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Addressing Student Dropout Challenges: A Mixed-Methods Study on the Effectiveness of School Intervention Programs and Stakeholder Engagement

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Abstract

The research examined the reasons behind student dropouts and the efficacy of interventions, emphasizing the value of resources, leadership, and stakeholder involvement while also pointing out the need for increased community support and family involvement. Thus, this study yearned to identify the issues of student dropout as a significant challenge for educational administrators worldwide, with various underlying factors contributing to premature school departures. Qualitative study was used as an approach for this study using Focus Group Discussion (FGD) to gather information to clarify the participants' varied viewpoints, requirements, and preferences from students at risk of dropping out (SARDOs), parents, and teachers, particularly in relation to the school's intervention processes. Additionally, the interviews were semi-structured, giving participants the freedom to freely express their opinions and go deeper into subjects and issues. Additionally, this study also employed quantitative methods to obtain crucial information from the participants, paying special attention to the indicators and interview guide questions. Committed leadership, intervention procedures, material availability, and stakeholder participation and support are all included in these indicators. Despite some variation in stakeholder engagement, the results show a generally good response to the intervention program, with high evaluations for material availability, leadership commitment, and the intervention process. Teachers expressed great satisfaction with the program and strongly agreed that it was beneficial in meeting the needs of students who were at risk of dropping out, especially when it came to issues like program management, differentiated interventions, and funds allocation. The school head's active participation in project implementation is a significant factor, but more assistance from all stakeholders is required. These findings also suggest that committed leadership is regarded as average. Although parental involvement needs to be improved to completely maximize the program's impact, the intervention method, material availability, and overall project evaluation earned good evaluations, indicating the program's success in improving student performance.

Keywords: student dropout, school intervention program, stakeholder engagement, community support, family involvement

INTRODUCTION

Predicting the likelihood of student dropout is a pressing concern for educational administrators and authorities due to its complex underlying factors. While this issue is becoming increasingly prevalent, it remains difficult to predict in advance. A study by Maher et al. (2013) identified academic struggles, absenteeism, social isolation, and depression as early warning signs of potential dropout risk.

Their findings highlight the urgency of addressing these issues and providing appropriate support to prevent students from leaving school prematurely. Wang and Fredricks (2013) also emphasize the importance of academic engagement as a critical factor in preventing dropout. In the Philippines, the Department of Education (DepEd) introduced the concept of "students-at-risk-of-dropping-out" (SARDO), which identifies students with a heightened risk of dropping out (Timbal, 2019).

According to the 2019 Functional Literacy, Education, and Mass Media Survey by the Philippine Statistics Authority, 41.9 percent of youths aged 12 to 15 and 28.3 percent of those aged 16 to 17 cited a lack of personal interest as their primary reason for not attending school. In Davao City, DepEd-Davao reported a decrease in public school enrollments from 1,161,883 in SY 2019-2020 to 1,046,631 in SY 2020-2021 (Llemit, 2020). Data from the 2017 Philippine Statistics Authority reveals that 9% of the estimated 39.2% of Filipinos aged 6-24 are classified as Out-of-School Youths, with various reasons contributing to dropout (Romero, 2021). Despite the implementation of mass promotion practices, the Alliance of Concerned Teachers (ACT) suggests that these interventions may stem from misunderstandings or misinterpretations of DepEd policies by some teachers. The Philippine Business for Education (PBEd), an education reform advocacy group, has raised concerns about the potential negative effects of mass promotion on the educational system (Felipe & Marcelo, 2023). In response, the Philippine government launched the Drop-Out Reduction Program (DORP) as an intervention. However, the program's success depends on addressing the specific issues schools need to target, based on aggregated data on dropout causes. While some students continue their studies despite facing challenges, others choose to leave school without such issues (Bibon, 2021). The DORP has not fully addressed the range of challenges faced by students at risk of dropping out. Despite limited research on dropout-related topics, there is a scarcity of studies specific to the Philippines, especially within local regions. This study aims to fill this gap by conducting research at Doña Carmen Denia National High School in Davao City, with the goal of developing new interventions to reduce dropout rates and address the issue in the local context.

LITERATURES

Committed Leadership. Committed leadership in education is a characteristic of school leaders who can work within an array of philosophies in leading, adapting to the diverse needs of their institutions, individual personalities, and unique contexts. According to Aquino, Afalla, and Fabelico (2021), it reflects the flexibility of educators, who must adjust their styles to align with institutional demands but at the same time focus on effective school management. Such flexibility is one of the fundamental elements of committed leadership, which helps school leaders respond to problems and set up a positive learning climate.

According to Gumus (2019), the position of the school head involves the administration of a wide range of responsibilities, such as administrative tasks, academic activities, and strategic planning. The head must be highly adaptable, balancing resource allocation and human resource management, while ensuring that educational objectives are met. Additionally, the decisions of the school leader, from day-to-day operations to long-term institutional viability, have significant implications for the school's future. Effective school leadership thus depends on the leader's ability to integrate both academic and administrative priorities, ensuring the smooth functioning of the institution.

Further research establishes that a leader's commitment is important, because the commitment of leaders to their work was found to significantly relate to higher job satisfaction and lower turnover among followers. Leaders who are passionate about the role are known to inspire and encourage their followers to have purpose, work harder, and do better (Cunningham, 2024). Such leaders set a standard of excellence by being passionate and purposeful about their commitment to the organization. Professionalism coupled with personal commitment to the success of the team is what creates trust and mutual respect, allowing the people to reach their highest potential (Mattone, 2024).

Committed leadership in education will help school leaders to move through the different challenges of the school and create a positive learning environment by adapting to the different needs and contexts. Effective leaders balance administrative and academic duties, making decisions that impact both the day-to-

day operations and long-term success of the institution. Passionate and committed leadership inspires trust, contributes to job satisfaction, motivates teams, and breeds the culture of collaboration with a sense of excellence both by the individual and by institutions themselves.

Intervention Process. Educational interventions offer a great opportunity to improve communication between educators, parents, and students, providing the necessary alignment on how well students are progressing and whether the interventions are really working. When students fall behind their peers, their confidence begins to decline, but targeted interventions can provide the support to get them back on pace and restore their sense of competence. These interventions enhance scholastic understanding through individualized support while making a great contribution to increasing student motivation and self-esteem. Second, intervention is usually in a more supportive environment, such that intervention is likely to address emotional or psychological well-being in tandem with academic gain (Hawthorne, 2023).

At the elementary level, very early interventions are especially effective for struggling students because timely support tends to close the achievement gap with grade-level expectations, noted Del Mar (2023). The sooner interventions are introduced, the better they are at helping students catch up with their peers and succeed in classroom activities. Early intervention accelerates students' academic progress, helps boost students' self-esteem to encourage risk-taking, and promote participation in class activities. Such positive effects can only be expected in a classroom setting that encourages everyone to thrive together, regardless of their initial level.

The academic challenges must be met early for students who perform below grade level, and that's the best way to reduce learning gaps and enhance the ability to work with others. Offering interventions at appropriate times can, therefore, prevent academic gaps from becoming too wide, and their interventions may

support students before problems deepen. Recent declines in graduation rates and college placement scores underscore the need to address academic challenges early on, as these issues quickly become a determinant for the future of the educational and career opportunities of students. Effective interventions for at-risk students ensure they are better equipped to meet both academic and workforce demands (EdWeek, 2023).

When teachers implement targeted intervention strategies, students receive personalized attention focused on their specific needs. This individualized approach accelerates learning by tailoring support to each student's unique requirements and learning preferences. As pupils start to feel a shift in their academic understanding, self-esteem increases, in addition to the student's participation in class and changed perception towards leaning. At the end, effective interventions are not only meant to catch up academically but aid in emotional as well as social development for students to develop a sense of accomplishment and belonging in the classroom (Del Mar, 2023).

Educational interventions are important for improving communication among educators, parents, and students to ensure alignment about student progress and the effectiveness of support measures. Early and targeted interventions, particularly at the elementary level, can help bridge achievement gaps by offering personalized academic support, improving self-esteem, and promoting increased participation in class activities. These interventions address academic challenges but also emphasize emotional and social development for a supportive learning environment with a sense of accomplishment and belonging.

Availability of Materials. Learning materials are tools that promote active learning, enabling students to practice, develop skills, and deepen their understanding. These resources, ranging from textbooks and digital tools to hands-on materials, encourage independent research, enable real-world applications, and foster critical thinking by allowing students to

articulate and reflect on their ideas. Such materials improve accessibility in learning and increase students' interest, as well. They support differentiated instruction focused on diverse student needs and the variety of learning approaches in favor of better educational performance (Mohanty, 2017).

Machaba (2013) said that teaching and learning resources are all-inclusive forms of materials prepared or chosen to support the teaching and learning process. Such resources provide for learning activities, support participation, and give options for assessment, thereby allowing teachers to lead their students towards achieving the learning objectives. This makes instructional materials contributors to lively and engaging lessons, thus raising participation among the students and deeper understanding of the content. In addition, these resources are fun and engaging for learning and motivating students to take a more active approach in their education.

Teaching aids, such as educational videos, worksheets, and many more, share the common goal of supporting and promoting learning. They maintain students' interest, improve comprehension, and enable effective expression of ideas. These materials are very efficient in enhancing student performance since they encourage the practice of concepts, memorization, and the invention of new ideas, resulting in deeper and longer retaining learning. Since learning materials have encouraged active engagement with the materials, this encourages students to consider ideas on their own leading to a more comprehensive education experience (The Open University, 2024).

Learning materials are basic resources that promote active participation; they allow students to develop skills, increase their understanding, and think critically. Resources include textbooks, digital tools, and hands-on materials that make students learn independently, in practical applications, and help teachers address various needs of the student in the differentiated instruction framework. Making learning more engaging and enjoyable brings increased participation from students and deeper, longer-lasting knowledge gains.

Participation and Support of Stakeholders. Meaningful participation by all stakeholders, including teachers, students, parents, and the broader community, leads to an effective education system and conducive learning environment (Alomes, 2020). Collaboration flourishes where all parties actively engage in sharing their views while actively listening to others. This should be based on open and honest communication that fosters a sense of being heard, respected, and valued, which enhances trust and relationships. Positive, caring interactions foster a cooperative culture that improves teaching practice and student learning.

Community stakeholder engagement, in this case, is an essential process in policy making and exemplifies good governance principles as presented by Paraiso, 2022. In the field of education, a wider community in the form of schools, families, and communities takes a crucial role in raising academic performance and the entire school improvement. When these groups work together to support student learning, they positively impact the motivation of students, attendance at school, and participation in advanced academic programs. This is important because cooperation can improve the school dropout rate by building partnerships that raise the educational aspirations of students and motivate them to learn more about their education.

Meaningful involvement by all stakeholders, whether teachers, students, parents, or the community, is crucial in building a supportive learning environment. The best way to ensure effective participation is through active listening and mutual respect. In turn, open and honest communication will make sure that every voice is heard, creating an atmosphere of trust and respect among all parties. These empathetic connections and shared commitments are what bring successful teaching and learning, therefore building an atmosphere of support and collective purpose (Alomes, 2020).

Meaningful participation of all the stakeholders among teachers, students, parents, and the community are imperative in delivering an effective education system together with an appropriate supportive learning atmosphere. Co-creation emerges when both parties actively express themselves, listen, and put respect among themselves for a high trust quotient and for strong relationship ties. Both teaching practice and outcomes are influenced positively and enhance the community-school relations and resultingly impact students' motivation toward school attendance, higher outcomes in learning, lesser drop rates, and more impressive aspirations over education.

METHODS

This study utilized qualitative and quantitative approaches to gather the data needed in accordance with the applied methods. According to Bhat (2019), quantitative research is the systematic investigation of rare or noteworthy occurrences using statistical methods and quantified data collection. This strategy uses techniques like sampling, online surveys, and polls to collect information from both present and potential customers. Through careful examination of these data, researchers may forecast a product or service's future and make the required corrections. Additionally, Cresswell (1994) elaborated on qualitative research, defining it as an investigative procedure meant to understand human or social issues. It focuses on using the stories and viewpoints of people in a natural environment to create a thorough, complete representation.

In quantitative approach, a set of research instruments was meticulously crafted to extract essential insights from the participants, with a particular focus on the interview guide questions and indicators. These indicators encompass committed leadership, intervention processes, the availability of materials, and participation and support of stakeholders. In addition to the interviews, a survey questionnaire was developed to further validate the findings.

In qualitative approach, data were collected through face-to-face interviews, specifically employing a focused group discussion (FGD) format. Participants were engaged in dialogues about their experiences as students at risk of dropping out (SARDOs), parents, and teachers, particularly in relation to the school's intervention processes. The choice of FGD as the data collection method was instrumental in elucidating the multifaceted perspectives, needs, and desires of the participants. The interviews were conducted using a semi-structured format, which offered participants the flexibility to delve into topics and issues more deeply and express their thoughts freely. This approach allowed for a comprehensive exploration of their experiences and provided detailed insights into the subject matter (Weldegabreal, 2014).

To ensure relevance, appropriateness, and accuracy of the items in the questionnaires, a panel of experts was engaged to validate the entire questionnaire. Their invaluable comments, suggestions, and recommendations were thoughtfully integrated into the final questionnaire draft.

More so, to properly interpret the mean results reflected in leadership, intervention process, availability of materials, and participation and support variables, the following scale ranges and verbal interpretations were used in the questionnaire.

Table 1
Likert Scale for Committed Leadership

Response	Description	Interpretation
4.50–5.00	Very High	Committed Leadership is consistently observed.
3.50–4.49	High	Committed Leadership is frequently observed.
2.50–3.49	Moderate	Committed Leadership is sometimes observed.
1.50–2.49	Low	Committed Leadership is rarely observed.
1.00–1.49	Very Low	Committed Leadership is never observed.

Table 2
Likert Scale for Intervention Process

Response	Description	Interpretation
4.50–5.00	Very High	Intervention Process is consistently observed.
3.50–4.49	High	Intervention Process is frequently observed.
2.50–3.49	Moderate	Intervention Process is sometimes observed.
1.50–2.49	Low	Intervention Process is rarely observed.
1.00–1.49	Very Low	Intervention Process is never observed.

Table 3

Likert Scale for Availability of Materials

Response	Description	Interpretation
4.50–5.00	Very High	Availability of materials is always available and observed.
3.50–4.49	High	Availability of materials is often available and observed.
2.50–3.49	Moderate	Availability of materials is sometimes available and observed.
1.50–2.49	Low	Availability of materials is seldom available and observed.
1.00–1.49	Very Low	Availability of materials is never available and observed.

Table 4

Likert Scale for Participation and Support

Response	Description	Interpretation
4.50–5.00	Very High	Participation and Support of Stakeholders are always available and observed.
3.50–4.49	High	Participation and Support of Stakeholders are often available and observed.
2.50–3.49	Moderate	Participation and Support of Stakeholders are sometimes available and observed.
1.50–2.49	Low	Participation and Support of Stakeholders are seldom available and observed.
1.00–1.49	Very Low	Participation and Support of Stakeholders are never available and observed.

This study was carried out at Doña Carmen Denia National High School.. For the interviews, the researchers chose 50 participants in all, including 30 SARDOs (students at risk of dropping out), 10 parents of SARDOs, 8 class advisers, and 2 school administrators. On the other hand, the respondents for the quantitative method also comes with 50 participants in all, including 30 SARDOs (students at risk of dropping out), 10 parents of SARDOs, 8 class advisers, and 2 school administrators. The participants were selected by random sampling to adhere with the required representation and diversification. This sampling method has reduced selection bias because everyone in the population had an equal chance of being included, thus enhancing generalizability. By using random selection, the researchers would get a variety of perspectives, experiences, and characteristics for better comprehension of the subject of research. Moreover, the use of random selection helps to minimize confounding variables that result in the actual results revealing true patterns and relationships rather than the effects of specific subgroups or biases.

In doing so, the data gathering of this study was carried out in a systematic way to make sure

the relevant information was collected. Before getting to the school premises for the research, formal permission was taken from the School Principal. The next step was to ensure that a well-designed survey questionnaire, face-to-face administered to participants selected randomly from students on the verge of dropping out, parents, class advisers, and school administrators, will be conducted. In addition, FGDs were held with participants to give them the opportunity to share their experience and views regarding the process of intervention by the schools. Finally, the findings were analyzed, interpreted, and evaluated to derive conclusions that are meaningful.

In this study, various statistical tools had been used for data analysis and interpretation so that comprehensive understanding of the findings could be carried out for the quantitative data. The central tendency of data was expressed in terms of mean, an arithmetic average, which measured the overall value of the variables and the indicators being evaluated. With a similar aim, the Pearson Product–Moment Correlation allowed the researcher to test not just strength but also direction, facilitating even more insight into the existing associations between the variables involved and deepening the understanding of research themes. All these instruments will allow the research to describe the data in greater depth, providing useful information as to the relationship between any variables and thus to add to a more complete description of the research.

Additionally, this study respected various ethical guidelines that would safeguard the participants' rights and their general well-being. Informed consent was provided for each participant, including communication about the goals of the study, in which all participants voluntarily participated; consent forms were signed for each one of them. All the identities of respondents are confidential, and none of them have had their personal information made public at any point of this study. Oversight by the Ethics Review Committee ensured ethical compliance, while privacy, confidentiality, and prevention of harm feature as core issues in the conduct of research, thus establishing the

overall well-being of participants as well as the credibility of the study.

RESULTS

Below presents the study's findings which include dedicated leadership, intervention procedures, material accessibility, and stakeholder participation and support. This part also presents the findings of cause validation, which include important elements like teacher willingness, budget allocation priorities, differences in SARDOs' learning demands, tailored intervention programs, and activity management. Included is the project's evaluation along with the indicators that went along with it.

Table 5
Committed Leadership

Committed Leadership	Mean	SD	Descriptive Level
The school head takes the lead in the implementation of intervention programs for SARDOs	4.56	0.506	High
The school head, along with the heads of academic departments, shows commitment in providing leadership among personnel involved in the intervention programs	4.25	0.715	Average
The school head and the management team are committed to giving extra time and effort in the implementation of intervention programs for SARDOs	4.32	0.769	Average
Total	3.38	1.14	Average

As depicted in Table 5, the total mean rating for committed leadership is 3.38, which falls within the "Average" range. This suggests that there is variation in the responses from the respondents, indicated by a total standard deviation of 1.14. Further analysis reveals that the statement with the highest mean rating (4.56) is "The school head takes the lead in the implementation of intervention programs for SARDOs," which is classified as "High" commitment. Other statements reflect an "Average" level of commitment in leadership among the school head, academic department heads, and the management team in the context of intervention program implementation.

The findings reveal that, although the general leadership commitment is rated "Average," there are clear differences in the commitment levels across different leadership roles. The school head has shown great involvement in implementing intervention programs for SARDOs, indicating high commitment in specific areas, whereas other leadership roles have shown relatively moderate engagement. These results imply that even though some aspects of leadership are addressed well, there is a need for further strengthening of leadership commitment in other areas to have a consistent and impactful approach towards implementing intervention programs.

Table 6
Intervention Process

Intervention Process	Mean	SD	Descriptive Level
The intervention process has clear instructions on what to do to help increase SARDOs' academic performance	3.74	1.04	High
The intervention process provides customers learning experiences and pleasure/satisfaction	3.59	1.00	High
The intervention process motivates me to do my part to improve learning	3.72	1.13	High
Total	3.68	0.89	High

Table 6 highlights the data on the intervention process, with an overall mean rating of 3.68, signifying a "High" level of intervention. The relatively low standard deviation of 0.89 suggests that there is little variation in the respondents' responses, indicating a high degree of consensus. Furthermore, all statements receive high mean ratings, reinforcing the efficacy of the intervention process in fostering academic performance and motivation among the respondents.

A high overall mean rating of 3.68 and a low standard deviation of 0.89 indicate that the intervention process is widely regarded as effective and consistent by the respondents. Strong agreement on the positive impact of the intervention in enhancing academic performance and motivation is indicated by the lack of significant variation in responses. These findings suggest that the intervention process is welcomed and effective in achieving its intended aims, with a broad agreement on its worth in student outcome support.

Table 7
Availability of Materials

Availability of Materials	Mean	SD	Descriptive Level
The materials needed for the intervention program are available and accessible	3.64	1.16	High
The intervention materials like Strategic Intervention Materials (SIM) are available	3.37	1.30	Average
The materials needed for the intervention program do not require much more time and money	3.60	1.20	High
Total	3.54	1.08	High

As presented in Table 7, the total mean rating for the availability of materials stands at 3.54, characterizing it as "High." However, the overall standard deviation of 1.08 implies a degree of variation among the responses, indicating that the participants' viewpoints differ. Notably, the indicators associated with high mean ratings are the availability and accessibility of materials for the program and the reasonable time and financial requirements for program materials, both scored significantly high at 3.64 and 3.60, respectively. These findings emphasize the favorable state of material availability for the intervention program.

The mean rating of 3.54 for the availability of materials suggests that, overall, the resources for the intervention program are seen to be in good state. However, the standard deviation of 1.08 reveals some variation in the participants' perceptions, pointing to differing views on material availability. The high rating of the accessibility and affordability of materials indicates that these aspects are viewed as strengths of the program, which enhance its success, although they might be improved in managing the diversity of opinions.

Table 8
Participation and Support of Stakeholders

Participation and Support of Stakeholders	Mean	SD	Descriptive Level
The parents for SARDOs participated actively in the intervention programs	3.43	1.30	High
The LGU and barangay officials support the intervention program conducted by the school	3.30	1.24	Average
The PTA and SGC provide financial support in the implementation of the intervention programs	3.34	1.34	Average
Total	3.36	1.14	Average

As revealed in Table 8, the total mean rating for participation and support of stakeholders is

3.36, categorizing it as "Average." The overall standard deviation of 1.14 suggests variation in the respondents' responses, indicating dissimilarity in their viewpoints. Notably, the statement with the highest mean rating (3.43) pertains to parents actively participating in the SARDOs program, reflecting a "High" level of engagement and support in this aspect. This observation emphasizes the significance of parental involvement in intervention programs.

In Table 9, the findings from the project's cause validation phase unveiled variations in results, particularly in their significance. Factors exhibiting low correlations and lacking significance include teacher's willingness and the variation of SARDOs' learning needs, with correlation coefficients (r) of 0.099 and 0.165, and p-values of 0.469 and 0.224, respectively.

The average mean rating of 3.36 for stakeholder participation and support indicates that, while there is some involvement, it may not be as strong or consistent across all stakeholders. The standard deviation of 1.14 suggests that there are varying opinions regarding the level of engagement, with the highest rating given to parental participation, which underscores the importance of parents in supporting the SARDOs program. However, the findings from the cause validation phase, particularly the low correlations and lack of significance regarding teachers' willingness and the variability in SARDOs' learning needs, suggest that these factors may not significantly influence the program's effectiveness, highlighting potential areas for further investigation and improvement.

Table 9
Relationship of Factors

Factors	Intervention Process	r	Correlation Degree	p-value	Interpretation
Teacher's Willingness		0.099	Very Low	0.469	Not Significant
Prioritization of Budget Allocation		0.436	Moderate	0.002	Significant
Variation of SARDOs Learning Needs		0.165	Very Low	0.224	Not Significant
Differentiated Intervention Programs		0.431	Moderate	0.001	Significant
Activities Management		0.505	Moderate	0.001	Significant

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particularly in their significance. Factors exhibiting low correlations and lacking significance include teacher's willingness and the variation of SARDOs' learning needs, with correlation coefficients (r) of 0.099 and 0.165, and p-values of 0.469 and 0.224, respectively.

Table 9 provides a comprehensive overview of the factors examined during the cause validation phase, their correlations with the intervention process, and their associated p-values. The interpretation of the results indicates whether these factors are deemed significant or not. In this context, teacher's willingness and variation in SARDOs' learning needs are observed to be not significant, while prioritization of budget allocation, differentiated intervention programs, and activities management exhibit significant relationships with the intervention process.

Table 10
Evaluation of the Various Aspects of the Project

Indicators	SD	Mean	Descriptive Level
Presenters provided clear purpose of the presentation	0.63	4.61	Very High
Presenter was well prepared	0.63	4.61	Very High
Facilitators delivered well	0.63	4.57	Very High
Sound levels were adequate	0.88	4.54	Very High
Presentation was clearly organized	0.69	4.54	Very High
Time was used effectively	0.58	4.54	Very High
Conducted at the correct pace	0.74	4.46	Very High
Information was informative and useful	0.79	4.43	Very High
Opportunities for comment and contribution were provided	0.74	4.43	Very High
Venue was accessible, comfortable, and provided adequate space for all stakeholders	0.78	4.36	Very High
Adequate information was provided to me prior	0.61	4.32	Very High
Set up was appropriate and adequate	0.98	4.32	Very High
Cost to attendees was appropriate	0.90	4.29	Very High
Safety rules were adhered to	0.90	4.18	High
Overall	0.75	4.44	Very High

Table 10 provides a comprehensive overview of the evaluation of the project's various aspects. The total mean rating of 4.44 signifies a "Very High" level of satisfaction among the participants. The low standard deviation of 0.75 indicates a relatively small variation in responses, highlighting the homogeneity of the respondents' viewpoints.

The project's overall impact, as indicated by the total mean rating of 4.44, demonstrates strong approval and satisfaction among teachers. This underscores their appreciation for the standard process of Project LUWAS in addressing the needs of Student at Risk of Failure or Dropping out (SARDos).

DISCUSSION

With a focus on the indicators, factors, and project evaluation, this study engaged in a thorough discussion of the findings from the previous section. The rate of committed leadership is evaluated as average. This average rating is attributed to statements with both high and average ratings. This suggests that the active leadership of the school head in the project's implementation significantly contributes to the results. It's worth supporting the notion that school administrators play a pivotal role in shaping the educational environment through their efforts in disseminating information, fostering social bonds, participating in mentorship initiatives, and promoting advancement. As Aquino, Afalla, and Fabelico (2021) point out, the variation in leadership styles that school administrators and teachers encounter is crucial, indicating that their responses are already commendable.

The findings presented in the text have important implications across the community, especially in education, family support, and policy development. The existence of differing levels of stakeholder participation and support, particularly by parents, emphasizes the crucial role of family engagement in educational interventions. This is valuable insight for the educators, school administrators, and policymakers, because it implies the necessity of enhancing partnerships in schools and families to better improve outcomes from the standpoint of students vulnerable to dropping out.

Findings on low correlation with the variation in students' learning needs also point towards challenges in the educational process that require attention. This would likely impact teacher training programs, curriculum

development, and the assessment of diverse learning needs by schools. Results would have implications that extend to community organizations and local government bodies regarding collaborative efforts to address educational disparities and foster supportive environments for at-risk students. Improving these areas would benefit the stakeholders in working towards the betterment of student success and overall community well-being.

Additionally, the school head is tasked with prioritizing various aspects of the school, whether academic or administrative. Nearly all school decisions fall under the purview of the school head, necessitating them to wear multiple hats, including that of a manager, planner, and decision-maker (Gumus, 2019).

The rate of the intervention process is rated as high, with this rating being driven by statements under this indicator. This implies that within the intervention process, there are clear instructions to enhance the academic performance of SARDOs, provide meaningful learning experiences, and motivate learners to improve their educational journey.

Interventions hold significant potential as a positive component of the school experience. Teachers can swiftly close performance gaps or bridge gaps in vital subjects through structured interventions. Additionally, interventions can provide a platform for teacher-student communication and parental involvement, allowing for a clear understanding of the impact of such initiatives. Falling behind classmates can sometimes erode a student's confidence; therefore, implementing interventions can boost academic understanding and bolster a student's self-esteem. Furthermore, interventions are typically conducted in a supportive and secure environment, which can benefit students' overall well-being (Hawthorne, 2023).

Del Mar (2023) also emphasizes the importance of implementing classroom interventions for students performing below grade level. The earlier these interventions are applied; the quicker students can catch up with grade-level

expectations and collaborate with their peers. Implementing intervention techniques comes with a range of benefits for students, including rapid academic progress, heightened confidence, and active participation in the primary classroom.

The rate of availability of materials is high, with statements under this indicator contributing to this rating. This indicates that the accessibility and availability of materials are well-observed, with the financial and time requirements for the program being considered reasonable.

Learning resources play a pivotal role in enhancing student achievement by promoting active learning and allowing skill practice. They facilitate learning by offering students opportunities to apply new skills, conduct independent research, and reinforce learning through repetition. Regardless of their form, all learning resources serve a purpose in enhancing student learning and helping teachers fulfill critical professional responsibilities like differentiated instruction (Mohanty, 2017).

Teaching and learning materials encompass a wide array of resources employed to facilitate learning and teaching in educational settings (Machaba, 2013). These resources are used during learning activities to encourage active learning and assessment, assisting teachers in carrying out instructions and ensuring students meet their learning objectives. They enrich the learning experience and make it more engaging and exciting for learners.

This indicator is rated as average, a rating derived from the statements included. Notwithstanding the overall average rating, one statement stands out, indicating a high level of active participation by parents in the SARDOs program. Despite this high-rated statement, the overall impression remains average, signifying that while participation and stakeholder support are observed, they are not yet at the highest level.

Effective educational systems and learning environments require meaningful engagement

from all stakeholders through collaboration. Effective collaboration necessitates active involvement and attentive listening from all parties involved. Open, honest communication ensures that all parties feel heard, seen, and respected. These positive connections foster compassion and meaningful connections, ultimately leading to effective teaching and learning outcomes (Alomes, 2020).

Conversely, the participation of stakeholders and citizen engagement has become integral to the policy-making process, signifying good governance. The involvement of the broader school community has a direct correlation with higher academic achievement and school improvement. When schools, parents, families, and communities collaborate to support learning, students are more motivated, attend school more regularly, and engage in higher-level programs. Such collaborative efforts are vital in addressing the pressing issue of school dropouts, as effective partnerships encourage students to set higher educational goals and enhance their motivation (Paraiso, 2022).

The results from the cause validation phase indicate significant variations among factors, with some displaying significance while others do not. The data reveals that factors demonstrating a low correlation do not significantly contribute to the overall intervention process of the program, yet they still maintain a modest correlation that exerts some influence. The evaluation of the project, as indicated by the gathered data, receives a very high rating. Virtually all statements garner a very high rating, reflecting the program's orientation as highly effective for the participants. This outcome underscores the value placed on the Project.

In summary, students who are in danger of failing or dropping out benefit from Project LUWAS. The school head's strong leadership is essential, and the intervention method works well, giving students clear instructions, interesting experiences, and motivation.

Although material accessibility is good, greater involvement from stakeholders is required,

particularly from parents and local government representatives. Factors that have a big impact on the project's success include financial allocation and unique initiatives. The effectiveness of the project is highly rated by participants.

Stakeholder participation must be increased, leadership support must be maintained, interventions must be clear, and resources must be accessible to continue improving. This will guarantee that at-risk students continue to gain from Project LUWAS throughout their academic careers.

This reveals gaps in the study that warrant further investigation. First, while the commitment of school leadership is acknowledged, the variation in the styles of leadership and its direct impact on program outcomes remains unexplored, meaning that a deeper analysis of leadership approaches could offer more targeted recommendations. Parental involvement is said to be valued, but at the same time, "average" stakeholder support reflects a call for strategies that ensure more active engagement of a broader community, including from local government and other stakeholders, not education. In addition, the low correlations found between some factors, such as teacher willingness and the variation in student learning needs, suggest that these elements may not be sufficiently addressed in teacher training or program design, thus indicating an area for improvement. While material availability is rated positively, the allocation of these resources can be better refined by an in-depth analysis of how these resources are being used across diverse student needs.

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