

Individualized Program against Dropout (IPAD): An Intervention Program for SARDOs

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Abstract: *The major concern of Basic Education is to ensure that students stay in school and are able to complete their education. Dropping out rate is a serious problem that needs immediate attention by the DepEd. Basically, the important thing to consider by school stakeholders is to immediately address the problem and provide early interventions to save every student-at-risk of dropping out of school because Each Child, Every Student in School Succeeds. To address this concern, the Individualized Program Against Dropout (IPAD), an ECESiS Team of SLHS provided different programs to find an effective solution to save students-at-risk of dropping out (SARDO) from school. The Team-researchers attempted to find the answer to the following questions: 1) What are the demographic profile of the SARDOs ; 2) What are the academic performance of the SARDOs before and after the intervention program based on their General Weighted Average (GWA) in the 2nd and 3rd grading period; 3) What are the prevalent factors of SARDOs; and 4) Is there a significant change on the academic performance of SARDOs after the intervention programs initiated by the ECESiS Team?. Mixed methods were utilized with quantitative and qualitative approaches. The survey, observation, interview, and purposive sampling were employed for the identification of the Thirteen (13) Student-AtRisk of Dropping Out (SARDOs). Class Advisers, Teachers, and Guidance Teachers identified the Grade 8 participants from different sections. Data gathered shows that the majority of the SARDOs are ages 13-14, male, which implies that male students tend to drop-out of school more than their female counterparts. Most of them come from a broken family, with monthly family income ranging from Php10,000 and below, and their type of dwelling is temporary or living with relatives and 4 Ps beneficiaries. There are 4 out of 6 4Ps members who have increased and improved their grades, 1 of them has failed grades in the 3rd grading period due to hospital confinement but still working on his grades through remedial class and Peer tutoring of IPAD Team. Another SARDO, the most challenging, is wandering somewhere and nowhere to be found. His father, a single parent, sent him away from home due to computer game addiction. The ECESiS Team is not giving up on him trying to locate and bring him back to school. The academic performance of the SARDOs, based on their general weighted average (GWA) from 2nd to 3rd grading period improved to 85%. These findings show that the IPAD Project has positive impact on the academic performance of SARDOs. The prevalent factors of SARDOs based on personal, family, school, and community factors appear that rank 1 is the family factor followed by personal, rank 2 and rank 3 community and the last in rank is the school factor. This implies the importance of family being the primary support group of a person, family plays a big role in the totality of an individual. Deprivation of parental guidance due to broken families has a big impact, especially on a child's school performance. The IPAD of the ECESiS Team is an 85 % effective intervention program and has a positive impact on academic performance among SARDOs of SLHS.*

Keywords—SARDO; IPAD; ECESiS, GWA; 4Ps; prevalent factors

1. INTRODUCTION

1.1 Context and Rationale

School failure is a process where a student slips farther and farther behind his peers and gradually disconnects from the educational system. The result of school failure is dropping out before graduation. Students can begin the slide into failing patterns at any time during their school career, but school failure is more likely to occur at transitional stages. Failing grades typically are symptoms of emotional, behavioral, or learning problems. Education is everyone's ticket to success. Today, the world requires highly competitive people who will eventually meet the demands of globalization. Thus, this could be realized if more and more students every school year are able to finish their studies.

There are four major causes of students dropping out from school: The child him/herself, the family situation, the community they live in and the school environment, and to prevent the students from dropping out of school, the causes listed above must be attacked (Mustapha L, 2018).

Studies on dropping out have attributed the phenomenon mainly to poverty. One extensive critical review of about 50 studies on public school education described dropouts as coming from low-income families whose parents had little or no education, and who were unemployed or had jobs that gave them meager or irregular income. The study also identified reasons for dropping out such as poor health due to malnutrition, distance between home and school, *lack of interest* and teacher factor. It concluded that the education system then was socially selective since most dropouts were from *socio-economically* disadvantage backgrounds.

These facts reflect a worrisome reality about the holding power of public schools, which is further elucidated by data on dropouts. The statistics on the national average dropout rate for each school level has remained higher than expected (1 to 2 %), sometimes as much as 2 digits. Moreover, even if dropouts re-enter school at some point many repeaters eventually drop out at a later time. Readmission seems to have little positive effect on achievement (Nava, 2009, cited by Mustapha L, 2017).

Moreover, students in various gender groups, school levels, and locations are at-risk of dropping out for various reasons. Some of these factors are common to all dropouts, while others are more keenly associated with specific groups.

The major concern of Basic education is to ensure that students stay in school and able to complete their education. Dropping out rate is a serious problem that needs immediate attention by the DepEd. Basically, the important thing to consider by school stakeholders is to immediately address the problem and provide early interventions to save every student-at-risk of dropping out from school because every child in every school is special.

To address this concern, the Sta. Lucia High School provides different intervention programs that will cater the needs of students at risk of dropping out from school and to find appropriate and effective solution on the presenting problem.

1.2 Innovation, Intervention and Strategy

Individualized Program Against Dropout (IPAD): An Intervention Program for SARDOs
 Research Guide Session Action

Month	Topic	Objective	Activities	Innovation
June – August 2018	Getting to know you better	To identify students who are at risk of dropping-out from school;	<u>Planning:</u> Identification of SARDOs; <u>Survey:</u> <u>Interview:</u> Orientation of Parents and SARDOs; Introduction of the Program; and signing of MOU.	STAR Probationary Status Program
September 2018- February 2019	Peer Learning	To extend academic assistance to SARDOs through peer learning.	Volunteer student-leaders such as SSG and CIC (Campus Integrity Crusaders) Officers	PEER Learning Program
November 2018- February 2019	Team-Teaching	To help SARDOs cope with their missed lessons across all learning areas through remedial and tutorial class.	Remedial and tutorial class to SARDOs 2x a week during HRGP schedule; Review class to SARDOs one week prior to Periodical Examination.	“T3” Team Teaching Techniques
November 2018- February 2019	Parental Guidance cum Legal Accountabilities	To educate parents of their significant responsibilities through seminar.	<u>Seminar:</u> <u>Forum:</u> <u>Home visitation:</u> Family counselling	“SIPPAG” Student Improvement Program through Parental Guidance
September 2018- February 2019	Let’s Get Healthy	To improve the physical wellbeing of SARDOs	Twice a week feeding activities for SARDOs this includes serving of lunch and snacks.	Lusog Busog Program
June 2018 to March 2019	Kapwa Ko Kalinga Ko	To provide financial assistance and psychological need of SARDOs.	Every Monday of the week distribution of fare allowance to SARDOs; follow-up and monitoring; conference; and counselling sessions.	Kalinga sa Mag-aaral Project

1.3 Action Research Questions

In this study, the ECESiS Team-researchers attempted to find out the impact of IPAD Project towards academic performance of selected SARDOs of Sta Lucia High School.

It aims to answer the following questions:

1. What are the demographic profile of the SARDOs in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Family structure
 - 1.4 Monthly family income
 - 1.5 Type of dwelling
 - 1.6 Financial assistance
2. What is the academic performance of the SARDOs before and after the intervention program based on their General Weighted Average (GWA) in the 2nd and 3rd grading period?
3. What are the prevalent factors of the SARDOs in terms of? 3.1 personal factors.

- 3.2 family factors; and
- 3.3 school factors?
4. What are the specific intervention programs to reduce the drop-out rate of SLHS?
5. Is there a significant change on the academic performance of SARDOs after the implementation of intervention programs initiated by the ECESIS Team?

2. ACTION RESEARCH METHODS

2.1 Research Design and Population

The focus of the study is to determine the effect of the intervention programs actualized by the SLHS ECESIS Team towards academic performance of SARDOs of Sta Lucia High School District V, Schools Division Office of Quezon City. Mixed methods were utilized with quantitative and qualitative approach, and purposive sampling was employed for the identification of the thirteen (13) Student-At-Risk of Dropping Out (SARDOs) from school due to absences. The participants of this study were all Grade 8 students from the different sections. Class Advisers, Teachers, and Guidance Teachers identified the participants of the program based on the criteria set. They were the student-at-risk of dropping out from school due to absences. They comprised the most challenging group of students to be saved and ensure their stay in school. Mostly they were the students who need intensive help and understanding, most of them came from dysfunctional family or worst, parents were nowhere to be found, they were the students whose financial and psychological support were absent.

Quantitative method was employed to determine the academic performance of SARDOs from 2nd grading to 3rd grading period through their General Weighted Average (GWA) using frequency, percentage and weighted mean, while qualitative research generates information through interview and observation. It sought to understand the facts and causes of observable phenomena involving SARDOs and their family.

Purposive sampling method will be done for the sample selection of SARDOs. A purposive sample refers to the selection of units based on personal judgment rather than randomization. This judgmental sampling is in some way “representative” of the population of interest without sampling at random. Purposive sampling can be very useful for situations where it is needed to reach a targeted sample quickly and where sampling for proportionality is not the primary concern (Mustapha L 2017).

2.2 Data Gathering Methods

A letter addressed to the parents of the students (SARDOs) was sought to conduct the project. Permission to carry out the project was obtained from the school authorities as well as from the Schools Division Office of Quezon City.

Consent of the students involved in the project was also obtained together with their parents. First part of the survey questionnaire is the demographic profile of the SARDOs, and the second part is the contributing factors of their situations. The Team entertained questions for clarifications from SARDOs. Key informant interviews were also

managed by the ECESIS team during home visitation to the SARDOs, parents/guardians, classmates, teachers and their neighbors.

The following programs were introduced and actualized by the ECESIS Team:

1. STAR (Student At Risk) LIS Probationary Status

The purpose of this intervention is to monitor the performance of a student identified “STAR” (Student At Risk) during the enrolment. They are the balik-arals, repeaters, over age, and students with low grades. The assigned advisers will not automatically enroll in the DepEd Learning Information System (LIS) students who are considered “STAR” until gradual improvement in attendance and performance for the First grading period was observed. Orientation for parents and students is needed with corresponding agreement; follow up and monitoring should be consistently done throughout the first grading period.

2. Peer Learning Session (PLS)

This is a review class which started on November 2018 to present Monday to Wednesday, from 6:50pm-7:30pm. The process of this activity is volunteerism among Student leaders such as the officers of SSG and CIC (Campus Integrity Crusaders). Their task is to encourage and monitor the SARDO assigned to each peer; weekly report of attendance to IPAD Team; to give assistance to his/her assigned SARDO regarding school matters; and write weekly reflection as part of monitoring.

3. Team Teaching Techniques (T3)

Teacher-members of the Team are scheduled to share their knowledge and expertise to SARDOs through tutoring in group every Thursday of the week. The heart of this study is to help the students who are academically in need of assistance.

4. SIPPAG (Students Improvement Program through Parental Guidance)

This program aims to understand the meaning and purpose of collaborative effort of teachers and parents and to create a workforce atmosphere in school. Lecture forum was conducted in December 2018 attended by parents, guardians, and students.

A. Empowering Network Support. A seminar and training of empowering the support group of the SARDOs with the

cooperation of San Bartolome High School, Novaliches, Quezon City on November 11, 2018, in Barangay San Bartolome, Multi-Purpose Hall from 8:00 AM – 12:00 NN. This seminar aims to enlighten the teachers, parents, and learners regarding legal accountabilities; to understand the meaning and purpose of empowering support system; and to create a network support system to help learners achieve school scholastic performances.

B. Home Visitation. This strategy aims to determine the reasons why these students are absent from school; encourage SARDOs to go back to school; and build a collaborative relationship with parents and teachers of SARDOs.

5. Lusog-Busog Program

The objectives of school's feeding program are to reduce hunger, improve nutritional status, motivate school performance and enhance socialization opportunities.

Sta. Lucia High School conducted a feeding program every school year under Technology and Livelihood Education (TLE) Department. Included in the feeding program are the 13 identified SARDOs. It includes 2x a week free food (Lunch and snacks), every Tuesday and Thursday. Ms. Melis Siena, one of the team members brings snacks almost every day for SARDOs to motivate them and become inspired learners.

6. School To Home Attendance Link (SHALL)

One of the interventions of the Team IPAD Project for SARDOs is the SHALL or School- Home

Attendance Link and Learn. This is one of the strategies to save the SARDOs from school. The objective of this program is for the parents to monitor the attendance of their children through social media particularly Facebook. The class advisers will check the daily attendance of SARDOs and reflect it in SF 2; orient parents and/or one member of the family and familiarize themselves about the legend at SF

2 such as: L – Late; X- absent; P–present. The Parents/guardians will give at least one Facebook account where student's attendance will be sent weekly.

The purpose of this intervention is to develop teachers and parents' harmonious cooperation in monitoring student's attendance, and to increase student's attendance to school.

According to research findings, school attendance works well if family engagement is being considered. It is said to be comprehensive and effective approach in reducing absenteeism. The process of the activity is to conduct parent and teacher conference for the thirteen (13) SARDOs; inform the parent about the said intervention; link the attendance form or simply the SF2 weekly or monthly to the social media account of the family members; and make sure confidentiality of the data for each learner is being considered. In some cases, hard copy of the attendance may also help to link the attendance of each

learner. Parents/ guardians are usually asked to sign the attendance of their child.

7. Kalinga sa Mag-aaral Project (Adopt-A-Student Project)

The objectives of this project are to strengthen effective alternative learning support; and to prevent students from dropping out of school due to poverty; for the students to feel the sense of love and belongingness especially those products of broken families; for the students to be apathetic to external influences (e.g., fraternities/gangs, vices, addiction, etc.); and to develop positive self-esteem among students.

Sponsors are expected to provide either or all the following: 1) Psychological needs; 2) Fare allowance; and 3)

School needs (e.g., school materials, uniforms, school projects

/workbooks). The minimum amount per month is Php 500 for each recipient intended for the transportation allowance (25/day or 125/week); recipients should maintain a passing Grade in all subjects and with proper conduct inside and outside school always; recipients' academic performance will be monitored by the proponents through their class advisers; and recipients' attendance in weekly and monthly meetings are required. Sponsors of the project are the advisers, teachers, non-teaching personnel; General Parent Teachers Association (GPTA); Alumni HS; Cooperative; Rotary Club; school principal; civic-spirited people; parents; and NGOs.

2.3 Ethical Considerations

Prior to the implementation of IPAD Programs, consent from the SARDOs, together with their parents/guardians was sought. The researchers assured that no harm will be afflicted to the student-participants by their participation in the project. The researchers assured that no harm will be afflicted to the student-participants by their participation in the project. Consequently, the SARDOs and their parents were also assured that their responses were kept highly confidential and would be used only for the purpose of the said project.

3. DISCUSSION OF RESULTS AND REFLECTION Data Analysis

This chapter presents and discusses the data gathered in this study. The data were arranged logically in order and sequence of the questions raise in the statement of the problem

1. Demographic profile of the SARDOs

Table 1
Demographic Profile of the SARDOs

Profile	Frequency	Percentage
Age		
17 – Above	1	7.69
15 – 16	4	30.77
13 – 14	8	61.54
Sex		
Male	10	76.92
Female	3	23.08
Family Structure		
Non Broken Fam.	6	46.15
Broken Family	7	53.85
Monthly Family Income		
21,000 – 30,000		7.69
11,000 – 20,000		23.08
10,000 – Below 9		69.23
Type of Dwelling		
Rented	5	39
Owned	2	15
Caretaker	1	7
Temporary	5	39
Financial Assistance		
4 Ps	6	46
None	7	54
Total	13	100

Table 1 shows that majority of the respondents are ages 13 – 14 with a total number of 8 or 61.54% from the total number of 13 SARDOs, while there is only 1 from among them who is 17 years old with a percentage of 7.69%.

Most of the respondents are male with a total of 10 or 76.92%, and 3 or 23.08% are females. The Impact of the father's absence from the home is apparently greater on males than on females. The alcohol and marijuana use and sexual activity rates for father-absent males is greater than for any other group. The absence of the father in a family can affect a lot in the life of male offspring because he doesn't have a father that can be idolized.

Based on the data gathered on the family structures of SARDOs, seven (7) or 53.85% come from broken families and 6 SARDOs are from non- broken families or parents living together with a total percentage of 46.15%.

It shows that many aspects of child's life are being adjusted because of unfortunate relationship he/she has. According to Mustapha, et al (2010) in their study "Broken children are coming from broken homes", sometimes children are simply attached to their surroundings, and moving into new surroundings can cause an understandable negative reaction. Academically, children are greatly affected because of their parent's separation. Children from broken families drop out of school at twice the rate compared with children from

non-broken families. They also have lower rates of graduation from high school and college.

Most number of the SARDOs came from broken family or severely disturbed and deprived homes. In terms of monthly family income, most of the parents of the SARDOs are earning with Php10, 000 and below with a total number of 9 or 69.23%, while 3 or 23.08% are earning from 11,000 – 20,000 pesos monthly and only 1 from the 13 SARDOs' family is earning from 21,000 – 30,000 pesos a month. The economic deprivation of single-parent family life, in combination with other sources of strain and stress, is a major source of the problems experienced by both parents and children.

On the type of dwelling of SARDOs, there is an equal number of renting and temporary living with their relatives or grandparents with a total of 5 or 39% respectively, 2 or 15% are having their own place and 1 is a caretaker.

The researchers also explore if the SARDOs are getting financial assistance from the government and other institutions. It is worthy to note that 6 or 46% from the 13 SARDOs are members of Pantawid Pamilyang Pilipino Program or 4Ps which is conditional cash transfer program of the Philippine government under the Department of Social Welfare and Development (DSWD).

There are 4 out of 6 4Ps member of the SARDOs increased and improved their grades, 1 of them has failed grades in the 3rd grading period due to hospital confinement because he was stubbed by bystander outside the school, and he was absent during the 3rd periodical exam. He is now enrolled in the EASE (Effective Alternative Secondary Education) Program and coping with his failed grades.

As of now, the student is still working on his grades through remedial class and Peer tutoring under IPAD Project by the ECESiS Team. Another SARDO, the most challenging student, is wandering around the community and nowhere to be found. His father, a single parent, sent him away from home due to computer game addiction of the student. The ECESiS Team with the help of his classmates is trying to locate him and bring him back to school.

2. Academic performance of the SARDOs before and after the intervention program based on their General Weighted Average (GWA) in the 2nd and 3rd grading period.

Table 2

**Academic Performance of the SARDOS
During 2nd and 3rd Grading Period**

SARDO	Section	General Weighted Average (GWA)			
		2 nd Grading Period		3 rd Grading Period	
1.	Verbena	78.50	P	77.37	P
2.	Zinnia	75.5	P	76.12	P
3.	Ursinia	70.87	F	77.12	P
4.	Tulip	70	F	70	F
5.	Tulip	70.25	F	79.62	P
6.	Sunflower	74.62	F	75.75	P
7.	Rosal	75	P	75	P
8.	Magnolia	73.25	F	71.37	F
9.	Lavander	74.75	F	75.37	P
10.	Ilang-Ilang	75.12	P	75.5	P
11.	Everlasting	70.12	F	75.5	P
12.	Carnation	75.37	P	77.75	P
13.	Sunflower	76	P	75.375	P

Legend: P- Passed; F- Failed

Shown in Table 2 the academic performance of the 13 SARDOS with their section based on their General Weighted Average (GWA) from 2nd Grading Period grades to 3rd Grading Period. In the 2nd grading period, there are 6 or 46% of the SARDOS who got a passing grade and 7 or 54% got a failed grades while 3rd grading period there are 11 or 85% have passed and only 2 or 15% got a failing grades as revealed in their GWA. There are 2 SARDOS whose grades are retained or no improvement at all, same grades in the 2nd and 3rd grading period, while 3 or 23% decreased their grades probably because of extraneous variables which are many to mention. There are many challenges encountered by the ECESiS Team in the actualization of the IPAD Project just to help and bring back to school the SARDOS.

**Table 3
Summary of General Weighted Average (GWA)
Grades of SARDOS**

GWA of SARDOS	Frequency	Percentage
2 nd Grading Period		
Passed	6	46
Failed	7	54
3 rd Grading Period		
Passed	11	85
Failed	2	15
Total	13	100

Summary of Grades of the SARDOS in Table 3 revealed that there is an increase of grades of the SARDOS from 2nd grading period to 3rd grading period. There are only 6 or 46% who got passing grades in the 2nd grading period while 11 or 85% have passed the 3rd grading period as revealed in their GWA. There are 2 SARDOS whose grades are retained or no improvement at all, same grades in the 2nd and 3rd grading period, while 3 or 23% decreased their grades probably because of extraneous variables which are many to mention. There are many challenges encountered by the ECESiS Team in the actualization of the IPAD Project just to help out bring back to school the SARDOS.

Prevalent factors of SARDOS

**Table 4
Prevalent Factors of SARDOS**

Domain	WM	Rank
Family	2.34	1
Personal	2.30	2
Community	2.03	3
School	2.01	4

Shown in Table 4 are the weighted mean (WM) and rank of prevalent factors of SARDOS according to personal, family, school, and community factors.

Based on the results shown above, it appears that rank 1 is the family factor followed by personal, rank 2 and rank 3 community and the last in rank is the school factor.

Specific intervention program to reduce the drop-out rate of SLHS
Gleaned in Table 5 the IPAD Project for SARDOs and its

the 3rd grading period grades based on their General Weighted Average (GWA) is 75.526 with a difference of 1.726.

Table 5
Individualized Program Against Dropout (IPAD):
ECESiS Intervention Program for SARDOs

Program	Objective	Activities
1. STAR Probationary Status Program	To identify students who are at risk of dropping-out from school;	<ul style="list-style-type: none"> . Planning; . Identification of SARDOs; . Survey; . Interview; . Orientation of Parents and SARDOs; . Introduction of the Program; and . Signing of MOU.
2. Peer Learning Program	To extend academic assistance to SARDOs through peer learning.	Volunteer student-leaders such as SSG and CIC (Campus Integrity Crusaders) Officers adopt 1 SARDO for academic assistance
3. Team Teaching Techniques "T3"	To help SARDOs cope with their missed lessons across all learning areas through remedial and tutorial class.	Remedial and tutorial class to SARDOs 2x a week during HRGP schedule; Review class to SARDOs one week prior to Periodical Examination.
4. Student Improvement Program through Parental Guidance (SIPPAG)	To educate parents of their significant responsibilities through seminar.	<ul style="list-style-type: none"> . Seminar; . Forum; . Home visitation; . Family Counselling
5. Lusog Busog Program	To improve the mental and physical well-being of SARDOs	Twice a week feeding activities for SARDOs this includes serving of lunch and snacks.
6. School To Home Attendance Link (SHALL)	Parents and teachers partnership to monitor the daily attendance of students through social media particularly on facebook .	Class advisers will check the daily attendance of SARDOs and reflect it in SF 2; Orient parents and/or one member of the family and familiarize themselves about the legend at SF 2 such as: L – Late; X- absent; P – present. The Parents/guardians will give at least one Facebook account where student's attendance will be sent weekly.
7. Kalinga sa Mag-sara! Project (Adopt-A-Student Project)	To provide financial and psychological needs of SARDOs through sponsors (Adopters). The sponsors are: <ul style="list-style-type: none"> . School Principal; . Teachers; . Civic minded individuals. 	Giving of weekly fare allowance every Monday to SARDOs (Php 125.00/week); follow-up and monitor of their academic performance; parent conference; and individual counselling.

activities actualized by the ECESiS Team of Sta. Lucia High School to save and bring back the SARDOs to school. It was a collaborative effort by the team.

3. Is there a significant change on the academic performance of SARDOs after the intervention program initiated by the ECESIS Team?

Table 6
Significant Changes on the Academic Performance of SARDOs

Academic Performance of SARDOs	General Weighted Average (GWA)	
	WM	Difference
Pre- Test (2 nd Grading Period grades)	73.80	1.726
Post Test (3 rd Grading	75.526	

According to the data gathered shown in table 6, the weighted mean (WM) of the 2nd grading period grades of the SARDOs is 73.80, while

It is concluded that there is a significant change in academic performance of the 13 SARDOs based on their general weighted average (GWA) in the 2nd and 3rd grading period. Therefore, the ECESiS IPAD Project has an impact towards academic performance of the SARDOs.

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The following are the salient findings of the study:

1. The data gathered in the demographic profile shows that majority of the SARDOs are ages 13-14, male which implies that male students tend to drop-out of school more than their female counterparts. Most of them come from broken family, with monthly family income ranges from Php10,000 and below, and their type of dwelling is temporary or living with relatives.

There are four (4) out of six (6) 4Ps member of the SARDOs increased and improved their grades, 1 of them has failed grades in the 3rd grading period due to hospital confinement because he was stubbed by bystander outside the school, and he was absent during the 3rd periodical exam.

As of now, the student is still working on his grades through remedial class and Peer tutoring under IPAD Project by the ECESiS Team. Another SARDO, the most challenging student, is wandering around the community and nowhere to be found. His father, a single parent, sent him away from home due to computer game addiction of the student. The ECESiS Team with the help of his classmates is trying to locate him and bring him back to school.

Many articles and study supported the issue about broken families that affects the child's performance in school, attitude and self-esteem. Statistics showed that broken families affect much of the child's emotional and spiritual being, that is greatly distressed the child's education.

2. In terms of academic performance of the SARDOs, their general weighted average from the second grading to 3rd grading period improved to 85%. These findings show that the IPAD Project has an impact on the academic performance of SARDOs.

3. Analysis of the data on prevalent factors of SARDOs based on personal, family, and school and community factors appear that rank 1 is the family factor followed by personal, rank 2 and rank 3 community and the last in rank is the school factor. This implies the importance of family. Being the primary support group of a person, family plays a big role in the totality of an individual. Deprivation of parental guidance for example, because of a broken family has a big impact especially on a child's school performance. It was also concluded that the problems rooted in the family or home may radiate and influence other aspects of life of an individual.

4. The intervention program and its activities are somewhat tedious on the part of the implementers but very rewarding in terms of saving the SARDOs from school. The IPAD intervention program is effective to reduce the drop-out rate of Sta Lucia High School.

5. The IPAD Project of the ECESiS Team has a positive impact and effective towards academic performance of SARDOs in SLHS.

It revealed that IPAD Project for SARDOs have a significant effect on the academic performance of SARDOs.

4.2 Recommendations

Based on the foregoing conclusions the following recommendations are being offered by the researchers:

1. There is a need for teachers to be more supportive and considerate to the school performance of students specially those who belong to broken families. Immediate attention is needed for those students who are absent for more than three (3 days a month, conduct home visitation as needed and keep focus on their school attendance.

2. The School Administrators to better understand the underlying causes behind students' decisions of dropping out; the school needs to come up with interventions to find solution to the prevailing problems by consistent implementation of the programs.

3. For the family to have a strong foundation and hold on together whatever it takes for the sake of their children.

The family is an essential factor for a human's whole-being, everything about man, his background, and attitude, all of his achievement, his honor and dignity, relies of the structure of the family a man lives in with.

Family is the basic components of the society and that the number one ingredient on youth's happy life are their family. That the parents are the most important source of youth's behavior, which effect to their outlook in life.

4. For the DepEd to address this crisis which requires a better understanding of why students drop out from school. There are so many reasons why students are leaving school. Identifying these factors would help reveal the action to be taken and eventually help in the prevention and reduction of this problem.

This is one of the dilemmas of the Department of Education, the alarming increase in the dropout rate and completion rate among students specifically in the secondary level. Failure to complete high school leads to failure and greatly diminishes a person's chances to achieve personal success in the future which has a great impact in the nation's progress.

5. There is an apparent need for the government to revisit, modify or review the policy of those programs offered to alleviate the economic status and to lessen the poverty that will specifically address the situation of recipients of these programs to serve its objectives and purposes. The government developed the Pantawid Pamilyang Pilipino Program that has now become its flagship social assistance program to help the poor. *The Pantawid Pamila* is a conditional cash transfer (CCT) program that provides short-term income support to the poor to help them meet their immediate needs while enhancing their human capital to overcome future poverty.

The Pantawid Pamilya provides two types of grants – a health grant of Php500 per household per month for 12 months and an education grant of Php300 per 6–14-yearold child attending school (for a maximum of 3 children in this age range) for 10 months of the school year. A maximum education grant of Php3,000 per child if it complies with the education conditionalities of the program 100 percent through the year. Actual grants received by beneficiaries depend on their compliance to health and education conditions, which regularly monitored through the Pantawid Pamilya's Compliance Verification System (CVS). In depth evaluation needs to be done to show its potential impacts on poverty and guide policy actions.

As we go along, we strongly believe that we can find immediate solution to these challenges, and we can surpass all the hindrances that will come along the way with the help of one another. Let us save the SARDOs because Each Child, in Every School Succeed.

Key Informant Interview

Respondent 1: Adviser

As an adviser, I am grateful and happy to share my insights, views, opinions and somehow help to decrease our dropout rate among the Grade 8 students. With this kind of research, I have realization as a teacher, that my best is still not enough, we really have to brainstorm / work collaboratively for the realization of our vision and mission. We encountered varied challenges along this journey but those made us think / conceptualize varied solutions to these problems. The concerns of students with their respective families have a great impact on their behavior and academic standing / status so we should go hand in hand to find help and make every child in every school succeed.

Respondent 2: Subject Teacher

In general, the program helps the SARDO's to motivate and increase interest in their studies to go to school. Although some of them are not academically motivated yet, minimal developments and changes have been observed. Furthermore, the success of the program does not lie solely to the students at risk but also to the consideration and understanding of all their teachers.

Respondent 3: Parent

Student 2 came from broken family and got failed grades in the 2nd and 3rd grading period. During the home visitation, his tito told us that student2 is addicted to computer games and compel him not to give baon, “ *Hindi kona binigayan ng baon kasi sa computer lang pumupunta*”. The student 2 is being left out under the custody of his Tito who has small children, and he is the one taking care of the children while the parents are away to work.

Respondent 4: Classmate

I am a Grade 8 student and classmate of student 1. During the month of June, I noticed that student 1 was having 2 to 3 days absences a week. I thought he was sick until I found out that he had been addicted to computer games. Since then, he started not attending his classes and he never does his assignments. His absenteeism became worst until the end of 2nd quarter. In the month of November, he came back to school, and I was so amazed because he had been accomplishing all the activities and

5. ACKNOWLEDGMENT

The ECESiS Team of Sta Lucia High School gratefully acknowledges those individuals who assisted and helped them for the completion of this simple endeavor

homework that was given to him. Since November up to now he is always present in our class. And I found out that he has changed a lot and we observed him an obedient and kind person.

ACTION PLAN

TITLE: INDIVIDUALIZED PROGRAM AGAINST DROPOUT (IPAD):ECESIS INTERVENTION PROGRAM FOR SARDOs

Proponent: ECESIS Team of Sta Lucia High School

Activities	Task	Time Frame	Person/S Involved	Materials	Site	Remarks
Pre-Implementation	Planning; Identification of SARDOs; Survey; Interview; Orientation of Parents and SARDOs; Introduction of the Program; and signing of MOU	November 2018	ECESIS team; Parents; Teachers; SARDOs	School Supplies; Forms; Projector; LCD	SLHS Quadrangle; Classrooms	Successful tasks and activities
Implementation Phase	Home Visitation; Parent conference; Student Conference; Teacher Conference; Counselling service; Follow-up; Monitoring of attendance.	November 2018- March 2019	* Ian John Noel Alvarez * Advisers * Registrar	*Form 2	*Registrar's Office *Classroom	It needs the cooperation of advisers for the monitoring of SARDOs' attendance.
	Peer Learning Session	September 2018- February 2019	*Melisa S. Siena *SSG *CIC	*Remediation Activities *Attendance Form	Classroom	M-W-F from 6:50PM - 7:30 PM
	School to Home Attendance Link (SHALL)	October 2018- February 2019	*Anthony C. Betco	*Laptop *Internet Connection *Cellphone	School Office	Accessibility of internet connection.
	"T3" Team Teaching Techniques	November 2018- February 2019	*Famela T. Roque *Grade 8 Teachers	*Remediation Materials *Learning Materials *Television	Classroom	Certificates and local service credit be given to Selected

	"SIPPAG" Student Improvement Program through Parental Guidance	November 2018- February 2019	*Marilyn F. Villaruz *Hon. Ruel S. Marpe *Emelita Ambinoc Brgy Officials	*Forms *Certificate *Food *Token *Tarpeulin	*San Bartolome Brgy. Hall *AP AVR(SLHS)	Grade 8 Teachers Parents and teachers enlightened about their responsibilities.
	Lusog Busog	September 2018- February 2019	*Ian John Noel L. Alvarez *Melisa S. Siena *TLE Teachers	*Cooking Utensil *Plates, cups and spoon *Food	*Faculty Office *Cooking Room	Collaborative effort between the TLE Teachers and the IPAD Team
	Kalingsa sa SARDOs	June 2018 to March 2019	Civic minded individuals	Fare allowance for SARDOs in the amount of Php125 per week	*SLHS	It needs more sponsors
Post-Implementation	Evaluation and assessment; Reporting; and culminating activity	February 2018	ECESIS Team	School Supplies	SLHS	Decrease number of Dropout rate for the SY 2018-2019

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