

Understanding the Complex Factors behind Students Dropping Out of School

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ABSTRACT

This study aimed to identify factors affecting students dropping out of school through multiple lenses. It employed a qualitative research design with the key informant interview as the mode of data collection. Data were obtained from 25 key informants and they primarily fall within the age range of 18 to 19, 20 to 21, and 21 and above, indicating that the study focuses on young adults who dropped out of school. There is a fairly even distribution of male and female key informants, suggesting that both genders are represented in the study. The majority of key informants dropped out of school during their senior high school years, particularly in Grade 12. Moreover, the study identifies several key factors contributing to school dropouts, including the need to work and help the family, teenage pregnancy, difficulty coping with academic demands, bullying incidents, lack of motivation, and parental influence. These findings align with the principles of self-determination theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in motivating and retaining students in educational settings. The study highlights how external factors, such as the need to work and parental influence, can limit students' autonomy and motivation, potentially leading to disengagement and dropout. It also underscores the impact of academic struggles on students' competence and motivation, indicating that persistent academic challenges can erode confidence and motivation to continue their education.

Keywords: School Dropout, Factors, Qualitative Research

INTRODUCTION

School dropout constitutes a pressing issue, carrying severe consequences and imposing substantial social costs (Parreño, 2023; Campbell, 2015). When a student fails to enroll in school despite reaching the legally mandated school age, they are categorized as a dropout. The number of students who discontinue their education and the extent of their absenteeism serve as pivotal indicators reflecting the performance of a nation's educational system. These indicators not only shed light on the current state of the educational system but also offer insights into potential future challenges (Graeff-Martin et al., 2006).

The dropout rate, as defined by the Philippine Statistics Authority (PSA), signifies "the percentage of students who departed from school." This encompasses students who have successfully completed the previous grade level but, for various reasons, did not enroll in the subsequent grade level during the academic year. Furthermore, it includes those who did not progress to the next grade level in the following school year (Dropout rate, 2006).

The Philippines has grappled with a significant dropout issue since 2005, with statistics revealing that 26% of primary school students failed to complete the sixth grade and 23% did not finish the eighth grade, extending into high school (UNESCO, 2015).

Furthermore, there has been a gradual but concerning increase in dropout rates at both basic and secondary educational levels since 2007, particularly in high schools. The dropout rate has inched up from 5.99% during the 2007-2008 academic year to 6.81% by 2012-2013 (Amoroso & Bajo, 2014). This trend has raised questions about the efficacy of the K-12 education system, with critics citing its "ill-planned" and "haphazard" implementation.

Compounding this issue, data from 2016 reveals that a staggering 3.8 million Filipinos, equating to one in ten individuals aged six to twenty-four, did not attend school (Golez, 2018). Among this group, 3.3 million individuals fall within the age bracket for senior high school or college enrollment, and a concerning 53% of them hail from the most economically disadvantaged households. This demographic spans from 16 to 24 years of age, highlighting the urgency of addressing the dropout problem in the Philippines.

Despite the legal right to free basic education enshrined in the Philippines' constitution, a significant number of Filipinos continue to face barriers preventing them from enrolling in and completing formal basic education. The reasons behind this educational gap are multifaceted, ranging from internal factors affecting individuals to external challenges tied to the accessibility of educational institutions. These barriers have left a substantial portion of the population without access to quality education, undermining the nation's commitment to the constitutional clause that explicitly states, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

In response to these challenges, the government of the Philippines has made a steadfast commitment to eradicate illiteracy and ensure that education is accessible to every citizen. This commitment has been emphasized in the nation's 1987 constitution, and it represents a long-standing national priority. Over the decades, policymakers, educators, and advocates have dedicated considerable efforts to improving basic education in the Philippines, recognizing that education is not merely a privilege but a fundamental right that empowers individuals and strengthens the nation as a whole. These efforts have been documented and supported by research, such as the work of Atilano et al. (2016), which highlights the significance of addressing the issue of illiteracy head-on.

Despite these commendable endeavors, challenges persist, and it remains imperative for the government and stakeholders to continue their commitment to providing accessible and quality education for all. The quest for inclusive education involves addressing not only the immediate barriers that keep individuals from schools but also the broader societal issues that perpetuate educational inequities. By redoubling their efforts and building on the foundation of the constitution's mandate, the Philippines can work towards a future where every citizen enjoys their right to education, ultimately fostering a more equitable and prosperous society.

Understanding the intricate web of reasons behind the dropout of teenage students is a multifaceted endeavor, influenced by a confluence of factors. This study seeks to unravel this complex phenomenon by delving into various theories and frameworks that offer valuable insights into the motivations and challenges surrounding student disengagement from formal education.

One of the key theories that warrants exploration is the Economic Opportunity Theory. This theory, as posited by scholars like Cameron and Heckman (1998), suggests that students may decide to drop out of school when they perceive more promising economic prospects beyond the confines of the educational system. This can manifest in the form of securing a job to support themselves or their families, which, from their perspective, holds a greater appeal than continuing their studies (De Witte et al., 2013).

Another significant perspective is the Cultural-Capital Theory, building on the seminal work of Pierre Bourdieu (1986). This theory contends that students from disadvantaged backgrounds (Jimerson et al., 2000) may be more inclined to abandon their educational

pursuits because they lack the necessary cultural capital (De Witte et al., 2013). This encompasses not only knowledge and skills but also the cultural practices required to navigate and succeed within the school system. The absence of these resources can create formidable obstacles to their educational progress.

A complementary framework, the Push-Pull Factors Model, further enriches our understanding. As elucidated by Jordan and colleagues (1996), this model illustrates the dynamic interplay between push factors and pull factors. Push factors, such as academic struggles (Fall & Roberts, 2012; Jimerson et al., 2000), familial issues, and peer pressure, exert a "push" effect on students, driving them away from school (De Witte et al., 2013). On the other hand, pull factors, including job opportunities, personal emancipation, and individual goals, "pull" them toward the idea of leaving school behind. Recognizing the delicate balance of these opposing forces is vital in comprehending the nuanced reasons for student dropout.

In addition, the Self-Determination Theory (SDT) introduces a psychologically grounded perspective. According to SDT, students who lack a sense of autonomy and intrinsic motivation in their educational pursuits are at a higher risk of dropping out. The role of personal motivation and the fostering of self-determination can be instrumental in addressing the intricate issue of student attrition, as expounded by scholars like Ryan and Deci (2000).

This comprehensive exploration of theories and frameworks illuminates the diverse and interrelated factors contributing to student dropout. By integrating these perspectives, educators, policymakers, and researchers can develop more effective strategies to mitigate dropout rates and promote a supportive, engaging, and relevant educational experience for all students.

Furthermore, this study operates on the premise that school dropout is not a static event but rather an evolving and continuous process (Quiroga, 2013). Beginning from the moment students step foot into the educational system, they engage with both the academic curriculum and the social dynamics within the school environment. Their level of commitment to the institution and its academic objectives is significantly influenced by individual and familial background characteristics. This commitment, in turn, exerts a direct impact on their active engagement in school-related tasks and activities (Wang and Degol, 2014).

Understanding school dropout as a dynamic, ongoing process underscores the importance of recognizing that it is shaped by a multitude of factors that evolve over time. By exploring these evolving dynamics, this study aims to provide a nuanced perspective on the complex interplay between individual motivations, familial influences (Jimerson et al., 2000), and the trajectory of a student's educational journey, thus contributing to a more comprehensive understanding of the phenomenon of school dropout.

The primary objective of this study was to gain a comprehensive understanding of the myriad factors contributing to students dropping out of school by examining the phenomenon through a multifaceted approach. This involved employing various analytical perspectives and theories to elucidate the intricate web of reasons and circumstances that drive students to discontinue their education. The aim was to move beyond a one-dimensional view of this complex issue and instead provide a nuanced and encompassing analysis that can inform more effective interventions and strategies for mitigating dropout rates. By investigating this matter through multiple lenses, the study aimed to offer a richer, more detailed, and contextually sensitive account of the challenges and motivations behind student attrition, ultimately leading to a more profound and actionable comprehension of the problem.

MATERIALS AND METHODS

Study Setting

The study took place in Northern Mindanao, which is a region situated on the island of Mindanao in the Philippines. Northern Mindanao comprises five provinces, namely Bukidnon, Lanao del Norte, Camiguin, Misamis Oriental, and Misamis Occidental, along with two cities, Cagayan de Oro and Iligan. It is a region in the Philippines that showcases a diverse array of natural landscapes, cultural heritage, agricultural productivity, and urban vitality. Its breathtaking sceneries, cultural traditions, and economic activities make it a destination worth exploring for tourists and a region of significance within the country (Department of Tourism, n.d.; National Economic and Development Authority, 2019). This study covered Cagayan de Oro City, Bukidnon, Camiguin, and Misamis Oriental.

Study Design

In this study, a qualitative research design was employed, and the primary mode of data collection was through key informant interviews. Specifically, data were gathered from a total of 25 key informants.

Participants of the Study

There were 25 key informants (KIs) who consented to the interview and agreed to have their conversations recorded. The KIs were selected using the purposive sampling technique, specifically the criterion sampling procedure. Their distinctive viewpoints, experiences, or other qualities that are pertinent to the research questions serve as the bases for selection. This technique allows the researcher to target a specific group of individuals who can provide valuable insights into the research topic. The criteria include the following: they identify themselves as school dropout; they are of legal age which is 18 years old and above; and gave their free and prior informed consent to participate in the study.

Data Collection Tool and Procedures

The tool for gathering data was the key informant (KI) interview guide. It is made so that KIs can describe their experiences in-depth and in the first person. This made it easier to generate stories, ideas, and emotions regarding the target phenomenon. The interview guide was utilized creatively to give the participants a significant stake in the topics discussed. With the participants' permission, the interviews were recorded, followed by transcription and analysis. The study was conducted from July 20 to August 13, 2023.

Ethical Considerations

The study was based on the KIs' freely volunteered informed consent. The study was fully explained in terms of what it was about, its intentions and aims, and how it was to be conducted. It was made clear what taking part in the research would involve, who would have access to the data, and how it would be used and stored. The KIs, however, were made aware of their right to refuse to participate and of the potential uses for which the data was to be utilized. The informed consent form letter, signed by the KIs, was a prerequisite before the interviews were scheduled and conducted.

RESULTS AND DISCUSSION

Profile of Key Informants

The key informants of the study are between the age brackets 18 to 19 (n=11), 20 to 21 (n=7), and 21 and above (n=6). There were 14 male and 11 female key informants included

in the study. Their grade levels before they dropped out of school are: Grade 6 (n=2), Grade 9 (n=4), Grade 10 (n=5), Grade 11 (n=6), Grade 12 (25).

Factors Affecting School Dropouts

Table 1 serves as a crucial window into the intricate relationship between economic factors and the unfortunate phenomenon of students dropping out of school. The data it presents underscores the influence of poverty and the difficult decision to discontinue one's education. This revelation highlights a complex interplay of circumstances that necessitates a deeper understanding and more effective interventions to address the issue.

Maslow's hierarchy of needs, a fundamental psychological theory, offers valuable insight into the dynamics at play here (Brooks, 2006). According to this framework, individuals prioritize their needs in a hierarchical manner, with basic physiological needs such as food, shelter, and safety taking precedence over higher-order needs, including education. In the context of the students depicted in the data, the prioritization of sustenance over education can be viewed as a manifestation of this hierarchy. For these individuals, the struggle to secure daily sustenance often eclipses the pursuit of knowledge, thus contributing to their departure from the educational system.

Table 1. Economic Factor of Students Dropping Out of School

Emergent Theme	Significant Statements
Economic Factor	”I come from a large family, and I need to work to help my parents earn a living. Their income is not enough to support our family. Our food comes before education. My parents only have an elementary level of education, and finding a job with higher pay is really very difficult.”
	“I could not go to school because I don’t have money for a fare and an allowance. I might as well work. I come from a broken family, and my mother remarried. I am ashamed to ask for school allowance from my stepfather because I also have stepbrothers and stepsisters.”
	“I am living with my grandmother since my parents have their own respective families. I need to support my grandmother, so I have to drop out of school and find work.”
	“I was hoping I could juggle work and school. I can’t quit my job because it provides for my needs, and I love the nature of my work. Since I could not have both, I decided to drop out of school and continue with my work. However, one day, when the time is right, I would like to go back to school and finish my studies.”
	“My family struggled financially after we were hit by a calamity. I had to stop going to school to help our family rise up from the intense devastation brought by floods in our town. Once we are able to bounce back, I want to go back to school.”

Examining the demographic characteristics of these students further enriches our understanding of their circumstances. It becomes evident that a significant portion of them hail from larger or broken families. The strains of supporting multiple family members or coping with a disrupted family structure can intensify the economic challenges they face, compelling them to make the painful decision to seek employment or other means of immediate financial relief, thereby interrupting their education (Sabates, Hossain, & Lewin, 2013; Ioana et al., 2015).

Furthermore, the data also points to the impact of calamities, whether natural or socio-economic, on student dropout rates. It is critical to acknowledge the role of external factors

such as disasters, economic crises, or community disruptions in exacerbating the financial hardships faced by these students. These unforeseen events can further limit their access to resources and opportunities, making it even more challenging to remain in school.

In light of these multifaceted factors, it becomes increasingly evident that addressing the issue of student dropout due to economic reasons requires a holistic approach. Effective interventions should encompass not only educational support but also socio-economic aid, mental health services, and family support to create a more conducive environment for these students to pursue their education while fulfilling their immediate needs. Recognizing the complex interplay of factors in this context is the first step toward implementing comprehensive and impactful solutions that can help these vulnerable students stay on their educational path.

Teenage Pregnancy as a Factor of Students Dropping Out of School

Table 2 offers an insightful overview of statements provided by students who made the challenging decision to leave school due to teenage pregnancy. The findings underscore the profound impact of this circumstance on educational continuity, shedding light on a critical concern in our society. The data clearly illustrates that teenage pregnancy stands as a noteworthy factor contributing to the increased dropout rates among students.

The impetus behind this trend is multifaceted. One primary reason is the overwhelming responsibility of child-rearing at a tender age, which often takes precedence over the pursuit of an education. These young mothers and fathers find themselves navigating the intricate demands of parenthood while grappling with the academic responsibilities that accompany school life. This dual burden can be particularly daunting, prompting many to prioritize their immediate family needs over their educational aspirations.

Moreover, the emotional and social challenges associated with teenage pregnancy can also be instrumental in driving students away from school. Stigma, peer pressure, and the strain of juggling multiple roles may lead to feelings of isolation and inadequacy, making the decision to leave school seem like the only viable option.

Table 2. Teenage Pregnancy as a Factor of Students Dropping Out of School

Emergent Theme	Significant Statements
Teenage Pregnancy	“I have to stop schooling because I got pregnant. In the school where I went, teenage pregnancy is quite common. The teachers and school officials were kind of tolerant of students having relationships. A public display of affection is also a common sight. I think the teachers got tired of calling for the attention of the students because they could not be helped. That is what I heard from their conversations.”
	“Even if I was pregnant, I tried to go to school. Eventually, I had to stop because no one would take care of my baby.”
	“My pregnancy left me with no choice. I am ashamed to ask for help from my parents to take care of my baby so I can go to school. I know I made the wrong decision, and I had to face the consequences.”
	“My baby was sickly, and I kept getting absent from school. I tried to cope with my lessons, and the teachers were kind enough to assist me. However, I could no longer cope with my studies and parental duties, so I decided to drop out of school.”
	“I got pregnant when I was 17 years old, and my parents, who had high hopes for me, were really disappointed. They did not want to support my studies to teach me a lesson; that’s why I stopped going to school and focused on taking care of my child.”

In addressing this critical issue, it becomes evident that comprehensive support systems and strategies are required to empower young parents to balance their educational pursuits with their responsibilities as caregivers. Understanding the complexities surrounding teenage pregnancy as a cause of dropout rates is pivotal in developing effective interventions that promote both education and the well-being of young families.

Academic Factor of Students Dropping Out of School

Table 3 unveils a critical aspect of student attrition: academic struggles. The data underscores the profound influence of academic challenges as a valid indicator for students dropping out of school. This issue reflects a complex intersection of educational, socio-economic, and pedagogical factors that warrant careful examination to design more effective interventions and support mechanisms.

One key observation is the significant role of learning difficulties in this context. A portion of students grappling with academic challenges may require additional support to meet their educational goals. Often, they depend on their parents to provide this support, but this can be a daunting task for many parents. Some parents, engaged in the demanding pursuit of earning a living, may have limited time and resources to devote to their child's academic needs. In cases where the parents themselves lack formal education, assisting their children with learning difficulties can become even more challenging, creating a cycle of academic struggle that can eventually lead to dropout.

Table 3. Academic Factor of Students Dropping Out of School

Emergent Theme	Significant Statements
Academic Factor	“My lessons are too difficult for me and my parents could not help me because they are busy.”
	“I stopped going to school because I could not study on my own. My parents cannot help me because my lessons are too difficult for them also.”
	"Many of my lessons prove to be quite challenging, leading me to question if the traditional school system is the right fit for me. While there have been instances where my classmates kindly offered assistance, I've still found myself grappling with academic difficulties."
	“I came from a remote school, and training was different because we had multi-grade classes. I transferred here to my current senior high school, and I find it difficult to adjust to the lessons because they are too advanced for me.”

Furthermore, the style of teaching plays a pivotal role in student success. When the teaching methods employed in the classroom do not align with the diverse learning styles of students, it can hinder their ability to engage with the material effectively. This disconnect can result in disinterest, frustration, and ultimately, a higher likelihood of dropping out. Recognizing the importance of tailored teaching methods and inclusive pedagogical approaches becomes paramount in addressing this aspect of academic attrition.

Another crucial factor is the students' foundational skills. If students lack the necessary basic skills and knowledge to cope with the academic demands of their grade level, they are at a significant disadvantage. The widening gap between their skill level and academic requirements can lead to a sense of academic inadequacy and an overwhelming feeling of falling behind, prompting them to consider discontinuing their education.

In light of these multifaceted academic challenges, it is evident that addressing student dropout due to academic difficulties requires a comprehensive approach. Implementing targeted interventions for students with learning difficulties, providing resources and support

for parents, adapting teaching methods to accommodate diverse learning styles, and bolstering foundational skills can all contribute to a more inclusive and supportive educational environment. By recognizing the interconnected nature of these challenges, educational institutions and policymakers can work together to design strategies that enhance student retention and success, ultimately providing a brighter future for all students.

Motivational Factor of Students Dropping Out of School

Table 4 serves as a valuable lens through which we can delve into the intricate realm of student motivation and its direct correlation to dropout rates. The data it provides highlights the multifaceted nature of the motivation factor in students choosing to discontinue their education. Understanding the root causes of this issue is pivotal in crafting interventions that can reignite the passion for learning and enhance student retention.

First and foremost, one of the salient issues revealed in the data is the perceived lack of interest in school lessons and activities. When students find their coursework unengaging or irrelevant to their lives, it can lead to a notable decline in motivation. Addressing this challenge necessitates a reevaluation of the curriculum and teaching methods to make education more captivating, practical, and aligned with the interests and aspirations of students.

Additionally, the allure of online games and other distractions, such as social media, can exert a significant pull on students' motivation. The appeal of these digital diversions may outweigh the desire to attend classes. Addressing this issue calls for fostering a learning environment that leverages technology to enhance educational experiences, making them more interactive and engaging, rather than competing with students' online interests.

Bullying in schools is another motivation-sapping factor. The data underscores how experiences of harassment or intimidation can cause students to dread attending school, leading to dropouts as a means of escape. Implementing comprehensive anti-bullying measures, promoting a culture of respect and inclusivity, and providing psychological support for affected students are essential steps in addressing this issue and rekindling their motivation to attend school.

Table 4. Motivational Factor of Students Dropping Out of School

Emergent Theme	Significant Statements
Motivational Factor	“I stop going to school because I don’t find my lessons and activities interesting.”
	“I incurred a lot of absences because I was hooked with online games. That’s why I decided to stop. Besides, I find school very boring.”
	"I've struggled to maintain my motivation for school due to the presence of lessons that seem either too easy or overly challenging. I've questioned my own competence as a learner, and I've also wondered whether my teacher's explanation of the lessons might be a factor. Moreover, it's been challenging to seek assistance from my classmates, as they too are grappling with similar issues."
	“I am afraid to go to school because I was bullied by some peers. That’s why I decided to drop out and find work.”
	“I lost interest in going to school because bullying is rampant inside and outside the school. The school officials could not control the presence of gangs within the school.”

Furthermore, the issue of students not finding meaning in their education is a central concern. Many students voiced that they didn't see the relevance of what they were learning to their future goals. In their view, if school merely exists to teach them to earn a living, they may prefer to pursue their talents and skills as a means of income generation. To combat this, education systems should strive to make learning more purposeful, connecting classroom knowledge to real-world applications and career prospects. Providing career guidance and exposing students to various vocational and skill-based opportunities can help them appreciate the value of their education.

Parental Influence as a Factor for Students Dropping Out of School

Table 5 provides a compelling insight into the influential role that parents play in the critical issue of student dropout rates. The data illustrates that parental beliefs and decisions can significantly contribute to students leaving school prematurely, shedding light on the importance of understanding and addressing this multifaceted challenge.

One prominent aspect revealed by the data is parents' beliefs regarding education, particularly in relation to age. Some parents hold the belief that if their child is overaged for their grade level, they should discontinue their studies. This belief can lead to students being prematurely pulled out of school, despite their potential and desire to continue their education. Understanding and addressing this misconception is essential, as age should not be the sole determinant of a student's educational journey.

Another reason behind parental influence on dropout rates is the expectation that older children should assist in taking care of their younger siblings. In many households, especially in economically disadvantaged environments, this expectation can place a substantial burden on older students, often at the cost of their own education. To address this, it is crucial to create support systems that can assist families in balancing their caregiving responsibilities with educational pursuits.

Table 5. Parental Influence as a Factor for Students Dropping Out of School

Emergent Theme	Significant Statements
Parental Influence	“My parents discouraged me from continuing with my studies because they said I am already overaged. I should find work and get married instead.”
	“I really want to go to school. However, my parents begged me to stop going to school so I could take care of my siblings when they were away to earn a living.”
	“My parents could not support my studies and they encouraged me to find work and help them.”
	"I strongly aspire to complete at least senior high school. However, my parents wish for me to discontinue my education, as they believe that as a woman, I will eventually stay at home upon getting married."
	“Although my mother wanted me to finish my studies, my father thought otherwise. For him, it is a waste of time and money. My grandparents have the same perspective as my father.”

For female students, a different set of beliefs emerges from the data. Some parents hold the view that further education is unnecessary for girls, as they anticipate that their daughters will eventually get married and become homemakers. This perspective can discourage girls from pursuing further education, assuming that it is a waste of time and money. To counter this, it is vital to advocate for gender equality in education and empower girls to make

informed choices about their educational and career aspirations (Aragonés-González et al., 2020; Chisamya et al., 2012).

Understanding the role of parental influence in student dropout rates calls for a comprehensive approach. Educational institutions, policymakers, and communities must engage parents in constructive dialogues about the value of education and the importance of supporting their children's educational journey. Efforts should include dispelling myths about age, gender, and educational opportunities, and providing resources and guidance to parents to help them make informed decisions that prioritize their children's long-term educational and career prospects.

Moreover, parental support and expectations can influence students' motivation. Supportive parents who encourage autonomy and competence in their children's education can foster motivation to stay in school. Parents who are disengaged or have unrealistic expectations can create stress and pressure, affecting students' motivation and potentially leading to dropout.

In summary, the factors affecting school dropouts include the need to work and help the family, teenage pregnancy, difficulty to cope with the academic demands, bullying incidence, lack of motivation, and parental influence. According to the self-determination theory (SDT), when students feel that their educational experience is controlled by external forces and they have little say in their learning, they may become disengaged and less motivated to continue their education. In addition, students who struggle academically or do not feel competent in their schoolwork may be at risk of dropping out. Constant academic failure can lead to decreased self-esteem and motivation. This implies that when students perceive that they lack the skills and abilities needed to succeed academically, they may lose confidence in their ability to complete their education, which can contribute to dropout.

CONCLUSIONS

In conclusion, this study has shed light on a multifaceted landscape of factors that significantly contribute to students' decisions to discontinue their education. The identified factors, which encompass the imperative to work and support their families, teenage pregnancy, academic challenges, experiences of bullying, motivational issues, and the influence of parents, collectively represent a complex tapestry of influences that shape the educational trajectories of young individuals.

The findings underscore the importance of recognizing the interplay between these factors and their potential cumulative impact on student dropout rates. It is evident that these elements are not isolated but rather intersect and overlap, creating unique challenges for each student. Furthermore, these findings underscore the need for tailored and multifaceted interventions that address the specific needs and circumstances of students facing these challenges.

Educational institutions, policymakers, and communities must work in concert to develop strategies that not only tackle the immediate issues but also promote a supportive, inclusive, and engaging educational environment. Understanding the multifaceted nature of student dropout is imperative for crafting effective solutions that empower students to stay in school and achieve their educational goals, thus fostering a brighter future for all.

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