrow rectangle because the door is ajar. Secondly, perceptions can be interpreted. For instance, in the Necker cube, when you look at a cross on the cube, the orientation will abruptly shift or 'flip,' resulting in two impressions from one pattern. According to Gregory, this happens when the brain creates two equally possible theories and cannot choose between the two. Lastly, improbable objects are often misidentified as probable objects. Gregory put this to the test with a hollow mask.

Cagli (2018) defined top-down processing as utilizing contextual information in pattern recognition. Reading entire

sentences rather than single and separated words, for example, makes it easier to understand tricky penmanship. This is because the meanings of the sequence of words provide context to enhance comprehension. Distortions are personal perceptions of physical reality that do not correlate to reality. When we are subjected to a visual illusion, we can see something not there, fail to see something there, or see something not there. Optical illusions not only show how the brain struggles to replicate the real world, but they are also helpful in identifying the neural pathways and computations that the brain uses to build our visual experience (Goldstein, 2011)

### *Dropped Out Screening*

According to the Cambridge English Dictionary (2021), dropping out is ceasing to attend school before finishing education. Numerous youngsters find it difficult to obtain an education in many regions of the world because the basic need for education is inadequate (UNICEF, 2018). Pupils who drop out and later return to school, known as re-enrollees, are more likely to drop out again. Regional Educational Laboratory West (2016) also states that to address the dropout dilemma conclusively, educational leaders must understand who these returning students are, how many are enrolled in local schools, what different methodology they require and receive, and their academic performance upon re-enrollment.

Even though it is evident that loosening the countrywide leaver rate should be a top goal, the remedy is not simple. Dropout is a gradual detachment that can start as early as first grade (Sparks, 2013). According to middle school indicators, pupils that exhibit all of the rising signs have a 50% chance of graduating at the end of sixth grade. Increased measures include less than 80% participation, failing Math and English, and having a poor general average in Math, English, Social Sciences, and Science (Bruce et al., 2011). Because of the numerous unfavorable life effects linked with high school dropout, Henry et al. (2011) undertook a long-term study to determine the efficacy of early detection. The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) has created several materials to help schools identify the variables that lead to pupil dropout. These resources give essential data on curriculum, compliance, and disciplinary tools, which are utilized to define school-wide issues (Klare et al., 2013). In addition, behavioral indications and particular demographics, test scores, and class characteristics are likely to be relevant. According to the findings, data should be collected in its "shallowest" form so that municipalities and countries can study to determine the best determinants in their school systems (Hauser et al., 2011).

### *Perceptions*

McCabe (2014) states that disasters happen when people build hypotheses and rely on internal representations of the environment rather than direct observation of it. As Schwarzlose (2014) points out, no experience is straightforward. Like anything else that happens in the brain, perception is a function of neuronal representation and is influenced by theory-based phenomena such as attention and bias. Perception, according to science, is the sensory experience

of the world. It entails detecting environmental reactions and acting in response to these stimuli. The perceptual technique is how humans learn about the features and elements of the world that are essential to our existence. Perception offers a sense of the environment and drives humans to act within their circumstances (Cherry, 2020). According to Shacter (2011), perception is the organizing, identification, and processing of sensory input in representing and understanding the supplied information or environment. It is derived from the Latin word perception, which means receiving. The passive receiving of these signals shapes perception, but so do the participant's learning, recall, expectation, and attentiveness (Bernstein, 2017).

#### *Parental Involvement in Learners' Education*

The presence of adults in their children's education provides them the assistance in acquiring the foundations of education and motivates them to succeed in school. It is described that family involvement is parenting activities that provide children with opportunities for learning, positive affective outcomes, and autonomy (Sheridan et al., 2011). The more parents who participate in their children's knowledge, the greater their entire class's engagement, attitudes, and grades will become (Waterford, 2018). Parents are considered indispensable partners of the school in the educative process in aiding students to learn and acquire acceptable values and behavior (Tinapay, 2022 & Tirol, 2022). Engaging parents in education is not bad, but it is looking for and using partners to educate the students (Ferland, 2011). In this regard, parents and teachers can build programs, and families can provide feedback on which services are most needed (Newchurch, 2017). According to Ferlazzo et al. (2011), parent engagement frequently refers to pre-identified activities, needs, and aims led by a school or group and urges parents to join afterward. Authors have identified 'parental empowerment' as a prerequisite for successful family involvement (Van Voorhis et al., 2013). Empowerment entails further than simply engaging with something; it also entails gaining control over the activities, resulting in individuality and providing families with a sense of choice and action (Goodall & Montgomery, 2013). In a National Literacy Trust research analysis, Cole (2011) stated that any legislation addressing language requirements among youngsters must recognize the possibly huge effect that adults can have on children's learning and development by viewing parental involvement. According to Martinez (2013), despite these positive qualities associated with parent participation in research, all education practitioners should consider a strong relationship with the family to be moral.

Jeynes (2012) examined the effect estimates for a few pupil accomplishment evaluations of parent participation programs that have been implemented in a supplementary portion of his schema of the parent involvement data. He discovered that the total size of the effect of such treatments was statically essential but less than the overall scale of impact of parental participation. Many students, especially those living in cities, fail to graduate from high school or graduate without the skills needed to succeed in college or a career (Sheldon & Jung, 2015). Primary school attendance is essential for future student

outputs such as completing high school (Mac Iver & Messel, 2013). According to Epstein (2011), a family engagement study in reading and Math was categorized into four areas to demonstrate how parents enhance their children's learning in different ways and locations. The first category is learning tasks at home. This study concentrated on parents' practices at home to promote reading, mathematics, or both. These programs can also occur in settings where children and adults can learn together, such as libraries, museums, and family information centers. Second, parental engagement in education. This research examined the conduct and relations of parents and guardians while their children were at school. Third, school-based outreach to include families. This research looked at the approaches and practices used by schools and instructors to engage families and make them feel more at ease. The strategies employed by schools to equip preschool children and families for the shift to kindergarten were given special consideration. Finally, there are capabilities to support activities. These studies looked at what parents should be doing to support their children's development and well-being, such as the basis and stability of the parent-child relationship, parenting activities such as setting rules at home, and caring behaviors that characterize the home environment in general.

In contrast, parents engage in unique reading or Math programs for their children at home. Numerous studies show that challenging instruction, essential learning objectives, successful evaluations, responsive input for pupils, and parental involvement are significant for increasing pupil's achievement, attendance, actions, and other essential school results at any grade level, including pre-kindergarten (Bryk et al., 2011). The media has contributed to educating the community about fostering their children's learning, making it much easier for parents to know, assimilate, and implement broad study findings (Feiler, 2012). Nevertheless, both parents agree that they desire more and more advice from instructors on how to help their children with valuable skills at home as they progress through the grades (Van Voorhis, 2011). Doing something to enhance learners' literacy is essential for conscientious parenting (McBride-Chang, 2012).

#### *Teachers Role In Preventing School Dropped Out*

According to Cox (2020), a teacher's primary function is to provide classroom guidance that assists students in learning. Traditional teachers' only responsibility was to pass on their knowledge and skills to their students. However, education has changed dramatically as a result of time, globalization, and technological advancements. Information is now accessible from everywhere, at any time, and on any subject. As a result, teachers' roles have altered to assist students in developing skills and tools for critically analyzing the vast amount of information available from many sources. Modern education and teaching emphasizes more in-depth, student-centered learning methodologies that evaluate, develop, create, and demonstrate comprehension. It does not only emphasize the transmission of information, ability, or application related to a specific topic (Tinapay, 2021 & Tirol 2021). To accomplish this, teachers must plan practical lessons, grade and provide input on student work, handle classroom resources, navigate the



curriculum effectively, and communicate with other staff. The appreciation of the role of supporting teachers is one result of the research's broadening (Fall & Roberts, 2012). Cooperation and willingness are far more essential and practical than any other factor in controlling dropout, especially in underdeveloped countries with a high illiteracy rate (Bajracharya, 2014). Today's teachers take chances and often struggle, but this is not enough for them to receive negative notes and reviews because they positively help flawed learners transition learning (Baghetto, 2019). If an instructor notices that a pupil is suffering or plans to drop out, he can help deter the child by stressing the value of graduating. Successful strategies include showing the learner employment that requires a high school education, reading data regarding dropping out of high school, and simply asking the student what job they are most passionate about. The student's ideal future would undoubtedly entail high school graduation (Resilient Educator, 2021).

#### *Learner's Dropped Out*

School dropout is described as quitting school without acquiring a minimum certificate, most commonly a high school diploma (De Witte et al., 2013). Herrero and colleagues (2013) also proposed that school dropout be viewed as the final stage of a vibrant, quantifiable, and diverse process of school disengagement (Andrei et al., 2012), with different causes at various levels (individual, family, school, and neighborhood) explaining this occurrence (De Witte et al., 2013). Legal, family, and community issues are also widespread among this population, in addition to the emotional and behavioral challenges that generally impair academic achievement (Kern et al., 2015). The outcomes of intervention initiatives and programs differ. Early attempts or interventions to prevent dropouts, on the other hand, have been shown in studies to be reasonable in price. In light of this, prior studies' feedback in the field has examined the effectiveness of treatment modalities, on risk factors for dropout, or the content of different initiatives. Still, they have not considered these issues from a program conceptual framework perspective, taking a risk and protective factors, interventions, and personal effects into account. This section discusses the search tactics and databases used, the inclusion and exclusion criteria used, and a description of the methodological tool used to collect and analyze the field research. Academic failure refers to stress absenteeism, which commonly stems from separation, nonspecific, or confidence issues, whereas school fear refers to fear-based absenteeism. Leaver rate in school can be viewed as the final result of psychosocial conditions. Reflecting on this, some projects and programs have been launched worldwide to prevent children from school dropouts. Their activities are intended based on the risk factors they are focusing on. Their content also differs in terms of academic or non-academic endeavors. Furthermore, some programs focus on early protection, others on prevention, and others on dealing and following up with students who have already decided to drop out of school to finish their studies. The target group for dropout initiatives is varied, explaining why different programs have varying content and foci. Some interventions concentrate on individual attributes, attitudes, and behaviors, while others

concentrate on the school system. It may concern students who have social, emotional, or behavioral issues. These students have a variety of problems, including internalizing and exacerbating issues. Legal, family, and community issues are also widespread among this population, in addition to the emotional and behavioral challenges that generally impair academic achievement (Kern et al., 2015). Individual risk factors that influence school dropouts include mental health and behavioral disorders (Fernandez-Suarez et al., 2016). Inappropriate behavior appears to be the biggest impediment to educational performance among externalizing diseases (Esch et al., 2014), although psychological distress is among the most researched internalizing difficulties (Fortin et al., 2013). Parents' engagement and supervision, on the other hand, influence behavioral issues at school as well as teachers' interactions with kids (Prino et al., 2016), compounding its consequences on performance in school (McGrath & Van Bergen, 2015). Substance abuse is also one of the individual risk factors. The association between drug dependence and school dropout is one of the most researched in official documents (Esch et al., 2014), implying that learners who use drugs or alcohol are more likely to drop out (Patrick et al., 2016). Esch and colleagues (2014) discovered that students who finished their educational careers were less likely to become present alcoholics than classmates who dropped out. However, the potential pathways connecting substance use and school dropout remain unknown, ranging from mental and neural abnormalities to learning disabilities and poor academic performance (Park & Kim, 2016). In terms of family characteristics, socioeconomic position, household composition, and parental participation, on the other hand, affect learners' academic success (De Witte et al., 2013). Children from solo-parent homes are more likely to drop out of school, according to empirical evidence (Torres et al., 2015), and there is literature indicating that the family system may influence the developmental process, which may increase its influence on school dropout. Rules and regulations discrepancy also impact school dropouts (Cutrn et al., 2015). Park and Kim (2016) discovered that staying with parents protects against substance abuse; however, low parent's education levels are connected with substance use, underlining the necessity of family parental supervision to lower the risk of substance use. Similarly, Guillén et al. (2015) discovered in a sample of 1023 youngsters that parental control could enhance opposition to peer influence and, as a result, can be predicted to lower alcohol intake. In terms of school factors, absenteeism has been a risk factor for school dropout in various research (Ekstrand, 2015). According to Wilkins and Bost (2016), absenteeism is an indication that children are disconnected from school and on the verge of quitting. Absenteeism has been defined as a form of educational resistance with negative results such as delinquent acts, criminality, and immaturity (Huck, 2011). Fernandez-Suarez et al. (2016) found that violence has been studied for dropout and conduct disorders in adult samples, primarily in correctional facility samples. According to Fernandez-Suarez and colleagues (2016), few kinds of research have examined dropout rates among young criminals, despite the rates of

school dropout compared to the general youth population (Korhonen et al., 2014).

Bowers and Spratt (2012) discovered three sorts of dropouts: the silent, the weary, and the concerned. According to Johansson and Uhnoo (2019), the quiet dropouts left school more frequently because they disliked school, believed they could not succeed to graduate and in general, the subpopulation indicated that they got along with teachers and students at nearly the same rates as the dynamic group and felt similarly that they belonged. The jaded students left school more frequently because they couldn't get along with teachers, students, or both, didn't feel like they belonged there, were getting failing marks or failing school, couldn't accomplish courses or pass tests, and skipped too many school days; in contrast, the implicated dropouts reported some of the lowest responses for why they dropped out from hating school to receiving poor grades and missing too many school days.

Bowers and Spratt (2012) conclude that while quiet students may require more academic mentoring and relations to school to improve their grades and reduce absences and subject failures, frustrated students may require hopeful ways to connect with a school in mitigating their negative views of schooling. Students that are involved may require flexible timetables and other paths to graduation. Additional studies focused on risk variables related to demographic traits, such as gender, age, and ethnicity, which reveal differences in both conceptualization and outcomes. In terms of gender, some research suggests that male students drop out at a greater rate than female students (Kim et al., 2015), but other studies found no gender differences (Boyes et al., 2017). Gender is a control variable when examining connections between other factors and dropout (Garvik et al., 2014). Gender, as a risk factor for dropout, can be conceptualized and used in a variety of ways, according to Johansson and Uhnoo (2019). Tomás et al. (2012) discovered some differences in school dropout by gender. In Franklin and Trouard's (2016) study assessing the efficiency of dropout expectancies across time, they discovered that age and poverty were the most successful at distinguishing between dropouts and grads within each panel, utilizing two state-level high school graduation panels. With time, age grew increasingly effective. Hodis et al.'s (2011) empirical findings emphasize the significance of motivation, revealing that negative motivation patterns were predictive of future underachievement and the likelihood of future dropouts.

Hodis et al. (2011) found empirical support for adopting a simple motivation measure that can improve risk assessment for school failure and guide treatments for various risk patterns. When it comes to how depressed symptoms are connected to school involvement, the fact that distinct risk factors on an individual level are related to each other is also demonstrated. Brière et al. (2017) conclude that the correlations between internalizing symptoms and school non-completion are minor. That typical school-based treatment targeting internalizing symptoms is unlikely to influence school non-completion significantly. The connections between different strong factors on an individual level are also demonstrated in studies on how students with Attention deficit and hyperactivity disorder (ADHD) have a higher likelihood of experiencing school

failure (Fried et al., 2016) or how wellness structures increase the risk of school dropout (Fried et al., 2016). Fried and colleagues (2016) discovered that children with ADHD were substantially more likely than those without ADHD to have been unsuccessful in high school, even after controlling for socioeconomic status, IQ, and learning impairment. These findings validated the research hypothesis that ADHD is an independent substantial risk factor for grade failures, emphasizing the need for early detection and management for this illness in avoiding these negative consequences. When assessing the hazards of teenage school dropout, De Ridder et al. (2013) discovered that high school dropout was highly related to all health aspects investigated. Using registry-based cohort data from Finland, they estimated the chances of dropout beyond physical and mental health problems. When the impacts of somatic conditions were adjusted for the existence of mental illnesses, the effects of somatic conditions were reduced. Mikkonen et al. (2012) emphasize the significance of motivation when dealing with various risk behaviors. Thus, motivating variables are linked to other factors that affect kids' ability to succeed in schools, such as school involvement or physical and psychological health problems, including impairments and depressive symptoms. Research also confirms this, which shows that disengagement, rising behavioral problems, learning impairments, poor school performance, absenteeism, and retention are all major predictors of school dropout (Doren et al., 2014).

According to Wang and Fredricks' (2014) study, juvenile problem behavior and school dropout discovered that young individuals with lower behavioral and emotional participation in school tended to have higher rates of criminality and drug use over time. They also discovered bidirectional relationships between psychological and psychosocial involvement in school and juvenile problem behaviors over time, which is the same as dropping out of school. Esch et al. (2014) discovered that disorders had a less direct effect on early learning leaving than drug use and disruptive behavior disorders. When the externalizing problem began in childhood, the relationship between the disorder and school achievement was stronger. Internalizing disorders were also observed to emerge as a result of school dropout, according to Esch et al. (2014). Socioeconomic status, academic success, and family support were revealed as important moderators of the relationship between mental illnesses and later educational attainment. Their findings indicated a substantial relationship between mental health and education in both directions. Brière et al. (2017) conclude that the correlations between internalizing symptoms and school non-completion are minor. Conventional school-based treatments aimed at internalizing symptoms are unlikely to influence school non-completion significantly.

#### *Problems in Classrooms and Multidimensional Approach*

As Astleitner (2018) points out, life is complicated, and education in our classrooms. Recent trends outside the school, closely connected to increased Internet and media use, complicate matters for instructors and students. Widespread nonacademic Internet usage, which is very appealing to kids, has been negatively associated both within and outside the

classroom on several occasions (Dindar & Akbulut, 2016). Others have discovered that IQ has dropped in children and adolescents over the previous few decades (Dutton & Lynn, 2015), with excessive media usage being one of the primary causes (Rindermann et al., 2017). Furthermore, the researchers discovered a link between media-related addiction and mental disorders (Ko et al., 2012), unrealistic views or values (Owens et al., 2012), and nonstandard and incorrect language use (Lyddy et al., 2014). Reeve's (2012) self-determination theory on student engagement refers to the extent of a student's active involvement in a learning activity. It is divided into behavioral engagement, emotional engagement, cognitive engagement with sophisticated strategies rather than superficial learning, and agentic engagement about enriching the learning experience rather than passively receiving it. According to Christenson et al. (2012), the key constructs in descriptions of the complicated interaction between individual students and their educational setting and comprehending problems connected to advancement, retention, or dropping out of school are his involvement. Engagement aspects include students' self-concepts, values, attitudes, and beliefs about their education (Kim & Sax, 2014). Scholars have discovered that student involvement varies greatly among subjects (Kahu, 2013). As defined in the engagement perspective, identity refers to how students understand their experiences, perceive their behaviors, and operate as engaged agents in an academic setting (Briggs et al., 2012). A student's sense of belonging may be defined as being welcomed, appreciated, included, and supported by others, such as instructors and peer learners (Toom et al., 2017). Positive experiences and actual patterns of involvement among students naturally influence their developing feeling of belonging (Masika & Jones, 2016). Dropping out demonstrates students' general disengagement with their education and the educational programs' communities. According to Roberts and Fall (2019), students' desire to drop out reflects their public disengagement with their education and the communities in which the educational programs take place.

### III. CONCLUSION

Based on the definition stated by different authors, dropping out of school is the total disengagement in education. Dropped out is done because of the other key factors that caused the child to withdraw in schools, such as socioeconomic status, academic performance, psychological concern, peer influence, and behavior. Dropped out is becoming more of an issue, especially for those learners whose parents cannot afford to send them to school because of the pandemic. The ways that DepEd is implementing are not enough to sustain the populace of our learners even amid this World Pandemic-Corona Virus Disease 2019 (COVID-19 Disease). In 2017, UNESCO stated that the Philippines ranked 20th in Asian countries that have Children -Out of School in primary and secondary with 3.25 %. Because of dropped outs, the country's unemployment rate is affected as well. Low educational attainment means a lack of opportunity to land a job. Latif et al. (2016) stated that from a global perspective, the progress of one's country depends on the education of its citizen. In this plight, parents, teachers, and the community should join hands together to get signs of dropping

out of learners and prevent it quickly by providing various interventions to sustain the child's interest in studies. It is not the intention of the learner to drop out. He must have reasons why he did so; that is why adults should monitor them for their brighter future and as a way of helping the educational system and the empowerment of the workforce. Indeed, the school administrators should stake with the parents and other linkages to sustain the academic achievement of our learners (Sapungan et al., 2014).

### IV. PROPOSED PLAN OF ACTION

#### *Dropped Out Alleviation Program (DRAP)*

##### *Rationale*

The high percentage of the dropped-out rate in the country is mainly the cause of the high unemployment rate. This is triggered when our country faces the global pandemic when most families struggle to gain income and cannot enroll their children in school. The dropped-out case focuses on the learner himself and involves his family and the society surrounding him.

A proposed action plan which consists of minimizing the percentage of learners at risk of dropping out to prevent school dropouts in the elementary schools of Medellin District. The focus was to minimize the risk of learners dropping out at school, especially at the elementary level. The district supervisor and the elementary school heads in the whole district of Medellin will examine the proposed action plan. After its approval, it will then be implemented in the elementary schools of the Medellin District to minimize the risk of learners dropping out of school. The goals of this plan are 1) to minimize the risk of learners dropping out at school and eventually prevent school dropped outs 2) to orient the parents on how to support their learner in engaging at school three consistently) to provide teachers an easy identification of warning signs that the learner is at risk of dropping out.

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