

Research Article

ADDRESSING STUDENT ABSENTEEISM: AN ACTION RESEARCH STUDY

* CORSINI S. AMPLAYO

Deped Misamis Oriental, Philippines.

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ABSTRACT

Educational attainment is an important determinant of one's success. Yet, absenteeism among students jeopardizes their chances of achieving their educational goals. The study examined the factors that contribute to the student's absenteeism and assessed the outcomes of absenteeism on academic performance. The study used a survey and record analysis of student absenteeism. The study used a reward system as an intervention to motivate and encourage students to attend and participate in classroom activities. The weekly data was recorded for five weeks and revealed that the overall absences had decreased as the initial frequency was 30 in the first week and started reducing just after the intervention and became 20 in the 2nd week. It remained decreasing in the 3rd week with 12, 8 in the 4th week and 4 in the last week. The study found that family factors and student factors contributed to the absences of the students in class and concluded that the reward system as an intervention minimized the absences of students and encouraged participation in classroom activities. The study concluded that there is no significant difference in outcomes of absenteeism when grouped according to family factors and student factors. The result shows that p -values > 0.05 , thus, the null hypothesis is accepted. The recommendation focuses on the action plan for the school in a year to improve the academic achievement of the students.

Keywords: Education, student absenteeism, academic performance, family factors, student factors.

INTRODUCTION

Student absenteeism has a profound impact on academic achievement, social development, and long-term educational outcomes, leading to learning gaps and decreased engagement (Coetzee and Venter, 2016). To address this issue effectively, action research is crucial to understand its causes, patterns, and underlying factors in schools and develop evidence-based interventions for reducing absenteeism and promoting positive attendance habits among elementary students. It's also important to note that chronic absenteeism is now an accountability metric in many states, including California, under the Every Student Succeeds Act (ESSA) (Gottfried and Hutt, 2019). This heightened concern presents an opportunity to enhance the school experience and outcomes for students while being cautious about potential unintended consequences.

Absenteeism, characterized by habitual class absences without a valid reason, often results in poor academic performance. The reasons behind absenteeism can vary, including factors like phobic adolescence, lack of interest, teacher approach, and family problems. The impact of absenteeism on academic performance and school productivity cannot be understated, emphasizing the need for interventions (Fajot *et al.*, 2019). Parental involvement is key in addressing absenteeism, as it positively correlates with reduced absenteeism and fosters a supportive environment for students (Cepada and Grepon, 2020). Understanding the reasons behind absenteeism is essential, as excessive absences can lead to students being considered dropped or failed (Dimaisip, 2019). Chronic absenteeism, defined as missing 10% or more school days, is a significant concern, considering both excused and unexcused absences as detrimental to educational outcomes (Naff *et al.*, 2023). It is evident that absenteeism is a complex issue that requires comprehensive research and intervention efforts.

METHODOLOGY

THE MODELS AND VARIABLES

This action research employed a mixed-method approach to address the research inquiries, involving a total of 18 participants, which were selected parents and teachers. Figure 1 visually represents the primary research variables. These independent variables encompassed the factors associated with absenteeism, specifically family factors and student factors. The research also analyzed the dependent variable, which pertained to the outcomes of absenteeism, particularly encompassing lower academic achievement and reduced learning opportunities.



Figure 1. The Schematic Presentation of the Research Study

DATA COLLECTION

The research methodology involved administering surveys to students and teachers to collect data on absenteeism patterns, causes, and perceptions related to attendance issues. Attendance records were examined to identify patterns and trends in elementary student absenteeism, including specific days of the week or times of the year with elevated absence rates. Interviews were conducted with various stakeholders, including parents, teachers, school administrators, and students, to gain insights into the factors that influenced elementary student attendance and their perceptions of the intervention's effectiveness. Subsequently, the collected data was analyzed using statistical methods, as well as quantitative and qualitative analysis techniques, to identify significant findings, patterns, and correlations.

DATA ANALYSIS

To tackle the specific concerns outlined in the study, the researcher employed the statistical approach detailed below. The data underwent statistical analysis through SPSS in order to interpret and assess the issues at hand. To address the first and second study concerns, mean and standard deviation were utilized as descriptive statistics to examine and quantify the influences on student absenteeism, both in terms of family factors and student factors, as well as to evaluate the impact of absenteeism on academic performance, including reduced academic achievement and diminished learning opportunities. Furthermore, in order to explore difference in absenteeism outcomes when categorized by contributing factors, inferential statistics were applied using a T-test.

RESULTS AND DISCUSSION

1. What are the factors that contribute to the student's absenteeism in terms of family factors, and student factors?

Table 1 presents the factors that contribute to the student's absenteeism in terms of family factors. The data revealed that the average means for the factors that contribute to the student's absenteeism in terms of family factors is 2.83 with an SD of 0.77 or "Agree". It implies a complex interplay between their home environment and their academic attendance. This suggests that issues within the family, such as conflicts, care giving responsibilities, or economic hardships, are exerting a tangible impact on their ability to attend school regularly (Cepada and Grepon, 2020). Also, it highlights the importance of addressing these familial challenges through support systems and interventions, as they can significantly affect a student's educational progress, according to Johnson *et al.*, (2022). This means a need for schools and educators to adopt a more holistic approach to student well-being, recognizing that factors beyond the classroom can play a pivotal role in shaping attendance patterns and overall academic success.

Relative to this, the highest mean of the factors that contribute to the student's absenteeism in terms of family factors is "As a student, the family dynamics, such as conflicts or instability, contribute to my absenteeism and lower my academic achievement." with a mean of 3.11 with an SD of 0.83 or "Agree". This signifies student's awareness of a critical barrier to their education. This recognition provides an opportunity for targeted intervention and support, allowing schools and educators to work collaboratively with students and their families to address these issues and create a more conducive learning environment, ultimately improving the students' chances of academic success (Johnson and Smith, 2023).

Furthermore, the lowest items are "As a student, the family's attitude towards education and the value they place on school attendance influence my absenteeism rates." and "As a student, the family's level of education and educational attainment influence student absenteeism rates and their likelihood of achieving academic success." with a mean of 2.67 with an SD of 0.77 or "Agree". This implies that familial beliefs and priorities are significant determinants of their academic engagement. As indicated by Dimaisip (2019), this recognition underscores the importance of fostering a culture of education within families, encouraging parents and guardians to actively support and prioritize their child's school attendance, which can lead to improved attendance and better academic outcomes for the students.

Table 1 The factors that contribute to the student's absenteeism in terms of Family factors

Items	Mean	SD	Interpretation
As a student,			
the socioeconomic status of my family contributes to my absenteeism and subsequently affects my academic achievement.	2.72	0.83	Agree
the parental involvement my parents play in reducing my absenteeism and its impact on academic performance	2.78	0.88	Agree
the family's attitude towards education and the value they place on school attendance influence my absenteeism rates.	2.67	0.77	Agree
the family dynamics, such as conflicts or instability, contribute to my absenteeism and lower my academic achievement	3.11	0.83	Agree
the lack of access to reliable transportation and living in remote areas have affected my absenteeism and academic achievement.	3.06	0.54	Agree
the family's level of education and educational attainment influence student absenteeism rates and their likelihood of achieving academic success.	2.67	0.77	Agree
Average	2.83	0.77	Agree

Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)

Table 2 describes the factors that contribute to the student's absenteeism in terms of student factors. The data revealed that the average means for the factors that contribute to the student's absenteeism in terms of student factors is 2.66 with an SD of 0.82 or "Agree". It suggests a critical self-awareness of personal challenges or choices affecting their attendance. This recognition opens the door to targeted interventions, enabling schools to provide tailored support and resources to address these individual issues, which may range from health problems and disengagement to peer pressures (Anderson and Johnson, 2022). Additionally, as indicated by Eccles *et al.*, (2022) it underscores the importance of fostering a positive school environment that promotes student motivation and engagement, as addressing these internal factors alongside external ones is essential for improving overall attendance rates and academic performance.

In connection to this, the highest mean of the factors that contribute to the student's absenteeism in terms of student factors is "As a student, my self-discipline and responsibility impact absenteeism and subsequent academic success." with a mean of 2.89 with an SD of 0.76 or "Agree". This signifies a recognition of personal agency and accountability in the student's education. This awareness suggests that fostering these attributes, both within the students themselves and through support from schools and families, can be a crucial strategy for improving attendance rates and enhancing their overall academic achievements (Hua and Schwerdt, 2021). On the other hand, the lowest item is "As a student, my family background and socioeconomic status have on absenteeism and subsequent academic achievement." with a mean of 2.33 with an SD of 1.19 or "Disagree". This could reflect a lack of awareness or understanding of how these factors can influence student educational outcomes. In such cases, Gottfried and Hutt (2019) stated that it becomes important for educators and policymakers to provide students with information and resources that help them recognize and navigate the potential challenges associated with their family's socio-economic status, ensuring they receive the support necessary to thrive academically regardless of their beliefs about its influence.

Table 2 The factor that contributes to the student's absenteeism in terms of Student factors

Items	Mean	SD	Interpretation
As a student,			
my health, both physical and mental, plays in absenteeism and its effects on academic achievement	2.72	0.83	Agree
my engagement in extracurricular activities contributes to absenteeism and its impact on academic success	2.56	0.70	Agree
the influence of peer relationships and social dynamics affect my absenteeism and academic performance.	2.72	0.75	Agree
my family background and socioeconomic status have on absenteeism and subsequent academic achievement.	2.33	1.19	Disagree
my self-discipline and responsibility impact absenteeism and subsequent academic success.	2.89	0.76	Agree
my cultural factors that correlate with higher rates of absenteeism and academic achievement.	2.72	0.67	Agree
Average	2.66	0.82	Agree

Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)

2. How do the respondents assess the outcomes of absenteeism on academic performance in terms of lower academic achievement and reduced learning opportunities?

Table 3 illustrates the respondent's assessment of the outcomes of absenteeism on academic performance in terms of lower academic achievement. The data revealed that the average means for the assessment of the outcomes of absenteeism on academic performance in terms of lower academic achievement is 3.00 with an SD of 0.66 or "Agree". The result has significant implications for educational policy and practice. This collective agreement underscores the critical role educator's play in recognizing the adverse effects of absenteeism on student learning. Consequently, it calls for the development and implementation of targeted interventions, such as attendance monitoring systems, early interventions for chronically absent students, and academic support programs, to mitigate the negative impact of absenteeism and foster improved academic outcomes (Fajot *et al.*, 2019). Additionally, Gonzalez *et al.* (2023) emphasize the importance of collaboration between teachers, students, and parents to address absenteeism effectively, ultimately enhancing the overall educational experience and success of students.

In line with this, the highest mean of the respondent's assessment of the outcomes of absenteeism on academic performance in terms of lower academic achievement is "I believe that, absent students may find it challenging to prepare for exams adequately, as they have not received the full scope of instruction and missed the opportunity for review sessions or test preparation activities." with a mean of 3.72 with an SD of 0.57 or "Strongly Agree". Teachers strongly agree that absent students may face challenges in adequately preparing for exams due to missed instruction and review sessions highlight a clear link between attendance and academic performance. This recognition emphasizes the critical importance of regular school attendance for students to receive comprehensive instruction, engage in crucial review activities, and be better equipped to succeed in their exams (Gottfried and Kirksey, 2017), ultimately emphasizing the role of attendance as a key determinant of educational achievement.

On the other hand, the lowest item is "I believe that regular absenteeism can result in limited interaction with peers and teachers, which can negatively impact the development of social and communication skills necessary for academic success." with a mean of 2.61 with an SD of 0.78 or "Agree". This means that regular absenteeism highlights the multifaceted consequences of absenteeism beyond just academic performance. This recognition according to Kearney (2016), highlights the importance of addressing attendance issues not only to improve academic outcomes but also to support the holistic development of students, emphasizing the need for schools to implement strategies that promote social and interpersonal skills alongside academic achievement to ensure well-rounded educational experiences.

Table 3 Respondents assessment of the outcomes of absenteeism on academic performance in terms of Lower academic achievement

Items	Mean	SD	Interpretation
I believe that			
absenteeism leads to missed classroom instruction, which can result in gaps in knowledge and understanding of important concepts taught during the absence.	2.89	0.47	Agree
absent students miss out on the opportunity to actively participate in class discussions, group activities, and hands-on learning experiences, which can hinder their overall learning and engagement.	3.06	0.94	Agree
regular absenteeism can result in limited interaction with peers and teachers, which can negatively impact the development of social and communication skills necessary for academic success.	2.61	0.78	Agree
missed classes and incomplete assignments often lead to lower grades, as students struggle to keep up with the material and meet the academic requirements.	2.89	0.47	Agree
absent students may find it challenging to prepare for exams adequately, as they have not received the full scope of instruction and missed the opportunity for review sessions or test preparation activities.	3.72	0.57	Strongly Agree
frequent absences can disrupt the continuity of learning, making it harder for students to build upon previously taught concepts and skills, leading to slower progress and lower academic achievement in the long run.	2.83	0.71	Agree
Average	3.00	0.66	Agree

Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)

Table 4 shows the respondent’s assessment of the outcomes of absenteeism on academic performance in terms of reduced learning opportunities. The data revealed that the average means for the assessment of the outcomes of absenteeism on academic performance in terms of reduced learning opportunities is 2.89 with an SD of 0.86 or “Agree”. This consensus among educators highlights the urgent need for schools and policymakers to implement targeted interventions to address absenteeism effectively, including early identification of at-risk students, provision of additional support for missed lessons, and the development of flexible learning options (Kearney, 2021). Moreover, it emphasizes the vital role teacher’s play in fostering a culture of regular attendance and creating engaging classroom environments that motivate students to attend regularly, ultimately improving their access to valuable learning experiences and enhancing academic performance.

Furthermore, the highest mean of the respondent’s assessment of the outcomes of absenteeism on academic performance in terms of reduced learning opportunities is “I believe that learning opportunities are missed when a student is absent from class.” with a mean of 3.39 with an SD of 0.70 or “Strongly Agree”. Teacher’s strong belief that learning opportunities are missed when a student is absent from class stresses the critical importance of regular attendance for academic success. This strong consensus among educators emphasizes that every class session is an opportunity for students to acquire knowledge, engage in discussions, and develop essential skills, and missing these opportunities can significantly hinder their learning and overall educational progress (Erten, 2023). Henceforth, the lowest item is “I believe that being absent from class limits a student’s access to valuable instructional resources and materials.” with a mean of 2.51 with an SD of 0.92 or “Agree”. The result highlights their recognition of the direct link between attendance and educational content absorption. This consensus emphasizes the critical role of regular attendance in ensuring that students have the opportunity to engage with the curriculum, interact with instructional materials, and benefit from the full scope of educational resources available (Johnson & Lee, 2023), ultimately contributing to improved academic achievement.

Table 4 Respondents assessment of the outcomes of absenteeism on academic performance in terms of Reduced Learning Opportunities

Items	Mean	SD	Interpretation
I believe that			
learning opportunities are missed when a student is absent from class.	3.39	0.70	Strongly Agree
regular absenteeism impacts a student’s ability to actively engage in class discussions and participate in group activities.	2.61	0.85	Agree
being absent from class limits a student’s access to valuable instructional resources and materials.	2.51	0.92	Agree
absenteeism hinders a student’s ability to receive immediate feedback from teachers, impeding their learning progress.	2.83	0.92	Agree
consistent attendance play in maximizing learning opportunities and overall academic achievement.	2.72	1.02	Agree
absenteeism restricts a student’s exposure to important classroom demonstrations and hands-on learning activities	3.28	0.75	Strongly Agree
Average	2.89	0.86	Agree

Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)

3. Is there a significant difference in outcomes of absenteeism when grouped according to the factors that contribute to absenteeism?

Table 5 depicts the significant difference in outcomes of absenteeism when grouped according to the factors that contribute to absenteeism. The data showed that there is no significant difference in outcomes of absenteeism when grouped according to family factors and student factors. The result shows that p-values > 0.05, which means that the null hypothesis is accepted. It also implies that the impact of these factors on absenteeism may be relatively balanced or that there are other influential variables at play that are not adequately captured by these groupings. This finding suggests the complexity of the absenteeism issue and highlights the need for a multifaceted approach to address it (Williams *et al.*, 2022). Schools and policymakers should consider a holistic strategy that combines both family and student support while also accounting for additional factors such as school environment, community resources, and peer influences to develop effective interventions aimed at reducing absenteeism and improving overall academic achievement, as indicated by Ramirez *et al.*, (2022).

Moreover, it underscores the importance of conducting further research to identify and understand the nuanced interactions between various factors that contribute to absenteeism to tailor interventions more effectively (Bryant *et al.*, 2022).

Table 5 Test of difference in outcomes of absenteeism when grouped according to the factors that contribute to absenteeism

Factors of Absenteeism	Outcomes of Absenteeism								
	Lower academic achievement			Reduced learning opportunities			Average		
	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho
Family Factors	-0.369	.717	accept	.294	.772	accept	-1.000	.331	accept
Student Factors	-1.719	.104	accept	-0.697	.495	accept	-2.062	.055	accept

Significant if p-value <0.05

Legend: Ho is rejected if Significant Ho is accepted if Not Significant

Interview Questions for Selected Respondents (Teachers and Parents)

Table 6 shows the interview responses of teachers and parents on student’s absenteeism. Conducting interviews with teachers and parents on addressing student absenteeism is crucial for the overall well-being of pupils and the success of the school. Teachers offer valuable insights into classroom dynamics, identifying patterns of absenteeism, and understanding potential underlying issues affecting student attendance. Their input helps tailor intervention strategies to meet specific needs, fostering a more inclusive and engaging learning environment. Additionally, involving parents provides a holistic view of the student’s life outside of school, allowing for a comprehensive approach to addressing absenteeism. This collaboration strengthens the school-parent partnership, promoting a supportive network for students, and ultimately enhancing their educational experience. By actively engaging both teachers and parents in this process, schools can implement targeted interventions, reduce absenteeism rates, and create a more conducive learning environment that maximizes the potential for academic success.

Table 6 Interview Questions with Responses for Selected Respondents (Teachers and Parents)

Questions	Responses
1. Would you believe that absent students miss out on the opportunity to actively participate in class discussions, group activities, and hands-on learning experiences, which can hinder their overall learning and engagement? If yes, kindly give your views on absences and their effects.	R1. Yes, absences should not be tolerated in schools unless there is a so-called valid reason because absences lead students to decline interest in learning due to the activities and other learning’s they miss. R2. Yes, making absences thus makes you miss all opportunities to cope with the knowledge that your classmates/peers have learned. Teachers are not obliged to repeat the discussions just because for your sake. R3. Yes, they will miss out on some topics and other activities inside the classroom. This may affect their grades and it lessens their interest to attend the class if there are plenty of topics you missed. R4. With them being absent, they won’t be able to learn which then affects their knowledge of their lessons.
2. In your perception, does parental involvement of parents play in reducing student absenteeism and its impact on academic performance? If yes, kindly give your opinions.	R1. Yes, parental involvement plays a vital role in reducing student absenteeism in the sense that their way of disciplining their children is a big factor. R2. Yes, as they said, discipline starts at home. Parents are the first teachers of their children. Learner’s behaviors lie on how they were treated at home. R3. Yes, it’s the responsibility of the parents to check the progress and to motivate their children to go to class every day. Learners who have supportive parents, mostly do well in their studies. R4. When parents guide their children on the right path, the children will be more motivated to avoid absences.
3. Does student engagement in extracurricular activities contribute to absenteeism and its impact on academic success? If yes, kindly give some of the outcomes.	R1. No. R2. Yes, students tend to focus on things that capture their attention. If such extra-curricular activities get their attention, most likely students will give their best to such particular activities. R3. No, I don’t think so. It depends on the learner’s decision on how he/she is going to have time management. R4. Yes, when they become very busy with their extracurricular activities that would end up forcing them to not attend their classes.
4. Does the school climate encourage students to attend their respective classes? If yes, kindly mention some of the benefits and advantages.	R2. Yes because it is where they would absorb some new things. If they are inspired enough to go to school, then it means they love the school climate they are in. Some of the benefits of a good school climate are the following: a. students are much more ready to learn new things, b. students feel safe while learning. R3. Yes, learners could love to go to school if they were surrounded by the people that they get along with. Inversely, they tend to be absent due to the unhealthy environment they perceive as it is.

4. What action plan is to be implemented to reduce student absenteeism and improve attendance rates?

Action Plan for the Year

Rationale:

Absenteeism among students can have significant negative impacts on their academic performance, social integration, and overall well-being. Addressing this issue is crucial to ensure that students have a positive and successful transition into higher education. By implementing a comprehensive action plan, the institution aims to foster a supportive and engaging environment that encourages regular attendance, reduces barriers to participation, and provides necessary support to students facing challenges.

Objectives:

- **Improve Attendance:** Increase overall attendance rates among first-year students by a specific percentage (e.g., 10%) within the academic year.
- **Identify Underlying Causes:** Analyze and understand the reasons behind absenteeism to develop targeted interventions and support systems.
- **Enhance Student Engagement:** Promote active participation in academic and co-curricular activities to enhance students' connection with the institution and peers.
- **Foster a Supportive Environment:** Create a nurturing and inclusive campus culture that encourages students to seek help and support when facing personal or academic challenges.
- **Monitor and Evaluate Progress:** Regularly assess the effectiveness of the action plan and adjust strategies as needed to achieve the desired outcomes.

General Provisions:

Early Intervention and Support:

- Develop a mechanism for early identification of at-risk students based on attendance records and academic performance.
- Assign academic advisors or mentors to students to provide personalized guidance and support.
- Establish a counseling center to address students' emotional and psychological needs and provide guidance on managing stress and personal challenges.

Attendance Monitoring and Reporting:

- Implement a reliable attendance tracking system to monitor students' daily attendance.
- Notify parents or guardians of students with irregular attendance to involve them in addressing the issue.

Strengthening Academic Support:

- Offer remedial classes or peer tutoring programs to help students who may be struggling academically.
- Organize workshops on time management, study skills, and effective learning techniques to equip students with essential tools for academic success.

Enhancing Campus Life and Engagement:

- Organize orientation programs to familiarize new students with campus resources and facilities.
- Encourage participation in clubs, sports, and extracurricular activities to foster a sense of belonging and camaraderie among students.
- Hold regular seminars, guest lectures, and interactive sessions to make learning more engaging and relevant.

Addressing Practical Challenges:

- Assess and address logistical issues that may contribute to absenteeism, such as transportation and housing problems.
- Develop flexible attendance policies that accommodate exceptional circumstances and promote a balance between academic and personal responsibilities.

Communication and Awareness:

- Conduct awareness campaigns on the importance of attendance, highlighting its correlation with academic success.
- Keep students informed about various support services available on campus through multiple communication channels.

Data Analysis and Evaluation:

- Continuously analyze attendance and academic data to identify trends and patterns that may require additional attention.
- Evaluate the effectiveness of the action plan regularly and make data-driven adjustments to achieve the set objectives.

By implementing this action plan, the institution aims to create a supportive and conducive environment that will motivate students to attend classes regularly, engage actively in their academic pursuits, and have a successful and fulfilling student experience. The action plan for the year is illustrated in the next table.

Table 7 The Action Plan on Reducing Students' Absenteeism for the Year of the School/Institution

Area of Concern	Objectives	Strategies	Persons Involved	Sources of Guidelines	Budget (in pesos) and Frame Time	Key Result Areas
School Climate	1. Foster a positive and inclusive school culture	1. Conduct staff training on creating a positive climate	School administrators, staff	Research studies	10,000 Jan 2 days	Improved student engagement
		2. Implement school-wide behavior support systems	The student support team, teachers	Best practices	Whole school year	
Parental Engagement	1. Increase parental involvement and communication	1. Organize regular parent-teacher meetings	Teachers-parents	School Policies	5,000 Feb 1 day	Enhanced collaboration and support
		2. Offer workshops on the importance of attendance	Parent-teacher association	Attendance research	1 day per sem.	
Student Support	1. Provide individualized support to at-risk students	1. Identify and assess students at risk of absenteeism	Guidance counselors, teachers	Research studies	5,000 March 1 day per quarter	Improved attendance and academic assess
		2. Implement mentoring and counseling programs	School support staff	Best practices	Every end of the month	
Incentives	1. Motivate students to attend regularly	1. Establish an attendance rewards program	Teachers, administrators	Attendance policies	2,000 April 1 day	Increased attendance and engagement
Recognition		Recognize students with improved attendance	Student Council	Attendance research	Every end of the Sem.	
Data collection	1. Collect and analyze attendance	1. Develop a system for tracking attendance	Attendance coordinator	School Policies	3,000 May 1 day	Accurate for data evaluation
Evaluation	1. Evaluate the effectiveness of interventions	1. Conduct surveys and gather stakeholder feedback	Research team	Research studies	5,000 June 1 day	Insights for further improvement
Adjustments		2. Analyze academic performance and attendance data	School administrator	Best practices	Every end of the month	
Total					30,000	

CONCLUSION

The majority of the respondents, in terms of religion, majority of respondents with other beliefs are the highest in terms of religion, and all of them had a weekly allowance of less than 500 pesos. The average mean for the factors that contribute to the student's absenteeism in terms of family factors is described as "Agree". The highest mean of the factors that contribute to the student's absenteeism in terms of family factors is "As a student, the family dynamics, such as conflicts or instability, contribute to my absenteeism and lower my academic achievement." described as "Agree". The average mean for the factors that contribute to the student's absenteeism in terms of student factors is described as "Agree". The highest mean of the respondent's assessment of the outcomes of absenteeism on academic performance in terms of lower academic achievement is "I believe that absent students may find it challenging to prepare for exams adequately, as they have not received the full scope of instruction and missed the opportunity for review sessions or test preparation activities." described as "Strongly Agree".

The average mean for the assessment of the outcomes of absenteeism on academic performance in terms of lower academic achievement is described as "Agree". The highest mean of the respondent's assessment of the outcomes of absenteeism on academic performance in terms of reduced learning opportunities is "I believe that learning opportunities are missed when a student is absent from class." Is described as "Strongly Agree". The study concluded that there is no significant difference in outcomes of absenteeism when grouped according to family factors and student factors. The result shows that p -values > 0.05 , thus, the null hypothesis is accepted.

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COMPETING INTERESTS

The authors have declared that no conflict of interest exist.

AUTHORS' CONTRIBUTIONS

As the sole author and primary researcher, I conceptualized, designed, and executed the entire research study. My contributions encompassed every aspect of the research process, including the formulation of research questions, data collection, analysis, and interpretation. I conducted the literature review, implemented the action research approach, and authored the research paper. My responsibilities extended to revising and refining the manuscript to ensure its quality and accuracy.

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APPENDIX

SURVEY QUESTIONNAIRE

Dear Participant,

I am conducting an action entitled “ADDRESSING STUDENT ABSENTEEISM: AN ACTION RESEARCH STUDY”. As a student of the school, you are chosen as one of the respondents in the study. Kindly answer the questions honestly as to your experience in the school. All of your answers will be treated as greatly confidential.
Thank you.

(Sgd.)
Researcher

Part I Demographic profile

Sex: () Male () Female

Religion: () Catholic () Protestant () INC () SDA () Other beliefs:

Weekly allowance (in pesos)

() less 500 () 500 – 900 () 1,000 and above

Part II. Items related to Student Absenteeism

In your description, please rate the student absenteeism based on your experience as a student on the scale below.

(1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree

A. Outcomes of Absenteeism				
A.1 Lower Academic Achievement		Scale		
	I believe that			
1.	absenteeism leads to missed classroom instruction, which can result in gaps in knowledge and understanding of important concepts taught during the absence.			
2.	absent students miss out on the opportunity to actively participate in class discussions, group activities, and hands-on learning experiences, which can hinder their overall learning and engagement.			
3.	regular absenteeism can result in limited interaction with peers and teachers, which can negatively impact the development of social and communication skills necessary for academic success.			
4.	missed classes and incomplete assignments often lead to lower grades, as students struggle to keep up with the material and meet the academic requirements.			
5.	absent students may find it challenging to prepare for exams adequately, as they have not received the full scope of instruction and missed the opportunity for review sessions or test preparation activities.			
6.	frequent absences can disrupt the continuity of learning, making it harder for students to build upon			

	previously taught concepts and skills, leading to slower progress and lower academic achievement in the long run			
A.2 Reduced Learning Opportunities				
	I believe that			
7.	learning opportunities are missed when a student is absent from class.			
8.	regular absenteeism impacts a student's ability to actively engage in class discussions and participate in group activities.			
9.	being absent from class limits a student's access to valuable instructional resources and materials.			
10.	absenteeism hinders a student's ability to receive immediate feedback from teachers, impeding their learning progress.			
11.	consistent attendance play in maximizing learning opportunities and overall academic achievement.			
12.	absenteeism restricts a student's exposure to important classroom demonstrations and hands-on learning activities			
B. Factors that contribute to absenteeism				
B.1 Family Factors				
	As a student,			
13.	the socioeconomic status of my family contributes to my absenteeism and subsequently affects my academic achievement.			
14.	the parental involvement my parents play in reducing my absenteeism and its impact on academic performance			
15.	the family's attitude towards education and the value they place on school attendance influence my absenteeism rates.			
16.	the family dynamics, such as conflicts or instability, contribute to my absenteeism and lower my academic achievement			
17.	the lack of access to reliable transportation and living in remote areas have affected my absenteeism and academic achievement.			
18.	the family's level of education and educational attainment influence student absenteeism rates and their likelihood of achieving academic success.			
B.2 Student Factors				
	As a student,			
19.	my health, both physical and mental, plays in absenteeism and its effects on academic achievement			
20.	my engagement in extracurricular activities contributes to absenteeism and its impact on academic success			
21.	the influence of peer relationships and social dynamics affect my absenteeism and academic performance.			
22.	my family background and socioeconomic status have on absenteeism and subsequent academic achievement.			
23.	my self-discipline and responsibility impact absenteeism and subsequent academic success.			
24.	my cultural factors that correlate with higher rates of absenteeism and academic achievement.			

Interview Questions for Five Selected Respondents (Teachers and Parents)

1. Would you believe that absent students miss out on the opportunity to actively participate in class discussions, group activities, and hands-on learning experiences, which can hinder their overall learning and engagement? If yes, kindly give your views on absences and their effects.

2. In your perception, does parental involvement of parents play in reducing student absenteeism and its impact on academic performance? If yes, kindly give your opinions.
3. Does student engagement in extracurricular activities contribute to absenteeism and its impact on academic success? If yes, kindly give some of the outcomes.
4. Does the school climate encourage students to attend their respective classes? If yes, kindly mention some of the benefits and advantages.
