



BetTer Me (Bet To End Regrets via Motivation and Engagement) Project for SARDO (Student-At-Risk of Dropping Out) through Transformational Strategies of Homeroom Advisers

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Abstract

Students at Risk of Dropping Out (SARDO) in this study refers to Grade 12 learners who exhibit characteristics and behaviors that indicate a high likelihood of leaving school prematurely. Early identification of warning signs is essential in implementing timely and appropriate interventions that address learners' specific needs and promote positive academic outcomes. These warning signs include poor academic performance, frequent absenteeism, behavioral issues, socioeconomic challenges, family-related concerns, individual factors, and school-related influences. This study employed a qualitative research design to explore transformational strategies for addressing SARDO warning signs through the BetTer ME (Better to End Regrets through Motivation and Engagement) Project, anchored in homeroom adviser transformation strategies, with data saturation as the guiding principle for data collection and analysis.

Findings revealed the significant role of class advisers in identifying at-risk learners and implementing proactive interventions. The results emphasize the importance of continuous monitoring of attendance, academic performance, behavior, and classroom participation as bases for early intervention. Immediate support mechanisms such as counseling, mentoring, home visitation, and regular communication with parents or guardians are essential for learners exhibiting risk indicators. In addition, school administrators are encouraged to provide continuous professional development for class advisers, while guidance offices should strengthen collaboration through structured monitoring and intervention programs. Parents and guardians are likewise urged to actively monitor their children's academic progress, and peers should provide supportive and inclusive learning environments. Finally, Department of Education policymakers are encouraged to develop and enhance programs that strengthen class advisers' transformative role in promoting learner engagement, retention, and holistic development.

Keywords: *SARDO, Motivation and Engagement, Homeroom Advisers*



1. Introduction

Globally, transformational strategies are coined with the development of learners in schools. Learning is not only focused on what the teachers teach that comes from textbooks, but also on holistically developing students by the classroom or homeroom advisers assigned to a certain class. They monitor and assess the academic progress of the student-advisee under their care, provide academic counseling and guidance in setting goals to improve academic performance, especially for the Student-At-Risk for Dropping Out (SARDO).

Students at Risk of Dropping Out (SARDO) in this study refers to grade 12 students who exhibit characteristics or behaviors suggesting they may leave school prematurely. Early identification of warning signs by SARDO students is crucial for implementing targeted interventions to address their specific needs and promote successful academic outcomes. They have warning signs like poor academic performance, absenteeism, behavioral issues, socioeconomic status, family dynamics, individual characteristics, and school environments. (Ruiz Jr., Hungo, Casinillo, and Madrigal, 2024).

According to Flora (2022) of Lindenwood University at St. Charles, Missouri, USA, the core essentials of advisory programs in their university were developed and have changed drastically over the years, not only in function but also in the identity of teachers' functions, which include advisory, advisory-advisee program, home base, home group, homeroom, teacher-advisor program, teacher-based guidance, and teacher-counselor programs.

In the Philippine setting, teachers do not just teach. They also serve as classroom advisers to their students regarding academic responsibilities, behavior, and even personal problems. Homeroom advisers establish connections with their students by valuing individuality, maintaining consistent communication, providing guidance, practicing parenting roles, striving for students' success, being proactive, fostering inclusivity in the classroom, and setting boundaries as they see students transform into better individuals (De Leon, 2024).

This study is anchored on DO 005 s. 2024, which is about the Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload; DO 74, s. 2010 regarding the Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools; Dreyfus Model of Skill Acquisition of homeroom advisers in transformational strategies for SARDO while the Transtheoretical Model of Change (TTM) with the combination of extrinsic and intrinsic reward via operant learning theory and the duties and responsibilities of homeroom advisers for Senior High School (SHS) homeroom advisers at Camarines Sur National High School (CSNHS), school year 2024-2025.

Since the school year starts on June 16, 2025, the major process of this investigation in the Division of Naga City will be conducted in the third quarter of the 2025-2026 school year, once approved by the Schools Division Research Committee. The study concentrates on the transformational strategies of homeroom advisers to change the behavior of their identified SARDO from passive to active learners. Another avenue for future study, in line with this investigation, is how their homeroom advisers influenced their shift in behavior from passive to active learners.

The researcher has also served as a homeroom adviser for several years, particularly for grade 12 students. This is a fulfilling but also a challenging task. It is fulfilling most of the time when there are identified SARDOs in her advisory class who become active learners from passive ones and eventually graduate from the SHS curriculum. On the other hand, it is also challenging because, even though she tried her best to bridge the gap between learners' academic responsibilities and individualized motivation and engagement strategies, some learners are still left behind in the teaching and learning process. As a result, some SARDO did not make it to the finish line, and it is a sad note when parents are in tears because of this situation. For these reasons, the investigator has the following question: Are there any transformational homeroom strategies that other homeroom advisers in the division of Naga City can employ for SARDO? How can SARDO be transformed from a passive learner to an Active one? That is why this research journey was conceived.



Action Research Questions

This study will explore the transformational strategies of Homeroom Advisers for detecting the warning signs of SARDO as part of a BetTer ME (Bet To End Regrets via Motivation and Engagement) Project.

Specifically, this will answer the following queries:

1. What are the warning signs of Students At-Risk for Dropping Out (SARDO)?
2. What are the strategies being practiced in detecting the warning signs of Students At-Risk for Dropping Out (SARDO) by the major participants of this study?
3. How do the homeroom advisers transform the warning signs of SARDO into a “BetTer Me” (Bet To End Regrets via Motivation and Engagement) as a Project?
4. What contextualized process can be formulated based on the result of the study?



Methodology

Research Design

This study is a qualitative-phenomenological research intended to curate informants' experiences and emotions as homeroom advisers of grade 12 SARDO in the SHS Curriculum in DepEd.

Participants and Sampling Technique

The key informants of the study will be the 8th-grade 12 homeroom advisers assigned as homeroom advisers in DepEd Naga City Division with permanent status who served for at least a year. There will be 2 homeroom advisers selected to represent 1 school from each of the East, West, North, and South Districts within the Division of Naga City. Purposive sampling will be used in the study since homeroom advisers have direct supervision and care of their student-advisees, especially SARDO, and will be the ones to implement the transformational strategies to turn passive learners into active ones under their care.

The interview guide has two parts: the Demographic Profile and the Interview, as well as the FGD Guide. Part I is about the Demographic Profile, which consists of the major respondent's name (optional), date of interview, age, number of students in the advisory class, and seminars attended for the homeroom adviser's training over the last 3 years. Part II will be the interview and Focus Group Discussion (FGD) guide. (Please refer to the attached interview guide.



Research Instrument**A BetTer Me (Bet To End Regrets via Motivation and Engagement) Project for SARDO (Student-At-Risk of Dropping Out) through Transformational Strategies of Homeroom Advisers****Dear Respondent,**

The researcher is a faculty member of Camarines Sur National High School and is conducting research about the “A Better Me (Bet To End Regrets via Motivation and Engagement) Project for SARDO (Student-At-Risk of Dropping Out) through Transformational Strategies of Homeroom Advisers”. The study sought to provide recommendations on how homeroom advisers can transform SARDO from passive to active learners through motivation and engagement. VCB

Focus Group Discussion (FGD) Guide Questionnaire**Interview Introduction:**

Good day, fellow homeroom advisers!

The researcher is grateful for your participation in this study titled "A Better Me (Bet To End Regrets via Motivation and Engagement) Project for SARDO (Student-At-Risk of Dropping Out) through Transformational Strategies of Homeroom Advisers." Please be assured that whatever your answers to the study's questions are, they will be treated with the utmost confidentiality. For an organized Focus Group Discussion (FGD), we need a verbatim record of the issues discussed to ensure the quality of your responses. Do you have any questions before we proceed with our activity? If none, let us proceed in describing the concerns of this study. Please feel free to ask if you have any vague questions.

Part I. Demographic Profile

Name _____ (Optional) Age _____

Years of experience as Homeroom Adviser _____

Number of students in advisory class _____

Seminars attended for the homeroom adviser's training for the last 3 years

☐ None ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ More than 10

Date of interview _____

PART II. Interview Questions:**Research Question number 1. What are the warning signs of Students At-Risk for Dropping Out (SARDO)? Why did this happen to learners? Please explain.****General Questions:**

1. From your experience, when are the warning signs of SARDO within the school year?
2. Can you cite your experience once the warning signs appear to SARDO?
3. In your own opinion, are there factors that trigger these warning signs of SARDO? How?



Research Question number 2. What are the strategies being practiced in detecting the warning signs of Students At-Risk for Dropping Out (SARDO)? Please explain.

General Questions:

1. What are the strategies being practiced in determining the warning signs of SARDO? Please explain.
2. In your own opinion, are there advantages and disadvantages in using these strategies in determining the warning signs of SARDO? Why?

Research Question number 3. As a homeroom adviser, how do you transform the warning signs of SARDO into a “BetTer Me” (Bet To End Regrets via Motivation and Engagement) from a passive to an active learner? Please explain.

General Questions:

1. How do you motivate your learners classified as SARDO to be:
 - a. Motivated in learning
 - b. Engaged in learning
2. How do you transform your learners from passive to active learning? Please explain.

Conclusive question: Are there any other motivational and engagement strategies to SARDO that might lead them to transform from passive to active learners?

Thank you very much, and God bless.

Data Gathering Procedure

The researcher will secure permission from the School Principal of CSNHS and the Schools Division Superintendent to conduct the study on the transformational strategies of homeroom advisers to SARDO under their care. After their approval, the data-gathering procedure will continue upon securing permission from the Public School District Supervisors, the principals, and the Grade 12 Coordinators, respectively. The key informants for the interview and Focus Group Discussion (FGD) will be selected by the researcher, with the interview and FGD conducted at the preferred schedule and venue, depending on participants' availability in this study. An online platform for the key informant interview can also serve as an alternative modality, depending on the key informant's preferred mode. An interview guide tool will be employed in this study.

Data Analysis Procedure

Before this study is conducted, the key informants will be given a copy of the Informed Consent Form. They will be given time to read the consent form before signing the document. Only those who will sign the informed consent will become participants in this endeavor. The identity of the public secondary schools, key informants, and the data gathered will be treated with utmost confidentiality.

During the interview and FGD processes, documentation will be conducted using a recording device and other methods, with the full consent of the informants.

Rules and guidelines on plagiarism and intellectual property rights will be made. Proper acknowledgments and citations of sources will also be observed.

Ethical Considerations

Before this study is conducted, the key informants will be given a copy of the Informed Consent Form. They will be given time to read the consent on the said form before signing the document. Only those who will sign the informed consent will become participants in this endeavor. The identity of the public secondary schools, key informants, and the data gathered will be treated with utmost confidentiality.



During the interview and FGD processes, documentation will be conducted using a recording device and other methods, with the full consent of the informants.

Rules and guidelines on plagiarism and intellectual property rights will be made. Proper acknowledgments and citations of sources will also be observed.



Results and Discussion

The discussion of results was based on the verbatim responses of the 8 Class Advisers (CIAdv) regarding their experiences, practices, and interventions in addressing the needs of Students At Risk of Dropping Out (SARDO) through transformative skills to turn passive learners to active ones. Through thematic analysis, there were three (3) key themes emerged that highlight the critical role of class advisers in identifying warning signs, implementing intervention strategies, fostering learner engagement, and collaborating with parents and school personnel. The reflections drawn from these responses provide valuable insights into the challenges and opportunities encountered in supporting at-risk learners. The discussion of results is based on the verbatim responses of the 8 Class Advisers (CIAdv) regarding their experiences, practices, and interventions in addressing the needs of Students At Risk of Dropping Out (SARDO) through transformative skills to turn passive learners to active ones. Through thematic analysis, there were three (3) key themes emerged that highlight the critical role of class advisers in identifying warning signs, implementing intervention strategies, fostering learner engagement, and collaborating with parents and school personnel. The reflections drawn from these responses provide valuable insights into the challenges and opportunities encountered in supporting at-risk learners.

Profiling the respondents:

CIAd 1: is a 30-year-old male with 5 years of experience as a class adviser

CIAd 2: is a 35-year-old female with 8 years of experience as a class adviser

CIAd 3: is a 54-year-old female with 8 years of experience as a class adviser

CIAd 4: is a 33-year-old female with 10 years of experience as a class adviser

CIAd 5: is a 42-year-old female with 11 years of experience as a class adviser

CIAd 6: is a 47-year-old male with 10 years of experience as a class adviser

Identification and Responses to Students At Risk Of Dropping Out (SARDO) by their Class Advisers

Class advisers play a vital role in recognizing early warning signs such as frequent absences, poor academic performance, behavioral concerns, and personal or family-related challenges. Through continuous monitoring, guidance, and collaboration with parents, teachers, and other stakeholders, advisers can implement effective responses that address learners' needs. This study focuses on identifying SARDO and the strategies employed by class advisers to support, motivate, and retain these students in the educational system. Students At Risk of Dropping Out (SARDO) require timely identification and appropriate interventions to help them remain engaged in school and successfully complete their education.

Warning Signs on SARDO

The early detection of warning signs among Students At Risk of Dropping Out (SARDO) is essential for preventing school disengagement and promoting student retention. Common indicators include frequent absenteeism, declining academic performance, lack of participation in class activities, behavioral issues, and signs of personal, family, or financial difficulties. Identifying these warning signs allows class advisers and school personnel to provide timely interventions and appropriate support to help students remain motivated and continue their education.

“Usually during the first quarter and after long breaks, when attendance drops, and academic performance starts to decline” (CIAdv 1, 2026)

“Usually, it happens every second month of the school year” (CIAdv 2, 2026)



“Around 2nd Quarter, when some students have changes in their academic performance or behavior” (CIAdv 4, 2026)

“Absences may start from one day to another, to frequent absences” (CIAdv 7, 2026)

The narratives of the participants indicate that warning signs among Students At Risk of Dropping Out (SARDO) commonly emerge during critical periods of the school year, particularly in the first and second quarters, after long academic breaks, and when students begin showing irregular attendance patterns. Class advisers observed that these warning signs often begin with occasional absences that gradually become more frequent and are accompanied by declining academic performance and noticeable behavioral changes.

It goes to show that absenteeism, poor academic achievement, and behavioral shifts are among the earliest indicators that a student may be at risk of dropping out. The participants' experiences suggest that these signs do not occur suddenly but develop progressively over time, allowing class advisers opportunities to identify and intervene before the situation worsens. The timing of these warning signs also highlights the importance of closely monitoring students during transition periods and key stages of the academic year.

This finding is supported by the study of Johnson and Semmelroth (2024), which emphasized that attendance records, academic performance, and course-related difficulties are significant predictors of students' likelihood of dropping out. Their Early Warning System identified declining attendance and academic achievement as important indicators for detecting at-risk learners and implementing timely.

Contributing Factors to SARDO

Understanding the factors that contribute to students becoming at risk of dropping out is crucial for developing effective intervention strategies. Students At Risk of Dropping Out (SARDO) often face various challenges that may affect their school attendance, academic performance, and overall engagement in learning. These factors may include financial difficulties, family-related issues, lack of parental support, peer influence, health concerns, low academic achievement, and behavioral problems. Identifying these contributing factors enables class advisers and school personnel to provide appropriate support and interventions that can help students overcome barriers to education and remain in school.

“Common factors include family problems, lack of motivation, and financial difficulties” (CIAdv 1, 2026)

“Want to help parents, then focus on his/her work while studying. Also, the distance from their schools to their home (CIAdv 2, 2026)

“Personal or family problems, academic pressure, bullying, or mental health challenges. Such factors can affect a learner's emotions and behavior” (CIAdv 3, 2026)

Lack of support in terms of financial and/or attention and encouragement to the child when it comes to his education. Lack of interest in going to school because of distractions and not setting goals for himself. Another, if lack of foresight of the consequences of not performing well in school” (CIAdv 4, 2026), Mam Tin

“The student has work, looks tired in the classroom, and has low academic performance” CIAdv 5, 2026)

“If present, he/she is unmotivated, do not pay attention to class discussion, shows no interest in class” “If present, unmotivated” (CIAdv 6, 2026)

“Peer influence and academic foundation” (CIAdv 8, 2026)

The participants' verbatim indicates that the risk of students dropping out of school is influenced by multiple, interconnected factors that affect their academic engagement, emotional well-being, and motivation to continue



their education. The class advisers identified family problems, financial difficulties, lack of parental support, low motivation, peer influence, academic struggles, bullying, mental health concerns, and work-related responsibilities as common challenges experienced by Students At Risk of Dropping Out (SARDO).

It highlights that students who experience personal and family difficulties often struggle to focus on their studies and maintain regular school attendance. Financial constraints may compel learners to work to support their families, leading to exhaustion, poor academic performance, and reduced participation in class. Likewise, the absence of encouragement, guidance, and emotional support from parents can contribute to students' lack of interest in school and failure to set educational goals. The participants also emphasized that bullying, academic pressure, and mental health challenges can negatively affect learners' emotions, behavior, and overall motivation to learn.

This finding is supported by Bilar and Montañez (2024), which found that students at risk of dropping out commonly experience economic problems, family-related issues, negative peer influence, absenteeism, and low motivation for school activities. The study emphasized that these factors significantly affect learners' academic performance and school participation, making them more vulnerable to dropping out. Similarly, Gubbels, Van der Put, and Assink (2023) identified family difficulties, behavioral problems, academic challenges, and socioeconomic factors as major predictors of school absenteeism and dropout. These studies affirm that student dropout is a multifaceted issue requiring comprehensive support from families, schools, and communities to address the various factors that increase learners' risk of leaving school.

Urgent Response to the Warning Signs of SARDO

Providing an immediate response to the warning signs exhibited by Students At Risk of Dropping Out (SARDO) is essential in preventing school disengagement and eventual dropout. Once indicators such as frequent absences, declining academic performance, behavioral changes, or lack of motivation are detected, timely intervention becomes crucial. Class advisers play a significant role in addressing these concerns by closely monitoring, communicating with parents or guardians, providing counseling, and coordinating with school support services. Prompt and appropriate responses help identify the underlying causes of students' difficulties and provide the necessary support to encourage their continued participation and success in school.

"I immediately talked to the student, monitored attendance, and coordinated with subject teachers and parents"(CIAdv 1, 2026)

"It is heartbreaking and unfortunate when a student is unable to continue studying " (CIAdv 2, 2026)

"I carefully observe any warning signs. I will call the parents to inform them about the learner's condition and promptly report the situation to the guidance office to ensure proper support and intervention"(CIAdv 3, 2026)

"I'm concerned about the possibility of the student not passing or eventually not coming to school at all. At the start of the school year, as an adviser, proper orientation and reminders to the advisory class are conducted so as to help students create awareness on how to approach the school year. For some reasons, some students will manifest warning signs like absenteeism, non-compliance with the requirements of subjects, or non-attention to lessons while in class. "(CIAdv 4, 2026)

The point of view expressed by participants highlights the urgent and proactive actions taken by class advisers to address the warning signs exhibited by Students At Risk of Dropping Out (SARDO). They emphasized the importance of immediate communication with students, close monitoring of attendance and academic performance, coordination with parents and subject teachers, and referral to the guidance office when necessary. Their responses also reflect their concern for students' welfare and their commitment to preventing learners from disengaging from school.



This shows that class advisers play a crucial role in the early identification and intervention process for students who display warning signs of dropping out. By observing behavioral and academic changes, conducting orientations, providing reminders, and maintaining communication with parents and school support personnel, advisers can respond promptly to students' needs. The narratives further reveal that advisers recognize absenteeism, non-compliance with school requirements, and lack of attention during class as indicators that require immediate action to prevent more serious educational consequences.

Moreover, the participants' statements demonstrate the emotional investment of class advisers in supporting learners. Their concern and disappointment when students are unable to continue their schooling highlight their dedication to ensuring students remain engaged and motivated to complete their education. These responses indicate that effective intervention is not limited to monitoring academic performance but also involves providing guidance, encouragement, and a support system for learners experiencing difficulties.

The study by Bajar and Bajar (2023) supports these findings by emphasizing that continuous monitoring of students' attendance, performance, and progress, along with active communication with parents, significantly helps prevent students from dropping out. Their study found that increased parental involvement and timely intervention improved attendance among learners at risk of dropping out.

Strategies Implemented to Avert the Warning Signs of SARDO

Intervening Strategies of Class Advisers in Preventing Cases of SARDO

Preventing students from becoming at risk of dropping out requires the implementation of timely and effective intervention strategies. Class advisers play a vital role in addressing early warning signs by providing academic, emotional, and social support to learners. Various strategies, such as regular monitoring of attendance and performance, counseling, parent-teacher communication, home visitation, mentoring, and learner motivation activities, are commonly employed to help students overcome challenges that may hinder their educational progress. Through these proactive measures, advisers can address learners' needs, strengthen their engagement in school, and reduce the likelihood of dropout. Additionally, collaboration among teachers, parents, and community stakeholders can create a strong support system that encourages students to remain committed to their studies. Early identification of learning difficulties and personal concerns allows advisers to provide appropriate assistance before these issues become more serious. As a result, intervention programs contribute not only to improved academic performance but also to the overall well-being and retention of learners in school.

“Regular attendance checking, monitoring grades, classroom

observation, one-on-one talks, and coordination with teachers. (CLAdv 1, 2026)

“I call the attention of the student, then I talk to him or her after, I update his/her parents about the situation, and why their child is not coming to school, then I also refer the case to the guidance office.” (CLAdv 2, 2026)

“I practice to determine the warning signs of SARDO include consistent checking of attendance to notice sudden absences, observing changes in behavior or mood, and monitoring participation in class activities. I also pay attention to interactions with peers and any drop in academic performance. open communication with the learner, regular check-ins, and coordination with parents and the guidance office help in identifying warning signs early and providing the necessary support” (CLAdv 3, 2026)

“Classroom orientation contributes a lot to lessening, if not avoiding, SARDO. requiring parents to attend PTA, monitoring of attendance, and constant inquiry with subject teachers. Religiously updating sf2 and the checklist of WW, PT, PT, and summative are a great help in determining who needs attention. Parents of those who need improvement in their academic performance or behavior are communicated with to help the students improve.” (CLADV 4, 2026)



“An effective way is through dialogue” (CIAdv 6, 2026)

The claims of the class advisers denote the importance of proactive monitoring, open communication, and collaborative intervention in preventing students from becoming at risk of dropping out. The participants consistently emphasized strategies such as regular attendance checking, monitoring academic performance, classroom observation, one-on-one conversations, dialogue with students, and close coordination with parents, subject teachers, and the guidance office. These approaches are aimed at identifying warning signs early and providing timely support to learners experiencing academic, behavioral, or personal difficulties.

It goes to show that preventing dropout requires a systematic, collaborative effort among various stakeholders in the school community. The advisers recognize that warning signs such as absenteeism, declining grades, reduced classroom participation, and behavioral changes can be effectively addressed through continuous monitoring and immediate intervention. Their narratives also highlight the importance of maintaining strong communication with parents through meetings, updates, and consultations, as parental involvement is crucial to supporting students' educational progress.

Furthermore, the participants stressed the significance of establishing open communication and dialogue with learners. Through regular check-ins and individual conversations, advisers can better understand the challenges students face and provide appropriate guidance and encouragement. The use of school records, attendance monitoring systems, and academic checklists further enables advisers to identify learners who require additional attention and support before their difficulties escalate into more serious problems.

According to Bajar and Bajar (2023), dropout prevention can be strengthened through increased parental involvement and regular monitoring of students' attendance, performance, and progress. Their study revealed that maintaining consistent communication between the school and parents helps identify learners at risk of dropping out and enables timely intervention. This supports the findings of the present study, in which class advisers emphasized attendance monitoring, parent-teacher coordination, guidance referrals, classroom observation, and dialogue as important strategies for identifying and supporting SARDO learners.

Advantages of the Implemented Strategies to Avert the Warning Signs of SARDO

The strategies implemented by class advisers to address the warning signs of Students At Risk of Dropping Out (SARDO) offer several important advantages for promoting student retention and academic success. These strategies, which include regular monitoring, open communication, coordination with parents and teachers, counseling, and early intervention, help ensure that students' needs are identified and addressed promptly. Through these efforts, schools can create a more supportive and responsive learning environment that encourages learners to stay engaged and complete their education.

“Early identification and timely intervention” (CIAdv 1, 2026)

“There are advantages, especially if the class adviser is discussing with her/his student why he/she has habitual absences. By this, it prevents the SARDO of making absent everytime” (CIAdv 2, 2026)

“One of the advantages is being able to identify learners who need help early, providing timely support, and preventing more serious problems. Strategies such as consistent attendance checks and observations help teachers monitor changes in behavior effectively. (CIAdv 3, 2026)

Strategies and employing students' guidance and reminding them at the same time of their performance in school, and be given encouragement and assistance on how to improve, so that they could be promoted to the next grade level after the school year. (CIAdv 4, 2026)



“Advantage on the part of students because through these strategies, it can help the SARDO realize that school days soon come to an end, so they can be motivated to attend classes” CIAdv 6, 2026)

The narratives of the class advisers indicate that the advantages of implementing strategies to avert the warning signs of Students At Risk of Dropping Out (SARDO) primarily center on early identification, timely intervention, improved student awareness, and enhanced motivation. The participants consistently highlighted that regular monitoring of attendance, classroom behavior, and academic performance enables advisers to quickly identify learners at risk and provide immediate support. Through direct communication, guidance, and continuous observation, advisers can address issues before they become more serious and lead to persistent absenteeism or dropout.

It goes to show that early identification and timely intervention are the most significant advantages of these strategies, as they help prevent the escalation of students' academic and behavioral difficulties. The narratives also emphasize that one-on-one discussions between class advisers and students play a crucial role in addressing habitual absences by helping learners understand the consequences of their actions and encouraging them to improve their school attendance. Furthermore, consistent monitoring and guidance enable teachers to track changes in students' behavior and performance, ensuring that appropriate support is provided when needed.

In addition, the participants pointed out that these strategies not only help teachers manage classroom concerns but also significantly increase students' awareness of the importance of education. Through reminders, encouragement, and academic support, learners are motivated to improve their performance and strive for promotion to the next grade level. This indicates that intervention strategies contribute not only to academic improvement but also to students' personal development and sense of responsibility toward their studies.

This finding is supported by the study of Balfanz, Herzog, and Mac Iver (2023), which identified early warning systems—particularly monitoring attendance, behavior, and course performance—as effective tools for improving student outcomes and preventing dropout. Their study emphasized that timely interventions based on these indicators significantly increase student engagement and graduation rates.

Disadvantages of Implemented Strategies to Avert The Warning Signs of SARDO

While class advisers implement various strategies to avert the warning signs of Students At Risk of Dropping Out (SARDO), these interventions also present limitations and challenges. Despite their intent to support learners, some strategies may be constrained by time, workload, limited resources, and inconsistent parental involvement. In some cases, interventions may not fully address the root causes of students' difficulties, resulting in recurring issues such as absenteeism and low academic engagement. Understanding these disadvantages is important in improving existing practices and developing more effective and sustainable approaches to student support.

“It is time-consuming, and some students may not open up easily.” (CIAdv 1, 2026)

“The disadvantages may include the risk of misinterpreting signs or invading a learner's privacy if not handled carefully. It also requires time and effort from teachers to observe and follow up consistently.” (CIAdv 3, 2026)

“Though it's very tiring on the part of the adviser to monitor more than 40 diverse learners, and it takes a large part of an adviser's time, quite affecting time to prepare for the class and other school forms to be accomplished” (CIAdv 4, 2026) mam tin

“The disadvantage falls on the class advisers, especially for the safety during home visit, replying to the messages of SARDO with their family, even late at night, ” CIAdv 6, 2026)

“The disadvantage points to the responsibilities of teachers to SARDO in their class” CIAdv 6, 2026)



The verbatim of the class advisers denotes that the implementation of strategies to avert the warning signs of Students At Risk of Dropping Out (SARDO) is accompanied by several challenges and disadvantages, particularly in terms of time consumption, workload, emotional strain, and ethical considerations. The participants emphasized that while these interventions are necessary, they require significant time and effort to monitor learners, conduct follow-ups, and maintain communication with students and parents.

It goes to show that one of the primary disadvantages of SARDO-related interventions is the heavy workload placed on class advisers. Managing large and diverse classes makes it difficult to consistently monitor each learner, especially when additional responsibilities, such as lesson preparation and completing school-related documents, are also required. The narratives also highlight the emotional and professional burden experienced by teachers, particularly when dealing with students who are reluctant to open up or when repeated follow-ups are needed to address absenteeism and academic difficulties.

Furthermore, the participants pointed out potential ethical concerns, such as the risk of misinterpreting students' behavior and the possibility of invading learners' privacy if monitoring is not handled appropriately. The requirement for home visits and constant communication with parents, even outside working hours, also raises concerns about teacher safety and work-life balance. These challenges suggest that while the strategies are beneficial, they also place considerable demands on teachers' time, energy, and emotional well-being.

This finding is supported by Ingersoll (2023), which highlighted that teacher workload, administrative responsibilities, and role overload significantly contribute to job stress and reduced effectiveness in student support interventions. The study emphasized that excessive responsibilities can limit teachers' capacity to provide individualized attention to students. Similarly, the research of Skaalvik and Skaalvik (2023) found that high job demands and emotional exhaustion among teachers are strongly associated with burnout, particularly when dealing with student behavioral and academic problems. These studies affirm that while intervention strategies for at-risk students are essential, they must be balanced with adequate support systems to prevent teacher overload and ensure sustainability of implementation.

Transforming SARDO From a Passive to an Active Learner

Positive reinforcement

Positive reinforcement is an important classroom strategy used by teachers to encourage desirable behavior and improve student performance. It involves recognizing and rewarding students' efforts, achievements, and improvements through praise, encouragement, or other forms of acknowledgment. In the context of education, positive reinforcement helps boost learners' motivation, build self-confidence, and promote consistent engagement in school activities. This approach is especially valuable in supporting Students At Risk of Dropping Out (SARDO), as it fosters a supportive learning environment that encourages them to remain committed to their studies.

"By giving encouragement, setting small achievable goals, recognizing efforts, and providing personal guidance." (CIAdv 1, 2026)

"I PRAISE THE SMALL THINGS ACCOMPLISHED BY THE SARDO and I connect my lesson to their true lives and situations" (CIAdv 2, 2026)

"I provide a supportive and understanding environment where they feel safe to express themselves. I set achievable goals, gave positive reinforcement for their efforts, and relate lessons to real-life situations that interest them. I also communicated with their parents and the guidance office to align strategies that encourage their participation and build their confidence in learning" (CIAdv 3, 2026)



“Initial action is to have a one-on-one conference with the student for awareness of his academic performance or behavior. Subject teachers and parent can also join the conference when needed. He also needs to be heard before anyone could assist him, so it’s important to be a good listener. From there the group could collaboratively plan on how to improve the student’s overall performance” (CIAdv 4, 2026)

The narratives of the class advisers denote that positive reinforcement strategies are primarily focused on encouragement, goal-setting, recognition of learners’ efforts, contextualized teaching, and collaborative support systems. The participants consistently emphasized the importance of acknowledging even small achievements of Students At Risk of Dropping Out (SARDO), providing personal guidance, and creating a supportive classroom environment where learners feel safe and valued. These strategies are also reinforced through one-on-one conferences, open communication, and coordination with parents and the guidance office.

It goes to show that positive reinforcement plays a crucial role in enhancing students’ motivation, self-confidence, and academic engagement. By setting small, achievable goals, teachers help learners experience incremental success, which builds their sense of competence and encourages continued effort. The narratives also highlight that connecting lessons to students’ real-life experiences increases relevance and interest, making learning more meaningful and engaging for at-risk learners. Furthermore, providing opportunities for students to express themselves and be heard fosters trust and strengthens the teacher–student relationship, which is essential in supporting behavioral and academic improvement.

In addition, the participants emphasized that collaborative intervention—through involvement of subject teachers, parents, and guidance personnel—strengthens the effectiveness of positive reinforcement strategies. This shared responsibility ensures that students receive consistent encouragement and support across different learning environments, thereby increasing the likelihood of improved performance and sustained school participation.

This finding is supported by Hattie and Timperley (2024), which emphasized that feedback and positive reinforcement significantly enhance student learning by clarifying goals, improving self-efficacy, and increasing motivation. Their research highlights that effective feedback helps students understand their progress and encourages continuous improvement.

Learner-Centered and Collaborative Teaching Strategies

The learner-centered and collaborative teaching strategies emphasize interactive, participatory approaches that actively involve learners in the educational process. Through group activities, discussions, hands-on tasks, and opportunities for self-expression, class advisers foster meaningful engagement and create a supportive learning environment. These strategies help increase students’ motivation, participation, and sense of belonging, which are essential in preventing disengagement and reducing the risk of dropout.

“Through interactive activities, group work, real-life examples, and allowing them to express their interests.” (CIAdv 1, 2026)

“I used collaborative approach like groupings in my teaching and learning process” (CIAdv 2, 2026)

“To help SARDO learners become engaged, I am using interactive teaching methods such as group activities, discussions, and hands-on tasks that allow them to actively participate. I will check attendance consistently and monitor their progress to identify areas where they need support. I will also provide choices in learning tasks to make them feel more in control and involved, while maintaining regular communication with the guidance office for additional support when needed.” (CIAdv 3, 2026)

The expressed views of the class advisers indicate that engaging activities are primarily implemented through interactive teaching methods such as group work, collaborative learning, discussions, hands-on tasks, and real-life examples. The participants also highlighted the importance of allowing students to express their interests and



providing learners with choices in learning tasks to increase participation and ownership of learning. Alongside these strategies, advisers emphasized consistent attendance monitoring and coordination with the guidance office to ensure continuous support for Students At Risk of Dropping Out (SARDO).

It goes to show that engaging activities play a vital role in enhancing learners' participation, motivation, and sense of involvement in the learning process. The use of collaborative approaches and student-centered strategies helps create a more dynamic and inclusive classroom environment where learners are encouraged to actively participate rather than passively receive information. Allowing students to work in groups and engage in discussions also promotes social interaction and peer learning, which are essential in sustaining interest and reducing disengagement among at-risk learners.

Furthermore, the narratives reveal that giving students autonomy in learning tasks increases their sense of responsibility and control over their academic performance. This, combined with continuous monitoring and support from teachers and guidance personnel, ensures that learners receive both academic and emotional assistance necessary for their development. These strategies collectively contribute to improved classroom engagement and help address early signs of disengagement among SARDO learners.

This finding is supported by Prince (2024), which emphasized that active learning strategies such as collaborative work, discussions, and hands-on activities significantly improve student performance and engagement compared to traditional lecture-based instruction. The study found that students learn more effectively when they are actively involved in the learning process. Similarly, the research of Fredricks, Blumenfeld, and Paris (2004) highlighted that behavioral, emotional, and cognitive engagement are strongly influenced by interactive and student-centered instructional practices. These studies affirm that engaging activities are essential in promoting participation, motivation, and persistence among learners, particularly those at risk of dropping out.

Student Engagement and Empowerment

Student engagement and empowerment refer to the extent to which learners actively participate in the teaching and learning process and are given opportunities to take responsibility for their own learning. Engagement involves students' behavioral, emotional, and cognitive involvement in classroom activities, while empowerment emphasizes giving learners a voice, choice, and ownership over their educational experiences. In the context of Students At Risk of Dropping Out (SARDO), fostering engagement and empowerment is essential in increasing motivation, improving academic performance, and encouraging sustained participation in school. When students feel valued and involved in decision-making processes, they are more likely to develop a positive attitude toward learning. Providing meaningful learning experiences that connect with students' interests and needs can further strengthen their commitment to education. As a result, engaged and empowered learners are better equipped to overcome challenges and remain focused on achieving their academic goals.

“Peer mentoring, rewards system, counseling referrals, parental involvement, and values-based activities help transform learners into active participants.” (CIAdv 1, 2026)

“By building strong motivation, scaffolded approach, giving positive feedback and collaborative approach” (CIAdv 2, 2026)

“Other strategies include giving learners tasks that match their interests, using interactive activities or group work, recognizing their efforts, and providing regular guidance and encouragement to keep them motivated and engaged.” (CIAdv 3, 2026)

“I strongly believe that you cannot give what you don't have. Proper tooling of teachers to capacitate them in performing guidance counselors' functions is of utmost concern. Advisers do not only deal with the intellectual/cognitive development of students but the psychological, emotional and character building of the students. Guidance counselors are not called professionals and specialist on their field for no reasons. Advisers,



as they take part on the responsibility not only tasks, without proper tooling and development, it would not fully motivate and engage students because it also requires accountability and dedication to be an efficient and effective homeroom guidance adviser in the transformation of learners. (ClAdv 4, 2026)

The views of the class advisers denote that student engagement and empowerment strategies are implemented through a combination of academic, behavioral, and psychosocial interventions. These include peer mentoring, rewards systems, counseling referrals, parental involvement, values-based activities, scaffolding techniques, positive feedback, collaborative learning, and interest-based tasks. The participants emphasized that these strategies aim to transform learners into active participants by increasing motivation, providing encouragement, and creating meaningful learning experiences.

It goes to show that student engagement is strengthened when learners are given opportunities for collaboration, recognition, and personalized learning experiences that align with their interests and needs. The use of rewards and positive reinforcement helps sustain motivation, while scaffolded instruction ensures that learners are gradually guided toward independence in their learning. Moreover, the integration of counseling support and parental involvement highlights the importance of a holistic approach in addressing both academic and non-academic needs of Students At Risk of Dropping Out (SARDO).

Furthermore, the narratives reveal that engagement and empowerment depend not only on instructional strategies but also on teachers' capacity and preparedness. The need for proper training and professional development of class advisers is emphasized, as they are expected to perform roles that extend beyond teaching, including guidance, counseling, and character formation. Without adequate preparation and support, the effectiveness of these strategies may be limited, thereby affecting learners' overall motivation and engagement.

This finding is supported by the study of Fredricks, Blumenfeld, and Paris (2024), which highlighted that student engagement is a multidimensional construct influenced by behavioral, emotional, and cognitive factors and is significantly enhanced through supportive teacher practices and meaningful classroom experiences. Similarly, the research of Wentzel (1998) emphasized that teacher support, encouragement, and caring relationships are strongly associated with increased student motivation, academic engagement, and positive school behavior. These studies affirm that effective engagement and empowerment strategies require both instructional innovation and strong teacher preparedness to successfully support at-risk learners.



Conclusion

The emergent themes, such as identification and responses to Students At Risk of Dropping Out (SARDO) by their class advisers, strategies implemented to avert the warning signs of SARDO and transforming SARDO from a passive to active learner reveal that class advisers play a crucial role in addressing the needs of Students At Risk of Dropping Out (SARDO) through early identification, immediate response, and sustained intervention. The identification and response processes emphasize the importance of vigilance in detecting warning signs such as absenteeism, declining academic performance, and behavioral changes, followed by timely coordination with parents, teachers, and guidance personnel. Moreover, the strategies implemented to avert these warning signs highlight the value of consistent monitoring, communication, counseling, and collaborative support systems in preventing further learner disengagement. Finally, transforming SARDO from passive to active learners demonstrates that positive reinforcement, engaging activities, and student-centered approaches can significantly enhance motivation, participation, and academic involvement. Overall, the findings underscore that a holistic, proactive, and collaborative approach is essential in ensuring that at-risk learners are supported, re-engaged, and guided toward successful completion of their education.

Recommendation

Based on the findings of the study, the following recommendations are proposed:

1. **Grade 11 Class advisers** should remain vigilant and responsive to early warning signs of Students At Risk of Dropping Out (SARDO), particularly among learners with irregular attendance. Regular monitoring of attendance, academic performance, behavior, and classroom participation should be consistently practiced to facilitate timely intervention.
2. **Learners exhibiting irregular attendance and other indicators of being at risk of dropping out** should receive immediate and appropriate support from their class advisers. Early intervention measures, such as counseling, mentoring, home visitation, and continuous communication with parents or guardians, should be implemented to address the underlying causes of disengagement.
3. **School administrators** should provide continuous professional development programs and training workshops for class advisers to strengthen their competencies in identifying, supporting, and transforming passive learners into active and engaged participants in the learning process.
4. **School Guidance office** should intensify collaboration with class advisers by establishing systematic monitoring, counseling, and intervention programs aimed at addressing the warning signs of SARDO and promoting learners' academic, social, and emotional well-being.
5. **Parents and guardians of SARDO learners** should closely monitor their children's attendance, academic progress, and behavior, while actively participating in Parent-Teacher Conferences (PTCs) and school activities to strengthen home-school partnerships that support learner retention and success.
6. **Peers and classmates of SARDO learners** should provide positive encouragement, emotional support, and inclusive learning opportunities that foster a sense of belonging, motivation, and active participation in school-related activities.
7. **LGU** where the family of the SARDO resides should provide safety and security assistance when class advisers conduct home visits to ensure their protection and the successful completion of the visit.
8. **Department of Education (DepEd) policymakers** should develop and strengthen policies, programs, and intervention frameworks that enhance the transformative skills of class advisers in promoting learner engagement, preventing dropout risks, and supporting the holistic development of V.



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