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ADDRESSING ISSUES OF LEARNERS-AT-RISK OF DROPPING OUT: EXPLORATORY APPROACH

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ABSTRACT

This study aims to explore the issues affecting learners at risk of dropping out using exploratory sequential design. The qualitative analysis yielded nine themes: Empathetic Educational Support, Economic Hardship Impact, Student Welfare Monitoring, Resource Allocation Challenges, Complex Educational Barriers, Individualized Support Challenges, Educational Support Enhancements, Supportive Learning Strategies, and Practical Skills Development. Exploratory Factor Analysis (EFA) further refined these into five underlying dimensions: Holistic Support for Education, Comprehensive Success Strategies, Supportive Educational Services, Comprehensive Dropout Solutions, and Student Wellbeing Support. A 60-item instrument was developed, with each dimension demonstrating high reliability, supporting the validity of the comprehensive approach. The overall Cronbach's alpha of 0.938 indicates strong internal consistency across the scale, while the subscales also exhibit high reliability: Holistic Support for Education (α=0.879), Comprehensive Success Strategies (α=0.917), Supportive Educational Services (α=0.916), Comprehensive Dropout Solutions (α=0.976), and Student Wellbeing Support (α=0.929). Recommendations for school administrators, teachers, students, and the community highlight strategic steps to improve retention. For administrators, early identification systems and balanced resource allocation are key, alongside holistic support initiatives and community partnerships. Teachers should foster supportive classroom environments, adapt teaching methods, and engage with students directly. Students are encouraged to utilize support services, communicate openly, explore alternative educational pathways, and develop time management skills. Community involvement is critical, offering additional resources, job opportunities, and a supportive network.

Keywords: *Dropout Prevention, Educational Support, Student Wellbeing, Community Involvement, Resource Allocation, Kidapawan City*

INTRODUCTION

Identification of pupils at risk of dropping out can be challenging on a global scale. Despite this, 93% of students may not exhibit obvious signs of difficulty, making early identification challenging (Balfanz, R., Herzog, L., & MacIver, D. 2020). Additionally, limited resources and overburdened school systems may hinder the timely intervention necessary to meet the demands of these students. In addition, students at

risk of dropping out frequently encounter socioeconomic obstacles such as poverty, precarious housing, and family problems. These variables may have a significant impact on their academic performance and motivation. To address these broader social issues, complex and time-consuming collaboration between institutions, communities, and support services is required (Christenson, S. L., Sinclair, M. F., Lehr, C. A., & Hurley, C. M. 2021).

Within the Philippines, learners who are at risk often need individualized help that is tailored to their requirements. However, being able to deliver customized attention might be difficult when there are a lot of students in a class and not enough resources. These kids are at risk of continuing to struggle without individualized care, which might eventually lead to disengagement and dropping out of school (Revilla, D. A. 2020).

In Kidapawan City, students at risk may not have access to essential educational resources such as textbooks, technology, and academic support services. They may fall further behind their classmates without these resources, increasing their likelihood of bowing out of school. To address resource disparities, we must invest in educational infrastructure and distribute resources equitably (Castro S. L. 2021).

Furthermore, numerous interventions and programs designed to assist at-risk students emphasize short-term results, such as improved attendance or academic performance (Neild, R. C., & Balfanz, R. 2020). However, longitudinal studies examining the long-term effects of these interventions are required. Understanding the long-term effects on attrition rates, postsecondary achievement, and overall well-being can shed light on the efficacy of various strategies (Rumberger, R. W., & Lim, S. A. 2019).

Thus, the aim of this study is to examine the Issues of Learners-At-Risk of Dropping Out in the selected schools in Kidapawan City for the school year 2024-2025.

FRAMEWORK

The research is anchored in the Academic and Social Integration Theory of Vincent Tinto, 1975. Academic and Social Integration Theory posits that the integration of students into the academic and social fabric of an educational institution is essential for their success and retention. Learners at risk may encounter difficulties in adapting to the academic environment, developing connections with peers, and establishing meaningful relationships with instructors. Informed by this theory, interventions emphasize the creation of inclusive learning environments, the provision of academic support services, the promotion of peer interactions and collaborative learning, and the provision of mentoring or counseling programs. Increasing academic and social integration can increase students' sense of belonging, engagement, and commitment, thereby reducing attrition risk.

The theory is based on Wraparound Services Theory of Eric J. Bruns in the 1980. The Wraparound Services Theory, also known as the Wraparound Approach or Wraparound Model, is a comprehensive framework designed to assist at-risk students by addressing their diverse requirements. This theory acknowledges that students confronting challenges outside of school are more likely to be at risk of dropping out and seeks to provide a coordinated and individualized system of care to help them achieve academic and personal success. By implementing the Wraparound Services Theory, educational institutions and communities can develop a comprehensive support system

that addresses the complex challenges faced by learners-at-risk, promotes their well-being, and increases their likelihood of remaining engaged in school and graduating successfully.

This theory founded by Benjamin Bloom in the 1988. The theory of personalized learning refers to an educational approach that customizes instruction and learning experiences to satisfy the unique requirements, interests, and abilities of each student. It acknowledges that each student has unique strengths, limitations, and learning methods, and strives to provide a personalized learning environment that maximizes their educational outcomes. The central premise of the theory of personalized learning is that learners are more likely to be engaged, motivated, and effective when they have control over the learning process. It emphasizes learner agency and autonomy, enabling students to determine what and how they study. By individualizing the learning process, educators aim to meet the diverse requirements of students and foster a deeper understanding and mastery of subject matter.

METHODS

Research Design

This study utilized an exploratory research design. Exploratory research is a methodology approach that investigates research questions not previously studied in depth. It is often qualitative in nature, but a study with a large sample conducted in an exploratory manner can also be quantitative. It is frequently referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. Therefore, exploratory research was used to investigate a problem that was not clearly defined and was conducted to gain a better understanding of the existing problem. The researcher began with a general idea and used this idea as a medium to identify issues, which could be the basis for future research. Specifically, the researcher conducted individual interviews with identified participants. This data was used to create a rich description of the addressing issues of learners-at-risk of dropping out.

Research Participants

In the quantitative phase, a total of 200 students completed the generated quantitative survey for exploratory factor analysis and confirmatory analysis. Following the completion of these 200 questionnaires, an additional 30 respondents were requested for a reliability test. The 17 participants for the qualitative phase and the 200 respondents for the quantitative phase were selected based on students who are at danger of dropping out in the Department of Education (DepEd) and residing in the Kidapawan City, North Cotabato. Conversely, students who did not meet the inclusion criteria were excluded from the study.

Research Instrument

This research formulated an interview guide based on the objectives of the study. These interview guide questions were asked to the participants during the interviews and focus group discussions. The interviews provided insights into the addressing issues of learners-at-risk of dropping out. Meanwhile, experts were invited to perform content validity on the interview questions and to check the sustainability of the items that captured the addressing the concerns of students who are at danger of dropping out. The purpose was to ensure the readability and comprehensibility of the questionnaire

Data Collection

The first phase in this study involved securing a letter of permission before the researcher could proceed with the data collection. In particular, permission had to be first granted by the Dean of graduate studies in CMC, and the student participants themselves. A consent form was given by the researcher to the students, so that they were notified in writing that a qualitative research study was going to take place. Along with the notification was a detailed explanation of the rationale of the study, along with the research questions. A consent form was included with this information. If a student refused to participate in the study, then another student was invited. All data gathered over the course of the semester was kept confidential. Each student was assigned a number, and that number was the method by which the pupil was identified. Confidentiality was guaranteed and fully guarded.

Data Analysis

In analyzing the data gathered in the study, the following steps were followed: First was Collection. The qualitative component in this study was collected through interviews and focused group discussions. Second was Transcription. After the conduct of the interviews, the qualitative data of this study were then translated into English. Third was Interpretation and Analysis. The data were subjected to analysis and separation for homogeneity for the overall interpretation and presentation. Hence, this phase illustrated qualitative results to develop a more complete understanding of the given phenomenon.

In the qualitative aspect, the data obtained from in-depth interviews were analyzed using thematic analysis. In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Meanwhile, prior to Factor analysis, the data had to first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy).

RESULTS AND DISCUSSION

Emerging Themes on Addressing Issues of Learners-At-Risk of Dropping Out

This section presents an analysis of the nine (9) primary themes that emerged from the comprehensive interviews and focus group discussions conducted with the participants. Table 1 illustrates the nine main themes identified by the respondents in addressing issues of learners-at-risk of dropping out namely: Empathetic Educational Support, Economic Hardship Impact, Student Welfare Monitoring, Resource Allocation Challenges, Complex Educational Barriers, Individualized Support Challenges, Educational Support Enhancements, Supportive Learning Strategies, and Practical Skills Development.

Theme 1. Empathetic Educational Support

The theme of Empathetic Educational Support emphasizes the importance of educators understanding and responding to the diverse emotional and personal challenges students face. This approach fosters a nurturing learning environment, where teachers actively engage with students' circumstances to tailor support and enhance their academic and personal growth.

The theme implies that Empathetic Educational Support requires teachers to recognize and respond to students' emotional and personal challenges, impacting curricular adaptations and school policy. This necessitates training in empathy and awareness, while also fostering environments that encourage open communication and holistic student care.

Theme 2. Economic Hardship Impact

This theme emphasizes how financial difficulties significantly affect students' academic performance and overall school engagement. It underscores the need for schools to recognize and address these challenges through tailored support and resources to help affected students succeed despite their socioeconomic barriers.

Moreover, the ideas are supported by Chen, X., & Wang, Y. (2021) that students from economically disadvantaged backgrounds face numerous challenges that can impede their academic progress. These include higher rates of absenteeism, lower graduation rates, and more significant obstacles in achieving educational benchmarks compared to their more affluent peers. Economic hardship can lead to physical issues such as hunger and lack of proper sleep, which affect cognitive functions and concentration during school hours.

Theme 3. Student Welfare Monitoring

The theme "Student Welfare Monitoring" underscores the critical need for educators to actively observe and respond to students' well-being, ensuring their safety and support. It involves identifying signs of distress or need and implementing proactive measures to address these issues within the educational environment.

Similarly, the statements corroborated the ideas of Foster, H., & Young, G. (2020) that the importance of a supportive school environment as a determinant of student success. Studies demonstrate that when schools actively engage in monitoring student welfare, the outcomes extend beyond academic achievement, influencing overall

student health and social development. This monitoring involves not only observing academic performance but also paying attention to behavioral changes, social interactions, and emotional expressions.

Theme 4. Resource Allocation Challenges

This theme highlights the difficulties schools face in providing adequate support due to limited resources. It emphasizes the need for strategic distribution of funds and staff to effectively meet the diverse needs of students, particularly in under-resourced educational environments.

Consequently, A substantial body of research highlights the impact of resource constraints on educational outcomes. Studies have shown that schools with limited resources often experience lower student performance, higher dropout rates, and diminished student engagement and well-being. This is particularly acute in under-resourced schools serving economically disadvantaged communities, where the lack of resources can perpetuate the cycle of educational inequality (Hughes, M., & Wilson, T. 2021).

Theme 5. Complex Educational Barriers

This theme highlights the multifaceted obstacles that students encounter, such as bullying, cultural misunderstandings, and socioeconomic disparities. These barriers require comprehensive strategies and interventions from educational systems to ensure all students have equitable opportunities to succeed academically and socially

Similarly, the ideas are corroborated to the findings of Lopez, G., & Martinez, A. (2020), bullying and social isolation are recognized as significant factors affecting student well-being and retention. Research indicates that victims of bullying are at higher risk for academic decline, absenteeism, and mental health issues. Studies underscore the importance of school-wide anti-bullying programs and policies that promote a safe and supportive school climate. Effective anti-bullying strategies involve not only punitive measures but also educational sessions that foster empathy and respect among students.

Theme 6. Individualized Support Challenges

This theme underscores the complexities and resource demands involved in tailoring educational and emotional support to meet each student's unique needs. This approach faces obstacles such as staffing limitations, funding constraints, and the diverse and sometimes hidden nature of students' individual circumstances.

The implications are supported by Roberts, S., & White, E. (2021). They gave lighted to personalized learning strategies can significantly impact student engagement and academic success. These strategies involve adjusting teaching methods, pacing, and content to fit individual learning styles and needs. However, the literature points out that this requires an intensive allocation of resources, including training for educators, access to diverse materials, and sufficient time for planning and assessment.

Theme 7. Educational Support Enhancements

The theme "Educational Support Enhancements" focuses on improving and expanding learning opportunities through targeted interventions like tutoring, after-school programs, and early intervention initiatives. These enhancements aim to address diverse learning needs, boost student engagement, and facilitate academic success by providing additional support outside the traditional classroom setting.

The implications are supported by Taylor, M., & Johnson, P. (2019). One-on-one tutoring has been extensively studied and is shown to significantly improve academic performance, particularly for students struggling with specific subjects. Research indicates that personalized tutoring can tailor teaching methods and content to the individual learner's pace and style, which enhances understanding and builds confidence. Studies published in educational journals assert that students who receive personalized attention perform better in assessments and show greater engagement in learning.

Theme 8. Supportive Learning Strategies

The theme Supportive Learning Strategies emphasizes the implementation of collaborative and inclusive teaching approaches such as mentoring, peer tutoring, and social-emotional learning programs. These strategies foster a nurturing educational environment, encouraging emotional intelligence and cooperative learning, which enhance student engagement and academic success.

The implications are supported by Wang, L., & Chen, S. (2022). Mentoring programs have been shown to have a significant impact on students by providing them with role models who offer guidance, emotional support, and practical advice. Research indicates that mentoring can enhance students' sense of belonging, increase their motivation, and improve their academic outcomes. Studies have documented the benefits of mentoring, noting improvements in students' self-esteem and a decrease in dropout rates among mentored youths.

Theme 9. Practical Skills Development

The theme focuses on equipping students with hands-on, applicable skills crucial for real-world success. This approach includes career and technical education, digital literacy, and other skill-based learning that enhances employability, fosters independence, and prepares students for professional and personal challenges in a dynamic, modern workforce.

The implications are supported by Yang, W., & Li, J. (2022). Research indicates that practical skills development programs significantly enhance student engagement by offering hands-on learning opportunities and fostering a sense of relevance and applicability to real-world scenarios. These programs provide students with tangible experiences that transcend traditional classroom instruction, promoting active participation and intrinsic motivation. Moreover, the interactive nature of practical skill acquisition cultivates a deeper understanding of theoretical concepts by contextualizing them within practical contexts. Consequently, students are more likely to remain

attentive, enthusiastic, and invested in their learning journey, leading to improved academic performance and retention rates.

DIMENSIONS OF THE EVALUATION SCALE

Testing of the Proposed Questionnaire

Table 1 exhibits the suggested Checklist Survey Questionnaire to be subjected for EFA which reflected the addressing issues of learners-at-risk of dropping out scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 80 items on the survey questionnaires. This instrument is carefully crafted to offer a comprehensive understanding of the various aspects involved in integrating perspectives to address issues faced by learners at risk of dropping out. Prior to the proposed 60-item scale for Addressing Issues of Learners-At-Risk Of Dropping Out undergoing factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. Table 3 highlighted the results.

Table 1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	26855.992
	df	3160
	Sig.	.000

Derivation of the Number of Factor Structure

Table 2 displays the pattern matrix obtained using Principal Axis Factoring with a Promax rotation approach, specifically Promax with Kaiser Normalization. The findings indicate that the loadings of items in the five variables are above .Field (2005) supports the recommendation and need of obtaining a factor of .4 in order to achieve the desired outcome. Moreover, it is evident that there are no instances of item cross-loading or non-loading, indicating that the items accurately reflect their respective components.

Hair et al. (1998) highlight that loadings reflect the extent to which a variable corresponds to a factor, with greater loadings indicating that the variable is more representational of the factor.

Furthermore, the item loadings of each item to its respective factor demonstrate a strong association between factors and variables, confirming their role as components of the factor. The EFA was used to build the five-factor model of Addressing Issues of Learners-At-Risk Of Dropping Out. This model consists of 60 items, as shown in table 6: Holistic Support for Education, Comprehensive Success Strategies, Supportive Educational Services, Comprehensive Dropout Solutions, and Student Wellbeing Support.

Table 2
Pattern Matrix Five-Factor Model

Item		Factor Loadings				
		1	2	3	4	5
Factor 1: Holistic Support for Education		.				
1.	I believe in implementing restorative justice practices to address disciplinary issues and prevent dropout.	.429				
2.	I advocate for trauma-informed practices to support students who have experienced trauma or adverse childhood experiences.	.539				
3.	I believe in offering opportunities for students to engage in community service and experiential learning.	.438				
4.	I believe in providing access to nutritious meals for students to support their overall well-being.	.685				
5.	I support initiatives to provide access to academic and career counseling for all students.	.691				
6.	I advocate for initiatives that promote diversity, equity, and inclusion in education.	.858				
7.	I believe in providing access to extracurricular activities and enrichment programs for all students.	.680				
8.	I support initiatives to address issues of substance abuse and addiction among students.	.851				
9.	I advocate for initiatives that promote parental involvement and engagement in their children's education.	.849				
10.	I believe in providing access to technology and digital resources for students from low-income families.	.798				
11.	I support initiatives to provide access to healthcare services, including mental health support, for students.	.694				
12.	I advocate for initiatives to address issues of homelessness and housing instability among students.	.700				
13.	I believe in providing access to nutritious meals for students to support their overall well-being.	.849				
14.	I support initiatives to provide access to academic and career counseling for all students.	.737				
15.	I advocate for initiatives that promote diversity, equity, and inclusion in education.	.708				
Factor 2: Comprehensive Success Strategies						
16.	I advocate for personalized learning plans tailored to meet the needs of individual students.		.436			
17.	I advocate for partnerships with community organizations to provide additional support services for students.		.485			
18.	I support initiatives to promote resilience and coping skills among students facing adversity.		.630			

19.	I believe in offering alternative education programs to accommodate students with different learning styles.	.452			
20.	I believe in providing opportunities for students to develop essential life skills, such as time management and problem-solving.	.480			
21.	I believe in offering incentives for teachers and staff to support at-risk students and prevent dropout.	.452			
22.	I advocate for culturally relevant curriculum and instructional practices to engage diverse student populations.	.592			
23.	I believe in promoting positive peer relationships and creating a supportive social environment for students.	.725			
24.	I support initiatives to address issues of food insecurity and hunger among students.	.682			
25.	I advocate for early childhood education programs to lay a strong foundation for academic success.	.656			
26.	I believe in providing opportunities for students to explore their interests and passions through project-based learning.	.801			
27.	I support initiatives to provide access to affordable childcare and family support services.	.847			
28.	I advocate for policies that reduce barriers to re-entry for students who have dropped out and wish to return to school.	.841			
29.	I believe in providing access to job training and career readiness programs for all students.	.627			
30.	I support initiatives to address systemic racism and discrimination in education that contribute to dropout rates.	.531			
Factor 3: Supportive Educational Services					
31.	I advocate for culturally responsive teaching practices to better support diverse student populations.		.648		
32.	I support initiatives to address absenteeism and truancy issues among students.		.415		
33.	I think providing tutoring and academic support services can help struggling students catch up.		.610		
34.	I think providing access to affordable housing options can stabilize students' living situations and prevent dropout.		.541		
35.	I think providing access to healthcare services can address health-related barriers to education.		.640		
36.	I support initiatives to provide access to academic and career counseling for all students.		.607		
37.	I advocate for initiatives to address substance abuse and addiction issues among students.		.449		
38.	I support efforts to combat homelessness and housing insecurity among students.		.712		
39.	I believe in offering second-chance programs for students who have previously dropped out.		.542		
40.	I support initiatives to provide access to childcare services for student-parents.		.474		
41.	I support initiatives to address digital divide issues and ensure equal access to technology for all students.		.713		
Factor 4: Comprehensive Dropout Solutions				.444	
42.	I believe that personalized academic support can help struggling students stay in school.			.646	
43.	I think early intervention programs are crucial for identifying and assisting students at risk of dropping out.			.859	
44.	I support the idea of mentorship programs to guide at-risk students through their academic journey.			.635	

45.	I advocate for providing resources for mental health support to students facing emotional challenges.	.787	
46.	I believe that creating a welcoming and inclusive school environment can reduce dropout rates.	.812	
47.	I think offering flexible learning options can accommodate students with diverse needs and circumstances.	.699	
48.	I support implementing anti-bullying initiatives to create a safer school environment for all students.	.529	
49.	I believe in providing extracurricular activities to engage students and foster a sense of belonging.	.430	
50.	I think involving parents/guardians in students' education can positively impact their academic success.	.579	
51.	I support initiatives to address socioeconomic barriers that may hinder students' ability to stay in school.	.444	
Factor 5: Student Wellbeing Support			
52.	I believe in providing access to nutritious meals to ensure students' basic needs are met.		.409
53.	I believe in fostering positive teacher-student relationships to support students' academic and emotional growth.		.541
54.	I believe in creating opportunities for student leadership and involvement in school decision-making processes.		.429
55.	I believe in providing access to tutoring and academic support services during and after school hours.		.709
56.	I support initiatives to provide access to affordable transportation options for students.		.599
57.	I advocate for initiatives that promote a positive school culture and sense of belonging for all students.		.782
58.	I believe in providing access to technology and digital resources for students from low-income families.		.563
59.	I support initiatives to provide access to healthcare services, including mental health support, for students.		.624
60.	I advocate for initiatives to address issues of homelessness and housing instability among students.		.504

Reliability Test of the Scale

The internal consistency of the questionnaire items was assessed and analyzed for its reliability test. The reliability of Addressing Issues of Learners-At-Risk of Dropping Out: Exploratory Approach is high, as indicated by the overall reliability score of 0.938 (α = 0.938) in table 5. Additionally, the reliability scores of the individual subscales or dimensions, namely Holistic Support for Education (α=0.879), Comprehensive Success Strategies (α=0.917), Supportive Educational Services (α=0.916), Comprehensive Dropout Solutions (α=0.976), and Student Wellbeing Support (α=0.929), are also above the criteria for reliability.

Huck (2007) states that... Assessing dependability is crucial since it pertains to the uniformity across different components of a measuring device. Furthermore, a scale is considered to possess a high level of internal consistency dependability when its items are coherent and effectively measure the same underlying concept (Huck, 2007, Robinson, 2009).

The Cronbach Alpha coefficient is the most often used metric of internal consistency. The use of Likert scales is often regarded as the most appropriate method for assessing dependability (Whitley, 2002; Robinson, 2009). Although there are no set guidelines for internal consistencies, most agree that a minimum internal consistency coefficient of .70 is necessary (Whitley, 2002, Robinson, 2009).

Table 3

Reliability Test Scale for Addressing Issues of Learners-At-Risk Of Dropping Out.

Scale	Cronbach's alpha
Holistic Support for Education	0.879
Comprehensive Success Strategies	0.917
Supportive Educational Services	0.916
Comprehensive Dropout Solutions	0.976
Student Wellbeing Support	0.929
Overall Reliability	**0.938**

Final Version of Addressing Issues of Learners-At-Risk Of Dropping Out: Exploratory Approach Model.

The finalized version of the instrument, resulting from this study, is presented in the format outlined in Table 6, wherein the initial set of 80 items has been refined to 60 items. The analysis reveals notable concerns regarding face validity, primarily deduced from the factor loadings associated with each item. Items exhibiting small coefficients, specifically those falling below .40, have been systematically excluded. This decision is substantiated by the guidance of Hair et al. (2010), positing that items with negligible coherence or lacking reflective power may be deemed dispensable within the model. Furthermore, in accordance with Hair et al. (2010), loading coefficients may be judiciously set by the researcher to retain only those items that most aptly encapsulate the underlying factor, thereby ensuring the exclusion of items with low coefficients from the final factor structure.

Using the EFA, the Addressing Issues of Learners-At-Risk of Dropping Out Questionnaire was developed. This scale consists of 60 items. Specifically, the Addressing Issues of Learners-At-Risk of Dropping Out consists of sixty (60) items which comprises five factors such as Holistic Support for Education with fifth ten (15) items, Comprehensive Success Strategies with fifth ten (15) items, Supportive Educational Services with eleven (11) items, Comprehensive Dropout Solutions with ten (10) items and Student Wellbeing Support with nine (9) items. Thus, the five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 6
Final Tool for Addressing Issues of Learners-At-Risk Of Dropping Out Questionnaire

Underlying Dimensions	5	4	3	2	1

Factor 1: Holistic Support for Education

1. I believe in implementing restorative justice practices to address disciplinary issues and prevent dropout.
2. I advocate for trauma-informed practices to support students who have experienced trauma or adverse childhood experiences.
3. I believe in offering opportunities for students to engage in community service and experiential learning.
4. I believe in providing access to nutritious meals for students to support their overall well-being.
5. I support initiatives to provide access to academic and career counseling for all students.
6. I advocate for initiatives that promote diversity, equity, and inclusion in education.
7. I believe in providing access to extracurricular activities and enrichment programs for all students.
8. I support initiatives to address issues of substance abuse and addiction among students.
9. I advocate for initiatives that promote parental involvement and engagement in their children's education.
10. I believe in providing access to technology and digital resources for students from low-income families.
11. I support initiatives to provide access to healthcare services, including mental health support, for students.
12. I advocate for initiatives to address issues of homelessness and housing instability among students.
13. I believe in providing access to nutritious meals for students to support their overall well-being.
14. I support initiatives to provide access to academic and career counseling for all students.
15. I advocate for initiatives that promote diversity, equity, and inclusion in education.

Factor 2: Comprehensive Success Strategies

16. I advocate for personalized learning plans tailored to meet the needs of individual students.
17. I advocate for partnerships with community organizations to provide additional support services for students.
18. I support initiatives to promote resilience and coping skills among students facing adversity.
19. I believe in offering alternative education programs to accommodate students with different learning styles.
20. I believe in providing opportunities for students to develop essential life skills, such as time management and problem-solving.
21. I believe in offering incentives for teachers and staff to support at-risk students and prevent dropout.
22. I advocate for culturally relevant curriculum and instructional practices to engage diverse student populations.
23. I believe in promoting positive peer relationships and creating a supportive social environment for students.
24. I support initiatives to address issues of food insecurity and hunger among students.
25. I advocate for early childhood education programs to lay a strong foundation for academic success.
26. I believe in providing opportunities for students to explore their interests and passions through project-based learning.
27. I support initiatives to provide access to affordable childcare and family support services.
28. I advocate for policies that reduce barriers to re-entry for students who have dropped out and wish to return to school.
29. I believe in providing access to job training and career readiness programs for all students.
30. I support initiatives to address systemic racism and discrimination in education that contribute to dropout rates.

Factor 3: Supportive Educational Services

31. I advocate for culturally responsive teaching practices to better support diverse student populations.
32. I support initiatives to address absenteeism and truancy issues among students.
33. I think providing tutoring and academic support services can help struggling students catch up.
34. I think providing access to affordable housing options can stabilize students' living situations and prevent dropout.
35. I think providing access to healthcare services can address health-related barriers to education.
36. I support initiatives to provide access to academic and career counseling for all students.

37. I advocate for initiatives to address substance abuse and addiction issues among students.
38. I support efforts to combat homelessness and housing insecurity among students.
39. I believe in offering second-chance programs for students who have previously dropped out.
40. I support initiatives to provide access to childcare services for student-parents.
41. I support initiatives to address digital divide issues and ensure equal access to technology for all students.

Factor 4: Comprehensive Dropout Solutions

42. I believe that personalized academic support can help struggling students stay in school.
43. I think early intervention programs are crucial for identifying and assisting students at risk of dropping out.
44. I support the idea of mentorship programs to guide at-risk students through their academic journey.
45. I advocate for providing resources for mental health support to students facing emotional challenges.
46. I believe that creating a welcoming and inclusive school environment can reduce dropout rates.
47. I think offering flexible learning options can accommodate students with diverse needs and circumstances.
48. I support implementing anti-bullying initiatives to create a safer school environment for all students.
49. I believe in providing extracurricular activities to engage students and foster a sense of belonging.
50. I think involving parents/guardians in students' education can positively impact their academic success.
51. I support initiatives to address socioeconomic barriers that may hinder students' ability to stay in school.

Factor 5: Student Wellbeing Support

52. I believe in providing access to nutritious meals to ensure students' basic needs are met.
53. I believe in fostering positive teacher-student relationships to support students' academic and emotional growth.
54. I believe in creating opportunities for student leadership and involvement in school decision-making processes.
55. I believe in providing access to tutoring and academic support services during and after school hours.
56. I support initiatives to provide access to affordable transportation options for students.
57. I advocate for initiatives that promote a positive school culture and sense of belonging for all students.
58. I believe in providing access to technology and digital resources for students from low-income families.
59. I support initiatives to provide access to healthcare services, including mental health support, for students.
60. I advocate for initiatives to address issues of homelessness and housing instability among students.

IMPLICATIONS

The thematic analysis revealed five (9) essential themes on the addressing the issues faced by learners at risk of dropping out. This theme include: Empathetic Educational Support, Economic Hardship Impact, Student Welfare Monitoring, Resource Allocation Challenges, Complex Educational Barriers, Individualized Support Challenges, Educational Support Enhancements, Supportive Learning Strategies, and Practical Skills Development. This means that enhancing individualized support, educational strategies, and practical skills development fosters a supportive learning environment, overcoming complex educational barriers, and enabling learners to succeed.

Correspondingly, based on the results revealed from the Exploratory Factor Analysis (EFA) that there five (5) underlying dimensions from the addressing the issues faced by learners at risk of dropping out namely: Holistic Support for Education,

Comprehensive Success Strategie, Supportive Educational Services, Comprehensive Dropout Solutions, and Student Wellbeing Support.

Similarly, the reliability test for the final scale of the questionnaire derived from the addressing the issues faced by learners at risk of dropping out scale is high with Cronbach's value.

Conclusively, the final instrument which can be used to measure the addressing the issues faced by learners at risk of dropping out contains five (5) dimensions with a total of 60 items. This means that adaptive learning approaches and alternative pathways enhance retention, offering viable options for struggling students, thereby reducing dropout rates.

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