

Engagement of Learners with School Leaving Behavior: Case Study Perspective in Child Advocacy

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Abstract — The study focuses on the school leaver with significant moment to ponder. This is a manifestation for the decision in pursuing the educational acquisition. Early school leaving is a serious problem in school affecting all members of society. It includes the student, the family, and the school. The research gap focuses on the school leaving behavior of the pupils. The research design used is qualitative with hermeneutics phenomenological approach. The purposive sampling is used to determine the participants. The data gathering techniques uses the interview with the participants, observation of the reaction and emotions, document review of the cumulative records and focus group discussion on the prevailing issues. The data analysis uses the framework in identifying experiences, describing phenomenon, interpreting meaning, developing sense and clustering themes. The result of the study has determined the three subheadings pertaining to common experiences, determine plans and priorities and alternative options. There are ten themes identified. The first theme includes reason for quitting, personal realization, contributory factor, and coping skills. The second theme includes comparative insights, activities involvement and decision to return. The third theme includes the obtained learning, preference choice, option addressed. This is concluded that manifestation of returning to school brings crucial decision to overcome despite all odds. The recommendations are framed the need to attain concerns of the school leavers to minimize its occurrence; inclusion of case management to understand the needs and aspiration and catering of the needs in delivering school program and services intended for the school leavers.

Keywords — *Engagement, Perspective, Behavior, Advocacy*

I. Introduction

Context and Rationale

School leaving behavior is rampant situation. This is the common issues among the learners. School leaver is significant moment to ponder and redirecting the decisions. This is a manifestation for the decision in pursuing the educational acquisition. This is the moment to realize

the importance of finishing studies despite all odds. This is the appearance to return to school to continue what has been started. The displaying of the potentials is showcasing the capability and ability. The indication for continuity of learning acquisition is the perseverance extension to pursue the unfinished goals. This is also an inhibition and expression that demonstrate signs of endurance and stability in the search for knowledge and wisdom. The duration of dependence in school leavers is a great manifestation for the interest [Polidano, Tabssso and Tseng, 2012]. The beneficial for returning to school can help the school leavers in their decision making [Larkin, Dwyer, 2016].

Based on the review of the prior research, there is a population gap for the school leavers learners. These are the school community where the situation tends to break the harmony and camaraderie. Some of these sub-populations have been unexplored and under researched. The literature for the identification of lived experiences of school leaver learner strategy appears to be important and worthy of investigation in the context of child protection. It further reveals that a bigger share of boys compared to girls of the same age are not in school. There are more children residing in rural areas not in school compared in urban areas (Albert, Quimba, Ramos, Almeda, 2012). An investigation of this group is important because of its uniqueness and seems to lessen the causes of misbehavior. Furthermore, previous research has focused primarily on this school population. Very little research has been done on the literature because of its rare existence [Miles, 2017].

Early school leaving is a serious problem in school affecting all members of society. It includes the student, the family, and the school. It is an issue from school that cannot resolve an outright decision. Early leaving school cannot elucidate exactly the future consequences. It is thereby needing self-realization and personal conviction to counter act those triggering situation. The early leavers are those who left and quit from school at the earliest opportunity. They are engaging in job seeking opportunity. Some are participating in skill seeking or in vocational and technical further education. There are other causes in early school leaving. These are due to early marriage, early pregnancy, job preference and peer influence [Szabo, 2017].

Schools with higher proportions of disadvantaged students are at greater risk of challenges that can result in under performance, affecting education systems. According to Organization for Economic Co-operation and Development [2012], there are various policies that needs to enhance to retain student in the school campus and minimize the early school leaving. These are a) strengthen and support school leadership; b) stimulate a supportive school climate and environment for learning; c) recruit, develop, support, and retain high quality teachers; d) ensure effective classroom learning strategies; e) priorities linking schools with parents and communities.

Giving chances in returning to school provides emphasis to the sole development among the young generation. In other countries particularly Australia, Netherlands, New Zealand, and United Kingdom finds most significant in the career path where there are highly accessible second chance to both professional and vocational education options [Polidano, Tabasso & Tseng, 2012]. It is an awesome opportunity for giving chances in going back to school.

The contexts of school leavers are the potentials youth learners who has been in a circumstances of temporary leaving school with the struggle to pursue their ambition. But certainly, returning to continue what has been started. Among the circumstances that influences them constitute the irregular and incomplete status in academic curriculum. These youth and young adult are determined to acquire skills as preference career.

The important implications for the prevention of school leaving are to show that teachers can promote their students' school engagement through building and maintaining positive relationships in the classroom. Establishing caring and supportive relationships with students and by increasing their school engagement, teachers can prevent students' truant behavior and possibly even their dropping out of school. It can be stated that teachers who establish positive relationships with their students can decisively support the school adjustment of students with a migration background. To promote educational equality, it is imperative to consider the maintenance of a positive student-teacher relationship as a key competence of pedagogical praxis [Teuscher & Makarova, 2018].

The investigator as a teacher finds it necessary to pursue this endeavor with the willingness to reply on the issues commonly met by school authority. It is a fruitful contribution opportunity among the guidance practitioners that needs enhancement and continuity of the field practice. In this inquiry, findings are useful to the learners in pursuing the educational goal bearing the vision, mission of the department especially that they are returning to the school to pursue their studies. It is also important to note the experiences, feelings, and aspirations they have undertaken. It can provide perceptions in the efficacy and efficiency of the programs and services delivery. It can make significance to everyone to help the needy learners achieve their future.

Theoretical Lens

This study is anchored in the two theories. These are theory of motivation and human ecological perspective. Motivation is a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes a person to work with high level of commitment and focus even if things are against him. Motivation translates into a certain kind of human behavior. It is important to ensure that every learner in the school is motivated. Various psychologists have studied human behavior and have formalized their findings in the form various motivation theories. These motivation theories provide great understanding on how people behave and what motivates them. Motivation is a huge field of study. There are many theories of motivation which includes Abraham Maslow's hierarchy of needs, Hertzberg's two factor theory, McClelland's theory of needs, Vroom's theory of expectancy, McGregor's theory X and theory Y. All the theories are all manifesting the motivation of needs [Archeles, 2014].

In the human ecological perspective, the coping up with the youth and young adults in their condition is also determined. It is imperative to understand and consider the level of their situation.

The theory of Bronfenbrenner [1970] states that these levels of concentric systems include chronosystem, exosystem, macrosystems, mesosystem and microsystem which are known in health and education that describe the contexts of development among young people. The chronosystem is an environmental event that occurs in the child's life. It deals on the environmental influence of an individual in the early life. The exosystem contains environmental elements that have a profound influence on a child's development, even though the child is not directly involved within them. The macrosystem is the cultural environment of an individual. The mesosystem is the influence of development in the group environment. The microsystem is the immediate familial surroundings of the individual that influence its behavioral adaptation. The complex cultural nesting approach invites further examination of the fundamental social processes and relationships between young people, teachers, schools, communities that societies and guides the understanding of how these factors influence young people [Tilleczek, 2011].

Purpose Statement

The study about Lived Experiences of School Leaving Behavior of Learner. It is a phenomenological approach that instill for students as learners. This is about the inquiry on the breadth of students in their study development. It can also deal on the element as the nature as school leavers and their *balik-eskwela* features.

Moreover, this qualitatively addresses causal association of factors and providing plausible explanation to determine the experiences of the emerging concern and difficulty. This is associated with the findings in the inquiry. The phenomenology explores the live experiences of the participants concerning the complex nature of the work and the management of their time, behaviors of the pupils and the distance.

This investigation emphasizes on the significance of determining the Lived Experience of School Leaving Behaviors of Students. The student who tends to return to school is given an importance to encourage them to finish their studies despite the hindrances that cannot be avoided. The school leavers are motivated to return to complete their remaining years in elementary leading them to achieve next higher educational level and preferences. This is also a venue to provide guidance to the learners who quit from school. This inquiry carries the following research questions:

1. What are the determining factors on school leaving behavior of student?
2. What are themes emerged priorities of school leaving behavior of students?
3. How do school leavers determine an option in overcoming the present situation?

Literature Review

The of literature includes information from various sources such as peer-reviewed articles, studies, and books on concepts related to teacher success. The concepts nature of school leavers is

given category as well as how they can be assisted in returning to continue their desire and ultimate dream in life.

Nature of School Leavers

The social interplay of the risk situations among the school leavers which have been identified include low socioeconomic status, community characteristics, household stress, poor family dynamics, limited social support in school, conflict between home-school culture, assumption of adult roles, low levels of student educational involvement, risk behavior, discrimination and identity conflict, youth with learning difficulty, behavioral and physical disabilities and mental illness [Tilleczek, 2011]. Eemer, Eoin, Aife [2000] have identified some of the characteristics of the school leavers with their remedies. Some of the characteristics are related to family setting that includes the family size, parental education, and employment. The school related characteristics that include poor school performance, preferred subject, absenteeism, truancy, tardiness. The remedies include coaching, mentoring, counselling, family support, shelter workshop and hands-on activities.

Feature for Balik Eskwela

The benefit of returning to school can provide chances for re-engagement and accessibility of benefits, supports and developments. Among the benefits can be attained by the provision of quality career counselling to help youth find suitable career and post-school courses. The financial support provides stability from family and stakeholders to the full-time study, employment, and both. The opportunity by improving school academic outcomes, such as numeracy and literacy and delaying the exit from school that helps engage in education. It is through this endeavor that the chances pathways underlie broad view of preparedness in school performance and academic achievement [Polidano, Tabasso & Tseng, 2012].

II. Methodology

This chapter presents the research design, participants of the study, data gathering techniques, data analysis, trustworthiness of the study, ethical consideration, and reflexivity.

Research Design

This investigation is using qualitative research design with single case study approach by Yin [2014]. This is describing an actual hindering situation in leaving the school. This is determining the factors affecting the studies and prioritizing the options for the development. This is emphasizing the significance of personal perspective and interpretation.

Participants of the Study

The participants of the study consist of five school leaver students. These are invited for in-depth interview. These students are also involved in the focus group discussion that determines the need to go into a follow-up.

Data Gathering Techniques

The researchers send community on to the school heads. The formulated interview guide questionnaire is used in data gathering to determine the number of the participants. The remarks, suggestions and reactions are also noted as they are part of the data gathered. The facilitation of interview with significant others, is used to assess the client's background. This is to get the experiences and feelings. The observation of behavioral manifestation will be used as another strategy to get the recommendatory options of teacher improvement, student advancement, parental involvement, and leadership development. The document review of learner's anecdotal records, reports of providers, minutes of the caregivers and achievement of the leaders helps in gathering secondary information. The focus group discussion with the community residents as well as the learners can also be mobilized as another tool in getting their feelings and experiences.

Data Analysis

The matrix is used to code the collated data for tabulation. This is used to transcribe the information gathered from audio recording. Van Manen [1990] gives an analytical framework as basis for identifying experiences, describing phenomenon, interpreting meaning, developing sense and clustering themes. The thematic analysis of the data is appropriately interpreted for discussion. This is also used to conduct analysis of the qualitative data. It is essentially creating theme-statements.

Trustworthiness

Trustworthiness provides what is needed right that describe authenticity consistent, integrity, kind, resourceful, connector, humble and available. Trustworthiness is the basic concept to produce an affective and reliable research output. It adds strong impact to both researcher and its research works. This includes the assessment of truth in a qualitative report, to wit: credibility, dependability, transferability, and conformability. Credibility this is where establishing that the result of the qualitative research is credible or believable from the perspective of the participants in the research.

Dependability emphasizes the need for the researcher to account for describing the change that occurs for the ever- changing context within which research occurs.

Transferability refers to the degree to which the result of qualitative research can be transferred to other contexts with other respondents. It is the interpretative equivalent of generalizability. The researcher facilitates the transferability judgement by potential user through

thick description. The complete set a data will be stored and organize on a file and will be made available needed. It is taken through proper labeling and keeping of the data for future reference. The result documents give the researcher an ability to transfer the conclusions of this inquiry to other cases, or to repeat, as closely as possible the procedures of the study.

Conformability refers to the degree to which the results is confirmed or verified by others. The researcher documents the procedures for checking and rechecking the data throughout the study. To address conformability, the researcher replies on the research methods by their knowledgeable adviser who agrees or disagrees about clarification of the study. The researcher looks for expert or professionals and consider for their guidance.

Ethical Consideration

The study observes the ethical standard in conducting research. It is accumulated values and principle that address question of what is good. Ethics is a source of reason for acting or refraining in pollenate asking permission of study. It is also to seek permission from authority. It is value maintaining abnormity of information.

It is a common practice that researchers describe adherence to principles underlying conduct of studies involving human beings. Description of principles for conducting research involves aspects of ethical issues. It identifies some of ethical issues commonly observes include research permission, confidentiality, informed consent, and respect of the study site and respondents. To avoid ethical deviations, the researchers is guided with deferments protocols to conform to the ethical standards and considerations in conducting the research study. First, all participants will be given a written given a written acceptance regarding their participation in the research, through a signed consent letter. The aim of this research is to reassure participants that their participation in the research is voluntary. Next to this, participants were fully informed regarding the purpose of the study, while they were reassured that their answers were treated as confidential and used only for academic purposes and only for the purposes of the research. Lastly, the researcher should not give any feedbacks or comments yet should respect the views and opinions of the participants especially while they are still answering the interview.

Reflexivity

The researcher is an educator advocating for an empowerment of learners who are not in school. This is the real scenario for those who leave the school earlier and influence by peers. These are resulted to the circumstances of being late in school coming. They are also given a chance in enhancement of the skills and potentials for more productive endeavor. This is the venue for the participants to express their views and opinions. The acknowledgement of the ideas and views relevant to their experiences is given value especially in availing educational goods and services. This is straightforward implementation of school programs for school leavers.

III. Results and Discussion

This section presents the three thematic results from data gathered includes the common experiences of school leavers, determine plans and priorities of school leavers, alternative option in helping school leavers.

Common Experiences of school Leavers

Table 1 presents the subheading about the common experiences of school leavers with four themes include the reasons for quitting, personal realization, contributory factor and coping skills. The participants have responded that the reasons for quitting from school includes early marriage is due to parental arrangement and early pregnancy. This is happened in the remote areas. The bored in going to school with discouraging environment has led in looking for a friend to comforts. This is due to the unproductive environment. The hired labor is accepting a manual job to sustain both personal and family needs. This is showing the less support from the parents due to economic shortage. The domestic helper and employed abroad is an overseas job. This is usually for economic reasons. The traveling and prevalence roaming with peers around are just taking a walk without direction. This unproductive trip and making the unhealthy activity gaining nothing. The engaging with private business is making a worthwhile income. This is engaging in private business and entrepreneurship earn for the living. This a productive and economic reason in quitting from school. The caregiver of the elder parents and family commitment are serving the needs of the grandparents. This is the usual work of the grandchildren who are in school. The suffering from ailments is a prolonged confinement in the house. This is causing for the long absences from the class. The injury is caused by accident which causes the long absence from the class. This is made suspension of the regular attendance. The academically unprepared is the late in intellectual response. This is the cause of some food intake and environmental influence. The teenage pregnancy is curious involvement with early relation. This is influence by media which are not properly guided by the parents.

The participants have disclosed that *the prolonged absence from the class make them leave the school. This is due to enjoyment in the productive activities. Aside from the enjoyment in doing productive activities. Some of them has disappointment with some reasons.*

This finding is supported by Dalton, Glennie, Ingels, and Wirt [2009] that determines the reasons for leaving school pertain to the school environment, family functioning and employment status related factors.

The second theme is about the personal realization. The participants have responded that the personal realization includes staying in relatives to earn an amount for support. This is attending to the needs of the relatives with payment of the services. The totally orphans and half orphans are absence of the biological parents. This is forced staying with other relative and non-relative to care for self-supporting. The getting earlier marriage is cause by curiosity. This is the influence of the media and going with peers. The influence of peer pressure is leading to negative

behavioral adaptation. This most likely doing unproductive activity. The financial constraints are lacking resources to pursue schooling. This is always the reason in the remote areas especially dependent in seasonal income. The family break up and broken home are the separation of the parents. This is big contributory factors to the misleading behavior of the learners that leads them to confusion. The spouse breakup is the family disorganization. This is usually affecting the student interest in school that leads to disappointment. The separation anxiety brings discomfort to the learners. This is causing heartache among the young learners that tends not to move on. The financial loss is the unproductive work of the parents due to farm failures and losing a job. This is also a way of seeking new job by the learners and family heads.

The participants have opened that *they have suffered commonly confronting problem in their studies. This is the caused with engagement in different activities. They are interested to pursue their studies. But due to the contributory factors they are tempted to do what they want to make them productive. This is the caused that they quit from school.*

This finding is supported by Camilleri and Giovanni [2018] that the early school leavers express a degree of discomfort or incompatibility with the school culture. There are some seemed to have resisted through minor misbehavior. This is tended to discontinue their educational process for a much complex interplay of reasons. This is shedding of important light on the experiences of early school leavers.

The third theme is about the contributory factor. The participants have responded that the contributory factor include thought less in academic. This is the preference among the school leavers of missing the school. The missed class session is absence in attendance in the school. This is the usual behavior that felt by those who want to be employed earlier. The coverup coping behavior is feeling not always happy is due to family disappointments. This is usually the case by nagging parents and family disorganization. The regretting in withdrawal from formal school is sad decision. This is just a repenting of the absences in class session. The acceptability of time management is giving worth and condition. This is making worth of every time allotted to a task. The valuing of formal schooling makes significance in their daily life. This is the realization of their dreams. The environmental adjustment is making alteration with the surroundings especially the peers. The balancing lifestyle and tasks jobs is working equally with leisure and work. This is making equal value with both the work and leisure. The valuing health and safety is making worth with the physical fitness. This allowing the body in its working condition. The yearning for high quality living is an aspiration for more equipped in way of life. This is working with the dream and fulfilling its ambition.

The participants have related that *these are feelings when they are not inside the school campus. It is importantly noted to have significant learnings. The respondents have honestly answered that they are determined to continue studies, attend regular classes, participate class activities and join group work. They show the sincerity in the task assigned and dedication on the*

aspired goal. They have sought personal development, engagement with camaraderie and acceptability of academic freedom. It is the utmost decision that set them free.

The finding is supported by Groves, Robin and Welsh, Bridie [2010] summed up that the students can pinpointed five aspects. They have perceived in influencing their learning and school experiences. These includes meeting students' needs, student voices, teacher qualities, relationships, responsibility, and control.

The fourth theme is about the coping skills. The participants have responded that the coping skills includes the attending training enhancement. This is making an addition with the previous skills acquired. The participating group activities is joining for socialization purposes. This is making social aspect productive. The striving hard and looks for sponsorship is the engagement in a self-supporting to fulfill the dreams in life. This is utilization of the extra time in working for productive endeavor. The active involvement in school activities is a participation in different school program, project, and activities. This is increasing awareness and empowerment towards participation, involvement, and engagement. The community participation is making worthwhile productive. This developing skills in the community movement. The engagement in volunteer work is rendering productive activity and involvement in self-help. This is making the personal time converting in a productive way. The keeping self-productive is mobilizing personal transaction in a more beneficial and resourceful. This is making busy for a productive undertaking. The engaging income generating project is utilizing the extra time in doing productive and gainful. This is making benefits not only to self-purpose but also to others and attaining the studies. The challenging assumption with honest and realistic views is ensuring the logical consistency in making sense. This is believing in a solution and not skipping the reality. The reinforcing positive outlook in life is facing the problem by finding solution and looking for the alternative. This is searching an opportunity to enjoy life.

The participants have revealed that *the benefits in moving on from the great issues in life is making oneself busy and overseeing proper time management. This is the moved that allows more effort asserted for gainful purposes. This is also the moment that the realization of every dream is succeeded. Everything happened has a purpose. There is always a room for improvement and there is always a space for development.*

The finding is supported by Cavazos, Johnson and Sparrow [2010] that the augmentation in identifying coping responses such as positive reframing, acceptance, self-talk, maintaining focus on final goals, using low expectations as motivation, self-reflection, taking action, and seeking support helps pursued and succeed in education. This is also indicating whether to adopt these strategies in isolation or in combination. It is resulted in higher academic achievement for school leaver population.

Table 1 - Common Experiences

Theme	Core Ideas
Reasons for quitting	Early marriage, bored in school with discouraging environment, hired labor, domestic helper and employed abroad, traveling and prevalence roaming around with peers, engaging business and entrepreneurship, caregiver of elder parents and family commitment, suffering from ailments and injury, academically unprepared, teenage pregnancy,
Personal realization	Staying in relatives for support, totally and half orphans, getting married, peer pressure, financial constraint, family break and broken home, self-supporting, spouse break up, family separation anxiety, financial loss
Contributory factor	Thought less in academics, missed the class session, cover ups coping behavior, regretting withdrawal from formal school, acceptability of time management, valuing of formal schooling, environmental adjustment, balancing lifestyle and tasks jobs, valuing health and safety, yearning for high quality living
Coping skills	Attending training enhancement, participating group activities, striving hard and looks for sponsorship, active involvement in school activities, community participation, engagement in volunteer work, keeping self-productive, engaging income generating project, challenging assumption with honest and realistic views, reinforcing positive outlook in life,

Determine Plans and Priorities of School Leavers

Table 2 present the subtopic is about determine plans and priorities with three themes includes the comparative insights, activities involvement and decision to return. The first theme is about the comparative insights. The participants have responded that the comparative insights include different learning style. This is a diverse learning acquisition. The nice to be in formal school is having natural interaction. The in school is formal while outside is informal are two different ways in acquiring learnings. The formal interaction in school gains insights. The outside learning interaction is less social but more on personal. The inside school is empathetic and outside is sympathetic in nature. The absence of sharing in learning outside lacks consultation and collaboration. The missing socialization opportunity is absence of interaction. The in school have rigid academic life. The outside learning is more experiential and inside is pure academic.

The participants have opened that *this is also the chance for them to compare the formal schooling and informal schooling. Accordingly, there are different learning style both in formal and in informal school. In formal school, it is nice, empathetic, rigid with pure academic life. In informal school, out-school is informal with less interaction more on personal transaction and sympathetic in nature.*

The finding is supported by Hawkar [2014] learning styles play an important role in the lives of learners. They will integrate it into their learning process which can be enjoyable, faster, and more effective.

The second theme is about the activity involvement. The participants have responded that the activity involvement includes membership with association. This is the participation of the different groups in the community. The playing online and outdoor games is involving a leisure time for healthy lifestyle and spending sphere time. This is to improve wellbeing. The self- help activities are the engagement in the cooperative endeavor like volunteer services. This is using the proper time in socialization opportunities especially membership in the association and organization. The sports engagement is participation in group games. This is the physical health fitness activity. The literary and visual arts enhancement are the enrichment of the skills. This is a way to improve the skills literary genre and visual presentations. The community involvement is the contribution in the social gathering. This is the connection to the community stakeholder. The volunteer engagement is helping the community in the welfare work. This is a productive activity yielding fruitful effort. The building teamwork is establishing a solidarity task to perform an extension work. This is the making a work easier to accomplish. The establish relationship with sense of belongingness is making connection with a nice rapport. This is creating mutual understanding among the members of the core. The community participation is working closely with service group. This is extending an effort looking for the welfare of the others.

The participants have disclosed that *during the time in school, they are involved with groups as an outlet. This is expressing the feelings while away from school. The productive undertaking that they are involved also motivates them to engage more productive activity.*

The finding is supported by Stefanski, Valli and Jacobson [2016] that the partnerships between schools and neighborhood communities support student learning, improve schools, and strengthen families and neighborhood. It expands educational mission that includes health and social services for children and families. School and community partnerships typically arise specific need in the community that differ across a range of processes, structures, purposes, and types of family involvement.

The third theme is about the decision to return. The participants have responded that the decision to return includes the motivation of the relatives. This is a positive intervention and reinforcement. The encouragement siblings and parents bring a good result. This is a personal conviction in family circle. The influence of classmates and friends who are in school also contributes to their decisions. This is a good starting point with the aspiration to achieve the goal. The personal reflection is an introspection of the self about the situation. This is understanding made as roadway to the preference choice in entering college education. The self-realization is the decision-making that takes an action. This is the preference choice whether taking up a profession that suits the interest. The increase earning potential is the higher learning. This is the overcoming being slow learners. The advance career is building a successful role. This looking for promotion of the skills and potential. The access flexible options are the emerging flexibility and adaptability of on convenient learning. This is availing the degree and decent work. The learn new things is the

deepening of the knowledge learn. This is the option in pursuing higher learnings. The securing proper time is the management of time to sustain the learning environment.

The participants have told that *the decision to return is the result of awareness. The immersion is a realization which positively instilled within them. It is an opportunity that open up their mind and ready for the next move.*

Briška and Jasjukeviča [2018] added that the problem is based on a specific life event. Setting the cognitive question does not automatically lead to transdisciplinary learning. All activities are not planned previously, the openness to the concrete situation and learners' ideas are crucially important for transdisciplinary learning.

Table 2 – Plans and Priorities

Theme	Core Ideas
Comparative insights	Different learning style, formal interaction in-school gains insights, outside learning interaction is less social, more personal, empathetic inside, sympathetic outside, absence of sharing, missing socialization opportunity, rigid academic life, learning experiential outside
Activities involvement	Membership with association, playing online and outdoor games, self- help activities, sports engagement, literary and visual arts enhancement, community involvement, volunteer engagement, building teamwork, establish relationship with sense of belongingness, community participation
Decision to return	Motivation of relatives, encouragement siblings and parents, influence of classmates and friends, personal reflection, self-realization, increase earning potential, advance career, access flexible options, learn new things, securing proper time,

Alternative Options in Helping School Leaver

Table 3 presents the subheading about the alternative options in helping school leavers with three themes includes obtained learning, preference choice, option addressed. The first theme is about the obtained learning includes the determinization to continue studies. This is a possibility in the success that recognizes a learning insight. The attendance regular classes are the aim to acquire exact knowledge. This is ultimate solution in coming to school. The participation in class activities is to join in the task given by the teacher. This is motivation to pursue the studies. The joining group work is presenting with cooperation. This is collaboration and participation in the task. The sincerity in the task assigned is showing seriousness and genuineness in all work. This is the best traits that encourage more learning. The dedication on the aspired goal is the right direction towards the aim. This showing fulfillment of the ambition and dream in life. The consultation seeking is the skill in seeking for help especially in the difficult subjects. This is to get more ideas to survive. The personal development is the advancement with the personal conviction. This is the self-initiated strategy to survive and successful in venture. The engagement with camaraderie is partnership with stakeholders. This is allowing the influence of the providers

and caregivers towards the acquisition of the learner to pursue the dreams. The acceptability of academic freedom is the satisfaction with the knowledge. This is the sustainability in learning delivery.

The participants have said that *these are the determination for the expected goal in setting and guiding the concentration. This is focusing on the plans with compassionate and discipline. It is also attained through the forceful undertakings, maturity of mind-setting, hardworking ability, healthy lifestyle and skilled in areas of interest. This is contributed to the success of their respective endeavor.*

The finding is supported by Maier, Daniel, Oakes, and Lam [2017] that imposed the strategies with improvement in educational practices and conditions. This is supporting student academic success, social, emotional, and physical health. It can benefit when schools offer a spectrum of engagement opportunities for families. It ranges from providing information on how to support student learning at home and volunteer at school. It is also welcoming parent involvement with grassroots community organizations seeking to influence school changes.

The second theme is about the preference choice. The participants have told that the prioritizing time is giving an ample time for the student to learn thoroughly. This allowing a time allotment in every activity. The owning class job handing is ownership in every activity. This is handing responsibility and accountability. The fostering autonomy is identifying needs in the class. This is acting upon it. The brainstorming class is listing new learning that matches to the class. This is making a priority to the most needs. The considering flexibility is investing another resource for learnings. This is considering the ambiance of the learning venue. The creating pathways is sharing in class session. This is making them more compelling in classroom management by the teacher. The choosing academic is preferring the academic freedom in doing the positive responses in academic subjects in reading, writing, and counting. This is making the pupils more productive. The upending assigned task is upsetting the capacity of the learners. This is making them elevated in the learning acquisition. The selecting diversity is looking for the different style in learning. This is allowing the performance of the learners by encouraging them to engage in deeper reading and legible writing. This is with fluency in speaking and critical listening. The offering recess is giving the extra time break. This is allowing new shifting of productive activity.

The participants have said that *the student choice across every grade level shakes up inflexible social and academic schedules. This is reducing one-way learning and place more responsibility firmly in the hands of students. This is some extent in the system itself creates the habits that are hard to break. But purpose and motivation go together with volition, and when there is too much emphasis on control and compliance.*

The finding is supported by Kaskaya, Calp, Kuru [2017] that the characteristics of children have an impact on their preferences. It is seen that some children exhibited characteristics of

puberty and influences their decisions. Socializing behaviors of children in line with their development process are effective in their decisions.

The third theme is about the option addressed. The participants have responded that the option addressed includes the determination. This is resolving common issues bearing with concentration, attention, and attentiveness as a way to new learnings in life. The focused is absorbing the new lessons given by the provider. This is fixating the lessons that paves a way for success. The compassionate is a feeling of completeness in the tasks. This is an empathetic view for success. The disciplined is a well oriented student in the life of being a good person with forceful in managing a job. This a roadway for a competent and diligent individual. The maturity is facing the new challenges in a lesson. This is answering the contents in a proper way. The hardworking is showing for ingenuity and industriousness. This attending a job well done. The healthy is keeping the body in physical sound. The is the keeping condition for wellbeing. The skilled is equipped with expertise and specialization. This is the performance with capability to achieve, ability to perform and capacity to build a productive endeavor. The creative is the ingenuity, authenticity, and forward thinking. This is the aspiration and part in the program. The persistent is the passion in building of success and triumph. This is the capturing of dream with exceptional accomplishment.

The participants disclosed that *the achievement is perform with sacrifice and determination. The leaving from school in the earlier stage is a great lesson that bring more realization in life. The option is the guiding path towards the success.*

The finding of the study is supported by Maatta [2015] that the level of self-efficacy reflects the learner’s perception of capability considering the task demands rather than how one feels having completed the activity. This is prompted to recall their concurrent thinking during the event in a specific learning situation.

Table 3 -Alternative Options

Obtained learning	Determination to continue studies, attendance regular classes, participation in class activities, joining group work, sincerity in the task assigned, dedication on the aspired goal, consultation seeking, personal development, engagement with camaraderie, acceptability of academic freedom
Preference choice	Prioritizing time, owning class job, fostering autonomy, brainstorming class, considering flexibility, creating pathways, choosing academic, upending assigned task, selecting diversity, offering recess
Options address	Determination, focus, compassionate, discipline, maturity, hardworking, healthy, skilled, creative, persistent

IV. Conclusion

Based on the result, the study concludes that the manifestation of returning to school is the significant point to ponder. This is the crucial decision to overcome despite all odds. The findings signify three themes includes the common experiences of the school leavers, determining of plans

and priorities of school leavers and alternative option in helping school leavers. The ten themes are defined according to the subheading features. The first subheading includes the reason for quitting, personal realization, contributory factor, and coping skills. The second subheading is about the determining plans and priorities includes the comparative insights, activities involvement and decision to return. The third subheading is about the alternative option in helping school leavers includes the obtained learning, preference choice, option addressed.

V. Recommendations

Based on the conclusion, the study recommends that there is a need to:

1. attain the concern of the school leavers to minimize its occurrence.
2. The inclusion of case management with the learners to understand the needs and aspiration.
3. The catering of the needs in delivering school program intended for the school leavers.

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