

# Lived Experiences of Learners with School Leaving Behavior: An Alternative Intervention

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*Abstract* — The study focusses on the learner school leaving behavior. This is a manifestation for the decision in pursuing the educational acquisition. Early school leaving is a serious problem in elementary education 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 feelings 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, learning experience, confronting experiences and overcoming problem. The second theme includes comparative insights, activities involvement and decision to return. The third theme includes the significant learning, preference choice, option to succeed. 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* — *behavior, experience, learning, leaving*

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## I. Introduction

### Context and Rationale

School leaver is significant moment to ponder. 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 pertaining to 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 elementary education 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, passers of the Alternative Learning System (ALS) and the completer of the Revised Basic Education Curriculum (RBEC). These youth and young adult are determined to acquire skills especially in the senior high school before getting college 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 theory of human ecological perspective by Urie Bronfenbrenner (1970) states that 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 states that these levels of concentric systems include chronosystem, exosystemic, macrosystems, mesosystem and microsystem which are known in health and education that describe the contexts of development among young people. 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**

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 determining factors in school leaving behavior of students?

2. What are themes emerged priorities of school leaving behavior of students?
3. How do the underlying experiences of school leavers determine an option?

### **Propose Innovation, Intervention and Strategy**

The innovation that creates avenue for the school leavers is the guidance. This is giving then focus to return to school. This is the opportunity to elevate their lifestyle and enjoy life to the fullest. The enhancement as an intervention makes the learners acquire mire skills that makes the presence more productive. This is a healthy promotion of wellbeing. The sustainability of the attendance and presence in the school encourage the mobilization of the full potential. This is the strategy that brings the learning in more meaningful life.

### **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**

he 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, respondents of the study, 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 hermeneutics phenomenological approach. This is describing an actual lived experience of the school leavers. This is emphasizing the significance of personal perspective and interpretation.

### **Participants of the Study**

The participants of the study consist of five school leavers pupils. These are invited for in-depth interview. These pupils 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. This is the interpretative equivalent of generalizability. 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.

### **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 abnormality 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 feedback 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 have 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

The subheading about the common experiences of school leavers with four themes include the reasons for quitting, learning experiences, confronting experiences and overcoming problem. (Please see Appendix Table 1).

Theme 1: Reasons for Quitting. The participants have responded that the reasons for quitting from school includes pursuing studies in Arabic until reaching highest level. This is the reason among Muslim learners. The early marriage is due to parental arrangement and early pregnancy. This happened in the remote areas. The bored in going to school has led in engaging hired labor and accepting domestic jobs as overseas workers. This is usually for economic reasons. The traveling and roaming around are just taking a walk without direction. This unproductive trip. The prevalence in going with peers is making the unhealthy activity that gains nothing. This is the usual and habitual behavior of the youth. The engaging with private business is making a worthwhile income. This is engaging in private business which they earn for their living. The caregiver of the elder parents is 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 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 have 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.

Theme 2: Confronting Experiences. The participants have responded that the confronting experiences includes staying in relatives for support due to financial constraints. 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 for economic support. 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 is the separation of the parents. This

is big contributory factors to the misleading behavior of the learners that leads them to confusion. The family disorganization is due to spouse break up, family separation anxiety. This is usually affecting the student interest in school that leads them for disappointment. 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.

Theme 3: Learning Experiences. The participants have responded that the learning experiences include thought in Arabic and less in English. This is the preference among the Muslim group. This is usually the reason of missing the school. The missed senior high school is attendance in the senior. This is the usual behavior that felt by those who want to be employed earlier. The life is not always happy is due to family disappointments. This is usually the case by nagging parents and family disorganization. The regret in withdrawing from formal school is the sadden decision of leaving it. This is just a coverups 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.

Theme 4: Overcoming Problem. The participants have responded that the overcoming problems 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 is the fulfilling of the dreams in life. This is working with the ambition to finish studies. The working student is engaging in a self-supporting scheme just to acquire needs in the studies. This is utilization of the extra time in working to have an income. The searching for sponsorship is looking for support. This is through scholarship or any grants that can aid in attending regular schooling. 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. 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 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, acting, and seeking support helps pursued and succeed in education. This is also indicating whether to adopt these strategies in isolation or in combination. It has resulted in higher academic achievement for school leaver population.

### **Determine Plans and Priorities of School Leavers**

The subtopic is about determine plans and priorities with three themes includes the comparative insights, activities involvement and decision to return. (Please see Appendix Table 2).

Theme 1: 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

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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.

Theme 2: 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 participants have disclosed that *during the time in school, they are involved with groups as the 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.

Theme 3: 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 separation from the spouse is due to early marriage makes a sound decision. This is not the hindrance to fulfill the ambition. The tired from labor is engaging manual labor which hampered the studies. This is a consideration

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that needs to pursue. The attending alternative learning system (ALS) is another plan to accelerate and be promoted to the next level to surpass the number of years out from school. This is the opportunity from the Department of Education for those late in coming to school to enjoy the education for all. 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 death of the spouse is realistic to return to school to cope up from the pent-up emotions. This is an alternate in grieving moments. The after healing from illness and injury is a consideration. This is hampering situation that hindered their studies which can overcome.

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 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.

### **Alternative Options in Helping School Leaver**

The subheading about the alternative options in helping school leavers with three themes includes significant learning, preference choice, option to succeed. (Please see Appendix Table 3).

Theme 1: Significant Learning. The participants have responded that the significant learnings include 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*

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*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.

Theme 2: Preference Choice. The participants have responded that the preference choice includes 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 to go together with volition, and when there is too much emphasis on control and compliance.*

The finding is supported by Kaskaya, A., Calp, S., Kuru, O. (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.

Theme 3: Option to Succeed. The participants have responded that the option to succeed includes the determination. This is resolving common issues within them. The concentration is bearing an attention and attentiveness in all things undertaken. This a way to entertain the 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. This a roadway for a competent and diligent individual. The forceful is making a job and task easy to manage. This is techniques combining with an effort and patients and sacrifices. 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 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.

#### **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, learning experience, confronting experiences and overcoming problem. 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 significant learning, preference choice, option to succeed.

#### **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.

### ACKNOWLEDGEMENT

The writer wishes to acknowledge the school head in allowing her to conduct study in the school campus involving the learners.

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### Appendices

Table 1 - Common Experiences

Theme	Core Ideas
Reasons for quitting	Pursue studies in Arabic, early marriage, bored in going to school, hired labor, domestic helper, traveling and roaming around, prevalence in going with peers, engaging with private business, caregiver of the elder parents, suffering from ailments and injury
Confronting experiences	Staying in relatives for support, totally and half orphans, getting married, peer pressure, financial constraint, family break up, self-supporting, spouse break up, family separation anxiety, financial loss
Learnings experiences	Thought in Arabic less in English, missed the senior high school, life is not always happy, regret in withdrawing 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
Overcoming problem	Attending training enhancement, participating group activities, striving hard, working student, searching for sponsorship, active involvement in school activities, community participation, engagement in volunteer work, keeping self-productive, engaging income generating project

Table 2 – Plans and Priorities

Theme	Core Ideas
Comparative insights	Different learning style, nice in school, formal and informal school, 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, and pure academic inside
Activities involvement	Membership with association, playing online and outdoor games, self- help activities, sports engagement, literary and visual arts enhancement,
Decision to return	Motivation of the relatives, encouragement siblings and parents, influence of classmates and friends, separation from the spouse, tired from labor, attending alternative learning system (ALS), personal reflection, self-realization, after the death of the spouse, after healing from illness

Table 3 -Alternative Options

Significant 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 to succeed	Determination, concentration, focused, compassionate, disciplined, forceful, maturity, hardworking, healthy, skilled