

LEVERAGING SCHOOL UNDERSTANDING ON REDUCING DROPOUT RATE

by:
LILIBETH C. INLONG
TEACHER III, GENERAL LIM ELEMENTARY SCHOOL

One of an educational institution's main concerns is how to achieve a low dropout rate. Keeping students in school has always been a challenge for teachers. This is because teachers care a lot about the students and assume the role of being parents who provide full support in achieving their dreams. Students who drop out are more likely to be unemployed and on public assistance in the future. Dropping out of school, as Valcov (2018) emphasized in his research, is a serious academic problem with significant implications for a wide range of socioeconomic and health consequences. School dropouts may face greater job insecurity and economic challenges. As a response, if teachers want at-risk students to succeed in the future, they must retain them in school and commit to making learning approachable to their needs.

Students face circumstances that frequently put them in the serious situation of dropping out. Poor self-confidence, early pregnancy, addiction to a prohibited drug, serious physical and mental disability, poor self-confidence, and a neglectful home all hinder knowledge and skills acquisition, according to the National Dropout Prevention Center. Also, researchers have discovered a link between certain student characteristics and higher dropout rates. Students who handle adult responsibilities, such as parental involvement or working long periods, are more likely to drop out. Furthermore, demographic factors related to academic risk are also associated with dropouts. Hupfeld discovered several demographic factors, including coming from a poor family, being a minority, being male, being raised by a single parent, possessing learning or emotional impairments, and speaking problems using the English language. Students are drifting

toward dropping out as numerous challenges compound, rather than choosing a specific decision relying on a single situation. Given these negative consequences, it is vital for teachers, particularly school counselors, to address the problems of dropout prevention measures systematically.

Parents with low income must be supported to be resilient and persevere in the face of adversity to avoid the possibility of dropping out of their children's school. Furthermore, family background has a significant impact on educational outcomes and is widely regarded as the most important predictor of school achievement. Researchers studying family history discovered that family income, socioeconomic status, and parents' educational achievement are all linked to dropping out (Blue & Cook, 2004). Furthermore, students from lower socioeconomic backgrounds face numerous challenges. Students' social experiences frequently lead to personal and psychological problems related to dropping out. As a result, learning institutions must be aware of the numerous social and psychological factors, including family characteristics, that students face while attempting to attend school regularly and achieve the necessary knowledge and capabilities.

Students with high mobility are another factor that increases students the possibility of dropping out of school. According to Rumberger (2003), students who transfer twice throughout their high school years are more likely to not graduate than students who enroll consistently. Mobility, according to South, Hayne, and Bose (2005), may have a contextual impact on adolescent academic behavior, increasing dropout threats among other students. High rates of mobility in the local community undermine the cohesion of parental social networks and prevent the exchange of human resources.

EFFECTIVE STRATEGIES FOR REDUCING DROPOUT RATE

Using Systemic Plan

This strategy calls for a structured approach and process for continuous and ongoing progress at all grades. This entails a widely shared and articulated vision and focus. It also necessitates the congruency of school policies, procedures, and organizational structures.

Collaboration of School and Community

The goal is to create a committed and adaptable community in which everyone is responsible for educational quality, resulting in a compassionate and supportive environment in which youth can prosper and achieve.

Establishing Safe Learning Institution

A systematic method of preventing violence, which includes dispute resolution, must address both potential violence and disaster response. In all classes, a safe learning environment offers everyday experiences that support beneficial interpersonal attitudes and successful communication skills in all students.

Family Involvement

According to research, family involvement has a significant, beneficial impact on students' learning growth and is the most accurate determinant of students' academic success.

Promoting Early Childhood Literacy

Birth-to-five initiatives show that providing additional enrichment to a child can improve cognitive development. The most beneficial way to reduce the number of students who drop out is to utilize the best teaching-learning instruction. Intervention

programs to assist low-achieving students in improving their learning skills lay the groundwork for successful learning in other subjects.

Mentoring

Mentoring is one-on-one learning support, a supportive relationship built on trust between a mentor and a mentee. This is an effective practice for addressing particular learning needs.

Service-Learning that Supports Students' Learning

Service learning integrates valuable community service with educational learning development. This teaching/learning method encourages personal and social enhancement, career progression, and civic duty, and it has the potential to be a potential tool for effective educational reforms at all grade levels.

The choice for Alternative Schooling

Alternative education offers potential dropouts different choices that can lead to finishing schooling, with programs focusing on the student's individual social and learning needs that aim to meet academic requirements for a school diploma.

References:

<https://files.eric.ed.gov/fulltext/EJ981196.pdf>

<https://www.edutopia.org/student-dropout-retention-strategies>