

Predictors of Absenteeism among Grade 11 Learners in Public Secondary Schools: A Strategic Intervention Plan

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Abstract—This study investigates the level of absenteeism among Grade 11 students and the various factors influencing their attendance. Data collected over three months from January to March 2024, revealed distinct patterns in absenteeism with 64.91% of students exhibited low absenteeism, 21.51% moderate, and 13.59% high. The analysis employed chi-square tests to examine the impact of personal, social and natural, subject-related, teacher-related, and school administration-related factors on absenteeism rates. Significant relationships were found across all categories, with personal factors being the most influential, followed by subject-related, social, and teacher-related factors. Effective school administration practices demonstrated a negative correlation, reducing absenteeism. The study highlights the need for comprehensive, multifaceted interventions that address these diverse factors to improve student attendance. Recommendations include targeted support for personal and academic challenges, enhanced communication among stakeholders, and fostering a positive school climate.

Keywords— Absenteeism, school attendance, grade 11 students, influencing factors.

I. INTRODUCTION

Absenteeism is an important problem among high school students, which has indirect effects not only on students, but also on the education system. Chronic absenteeism, which is defined as being absent for 10% or more of the school days for any reason, is related to lower academic achievement, lower graduation rates and higher dropout rates. In the case of a public school, which is often a heterogeneous environment serving students from diverse socioeconomic backgrounds, the issue of absence becomes more important. Even though the education system of the country was severely affected by the Covid-19 crisis with unpredictable developments, and the rate of student enrolment has been negatively affected during the recent school years, the problem of secondary school student absenteeism is getting worse and its persistence rates are increasing recently (Demir AKCAN – Karabeyoglu, 2015; Reichenberg, Lofgren, 2019). The heterogeneous reasons why the students did not attend the classes are the hemo and topic of study. The factors that are the predictors that we chose to fill the gap because of the absence of the absences are explained below.

While there are around 28 million students in government and private schools in the pre-pandemic year of 2019–2020, there are only 25 million students in the pandemic (Bello

2020). The latest data from the Department of Education in the Philippines shows that one in every 10 children regularly misses school, an alarming sign of absenteeism. Philippine Institute for Development Studies (PIDS) also conducted a survey and discovered that boys aged 5 to 17 who are not in school make up around 65 per cent of the population in 2017. The lower secondary level (ages 12 to 15) was 8 per cent out-of-school boys compared with 3 per cent girls. These findings are telling how rampant absenteeism is and the need to address the gender-related patterns for better educational outcomes.

Existing studies, such as those conducted by Epstein and Sheldon (2002) and Nicholas, Fell, and Edwards (2018), have examined the impact of parental involvement and family dynamics on attendance, shedding light on the role of external influences. However, the majority of these studies have been conducted in diverse settings and have often focused on specific individual factors. Despite the wealth of research on absenteeism, a significant gap exists in the literature when it comes to understanding how the interplay of factors specifically affects high school students in a public school setting. The existing body of research provides a foundation of knowledge, but there remains a lack of comprehensive understanding of how these factors interact within the context of a public school. The current status of absenteeism in Vivencio P. Casas Sr. Memorial High School, situated in Placer within the Schools Division of Masbate Province, presents an ongoing challenge. These factors encompass personal issues, social and natural conditions, subject-related challenges, teacher-related concerns, and school administration matters.

With these insights, the study aimed to propose strategic intervention that public schools can adopt to enhance student engagement and improve attendance rates. This study aimed to deeply understand the factors contributing to absenteeism among high school students in a public school context. By examining the intersection of individual, family, and school-related dynamics within this unique setting, this study seeks to offer targeted solutions that can lead to improved student attendance, academic achievement, and overall well-being.

Theoretical Framework

This study is based on Urie Bronfenbrenner's Ecological Systems Theory (1970) with social cognitive theory of Albert Bandura (1980) and Self-Determination Theory of Edward L.

Deci and Richard M. Ryan (1980) serving as the theoretical foundation.

This research is based on different theories in psychology and education. First, it uses Bronfenbrenner’s Ecological Systems Theory. His theory describes how different environments affect individual behavior. The present research applies Ecological Systems Theory to the problem of high school absenteeism. At school, students are impacted on different ways – personal, social, educational, and administrative systems influence their absenteeism and how they interact with each other. Therefore, the research examines absenteeism in a broader Ecological Context.

This study also draws on Bandura’s Social Cognitive Theory, which focuses on social modelling and self-regulation in behavior. It explores how students’ decisions about going to or missing school reflect perceptions of the behavior of their peers, teachers and school staff, and how these perceptions about their actions influence the individual’s perceptions about the consequences for them.

Furthermore, this nomological net is validated by Deci and Ryan’s Self-Determination Theory, which states that people have psychological needs for autonomy, competence and relatedness. Their fulfilment of these needs helps promote motivation and engagement.

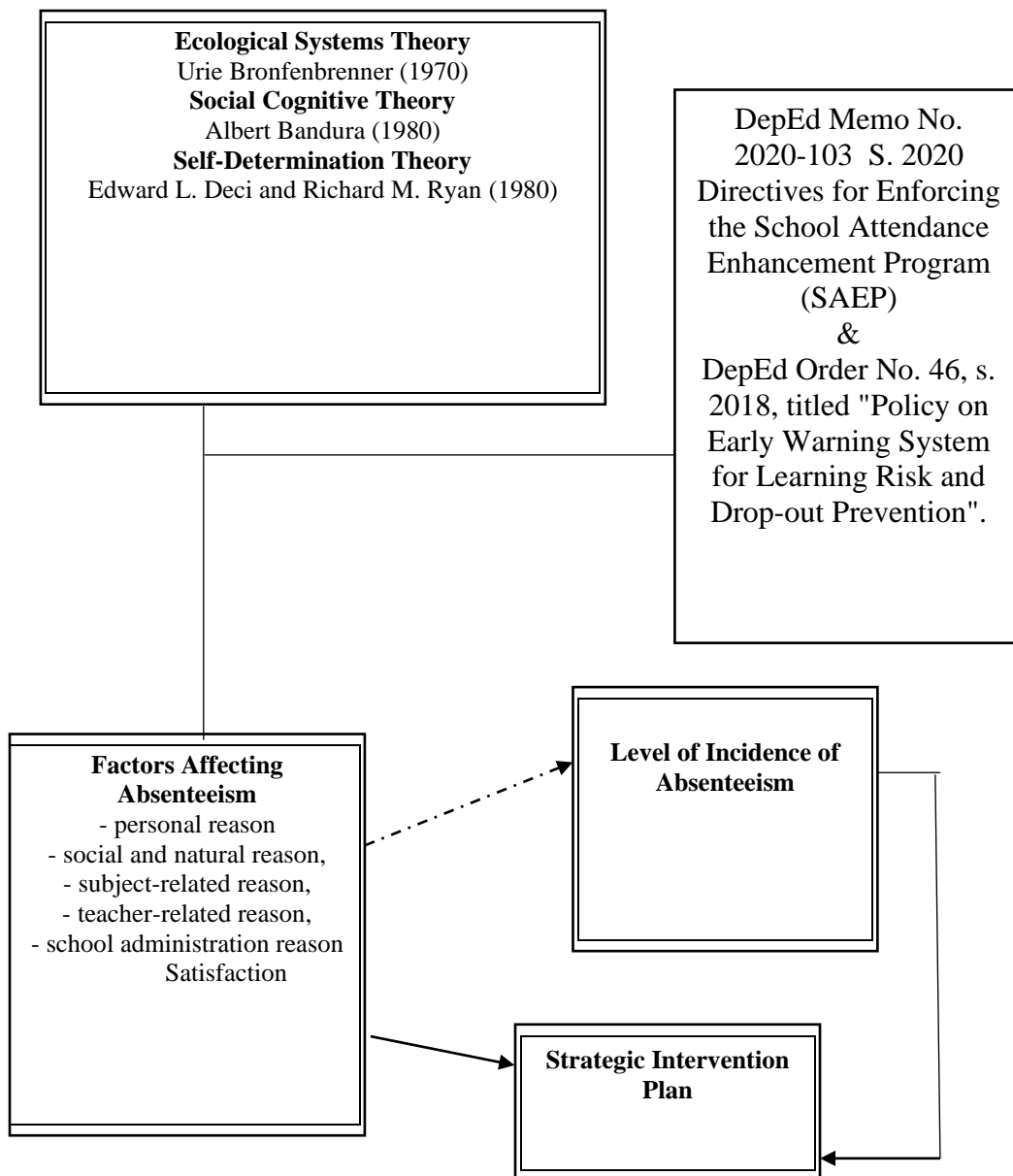


Figure 1. Schematic Diagram of Theoretical Framework of the Study

Here, the theory is useful in understanding the role that students’ sense of autonomy, mastery in academic subjects and teacher relationships have in their motivation to attend

school. The framework lists the five clusters of determinants of absence: personal (health, family issues), social and natural (bad weather, transportation availability), subject-related

(interest in, and connection to, subjects), teacher-related (relationship with and trust in teachers, teaching methods) and school administration reasons (policies, procedures, atmosphere).

This quantitative study will also catalogue the emergent reasons for absenteeism prevalent in a public high school in central Quezon city to help us understand the kinds of challenges that this student population encounters. The study also proposes a set of school-based interventions to mitigate absenteeism. It hopes to develop an action plan that attends to individual and environmental factors. In support of these endeavors are DepEd Memorandum No. 2020-103, which details a framework for improving school attendance, and DepEd Order No. 46, s. 2018 which specifically establishes an early warning system for learning risk and drop-out prevention which ultimately aims to provide evidence-based interventions that will mitigate absenteeism. This study explores in depth the causes of school absenteeism among students in a public high school. By looking at person-related, person-environment interaction, subject-related, teacher-related and school-administration related issues, the study offers the complex causal relationships behind students' absenteeism, as well as concrete examples of problems they face at school, and solutions to address these problems.

It could provide a set of suggestions to help students become more motivated and engaged with their teachers and other school staff, as well as to revise inappropriate school policies and reshape the physical and social structures of school environments to make students feel more supported and enthusiastic about learning and to attend school. School principals and school staff then can derive concrete steps to prevent absenteeism.

Statement of Purpose

This study aimed to assess the factors affecting absenteeism among Grade 11 students in the district of Placer West, Schools Division of Masbate Province, Placer, Masbate for the school year 2022-2023, as the basis for strategic intervention plan.

This study specifically looked for responses to the following queries:

1. What is the level of incidence of absenteeism among Grade 11 students during the school year 2022-2023?
2. As perceived by the respondent groups, what is the extent of occurrence of the factors affecting students' absenteeism in school as to: 2.1 personal; 2.2 social and natural; 2.3 subject-related; 2.4 teacher-related; and 2.5 school administration-related?
3. Are the variables influencing students' absenteeism and the incidence level significantly correlated?
4. What factor predicts the students' absenteeism?

Statement of Null Hypothesis

Ho: There is no significant relationship between level of incidence and the factors affecting students' absenteeism.

II. REVIEW OF RELATED LITERATURE

This section explores existing literature on the multifaceted nature of student absenteeism and its implications. It provides a foundation for understanding this pervasive issue, setting the stage for devising practical interventions to reduce absenteeism and promote a more engaged and successful high school experience for students..

Navigating the Complex Landscape of Student Absenteeism in High Schools

Student absenteeism, influenced by physical, psychological, and social factors, negatively impacts student development and reflects unfavorable attitudes towards school (Gökyer, 2012). The State Board of Education (2013) has defined both excused and unexcused absences under the category of absenteeism.

While extensive research on absenteeism exists internationally, this issue lacks attention in our country. This literature review aims to compile factors influencing absenteeism in public high schools and identify prevalent causes. Understanding these reasons can help teachers and school officials develop strategies to improve attendance. Factors contributing to absenteeism include family conflict, medical emergencies, financial difficulties, weather issues, substance use, and lack of transportation (Teasley, 2004, as quoted in Balkis et al., 2020). Additionally, boredom and lessons not tailored to students' interests also play a role (Pehlivan, 2006, as reported in Demir and Akman-Karabeyoglu, 2015).

Absenteeism in Schools and Its Causes

Absenteeism in students is defined as being away from school for any period of time and can also be defined as having persistent absences from school, work, meetings etc. It has been described that more than absenteeism, it is important to pay attention to student 'nonattendance' by Lannegrand-Willems et al. (2012) stating that when a child miss classes or is in any other way not present at school with or without justification, it can be defined as being absent from school. A prolonged absence from the school building results in truant or absentee student and it is to be decided by the school or public authority when it would lead to an absence. This makes learning more difficult and prevents the pupil from learning. Academic success of a student requires regular attendance at schools. It has been found by Gottfried (2010) that school attendance, in general, has a positive relationship with academic achievement of the students. Students who are absent from school also tend to be less academically successful. As pointed out by Balfanz and Byrnes (2012), absenteeism results in academic failure and various other risk factors (as cited by Demir and Akman-Karabeyoglu, 2015).

Absenteeism-related factors

Community support, school climate, family responsibilities, weather, transportation, health, peer pressure and social media all affect students' decisions to be absent from school. If kids miss school, they are more likely to forget their homework, turn in poor work, and fall behind in school.

Absent students tend to have lower academic achievement (but many of these students may be absentees) and lower social competence.

Family problems have also emerged as predictors, for example low socioeconomic status (Balkis et al., 2016) and parental conflict (Scungio, 2016). Health problems are often cited. And lack of noncognitive skills, such as self-motivation and self-control, is a factor as well (Lipnevich & Rogers, 2012). So are environmental factors, such as severe weather and transportation problems (Balkis et al., 2016). Noncognitive skills learned early in life can reduce absences. For children in school, noncognitive skills such as self-motivation and self-control can help them avoid becoming persistent absentees.

Youth absence from school is a significant issue

Students with attendance problems (SAPs) are at risk of struggling academically, developing mental health issues and/or unsafe behaviors (Kearney, 2008, Reid, 2014, Maynard et al., 2012; Cabus and DeWitte, 2015). Proper tracking and analysis of attendance data throughout the school population allows staff to target students and provide supports before they begin to experience long-term negative outcomes (Kearney and Graczyk, 2014, Ingul et al., 2019; Chu et al., 2019).

Once analysis of the data and established root causes occur, schools can tailor the intervention to the issue and student at hand (Reid, 2014; Kearney, 2016; Chu et al., 2019). This process of analysis, intervention and follow-up in relation to student attendance data involves staff who must have a level of data literacy and cohesive understanding of the school's problem at hand (Mandinach, 2012; Kearney, 2016). Importantly, this type of intervention is best used as part of a comprehensive strategy to intervene with youth with school absenteeism (Kearney, 2016).

Administrative Data on School Attendance

Administrative data, collected by school staff, give a complete picture but can overestimate unauthorized absence (due to ill health or parental reasons) depending on the category used (Keppens 2018; Keppens Spruyt 2016, 2017a), pre-planned and post-registration truancy might not always be recorded (Keppens 2016), and absences coded as requiring school withdrawal or refusal not always such (Heyne et al 2019).

Data Regarding Self-Reported Attendance

Self-report is a common method of measuring school absenteeism. It allows researchers to examine both contextual and individual factors (e.g., Maynard et al., 2012; Havik et al., 2015; Keppens Spruyt, 2016). This method also helps identify other forms of absenteeism, such as truancy and school refusal (i.e., Keppens Spruyt, 2016; Heyne et al., 2019). It thus provides a more suitable presentation of primary symptoms. However, due to possible fear of consequences, particularly in minority groups, it can underestimate people's actual pupil absenteeism (eg, Kirk, 2006; van Batenburg-Eddes et al, 2012).

Risk factors of problematic absences from school

Problematic school absenteeism is associated with psychiatric disorders, teenage pregnancy, externalizing behavior, delinquency and substance abuse. National Center for Education Statistics show that high school (ie, a programme preparing students for college or work) absenteeism rates increase from 13 per cent of students in eighth grade to 15 per cent in twelfth grade (2018). Risk factors include an accumulation of risk factors, such as diversity of domains affected, and similarities between risk variables for delinquency and school absenteeism. These similarities suggest that there might be a shared underlying mechanism between absenteeism and dropping out of school, and delinquency. Also, absenteeism is more likely for girls, whereas dropout is more likely for boys. This inconsistency between the genders could reflect shifts in the culture, with girls being more affected by social perceptions regarding drug abuse compared with boys, for example (ii. Population-oriented interventions and research is highly needed!). To prevent absenteeism and dropping out of school, interventions that target multiple factors and include child, family, school and peer-related factors are necessary. The same holds true for effective delinquency prevention. This again highlights the potential need to assess college readiness, social skills and socioeconomic status when evaluating absenteeism and delinquency. We urgently need population-oriented basic and applied science on absenteeism and delinquency.

Synthesis

This literature review focuses on student absenteeism and how it impacts their learning experience. It is detrimental to their learning experience as it deprives them of knowledge in various academic areas and also hinders a regular growth experience throughout their lives. They are likely to find difficulty in keeping up their pace with other students, which in turn create social emotional challenges. Psychological, familial, health and transportation issues are the primary reasons that make students absent from school. The reasons are many and this absenteeism needs to be tackled systematically.

One of the main challenges here is to ensure that students come to school regularly for learning. Those who want to learn are likely to attend school without any ado. However, repeated absenteeism without a valid reason may point to issues such as a psychiatric disorder or substance abuse among the involved students. Thorough data analysis and early intervention programs are necessary for addressing absenteeism in school settings in innovative ways.

III. RESEARCH METHODOLOGY

This section contains a general description of the research methodology, how the data was collected, and the categories of participants that have been recruited to take part in the studies. It also mentions the tools and procedures that will be used in this course of research, as well as a general idea of the statistical analysis that will be undertaken on the data.

Design

This study utilized a descriptive predictive quantitative research design to study perceptions of factors attributing to absenteeism in high school students, as perceived by parents, teachers, and guidance coordinators of high schools in the district of Placer West, Schools Division of Masbate Province, Placer, Masbate. Descriptive statistics such as frequency count and percentage, weighted mean, and one-way ANOVA (analysis of variance) were used for analysis. Multiple regression analysis were used to predict the effect of factors on absenteeism of students. The research aimed to identify similarities and differences in perceptions among the three groups of respondents and establish causal relationships between variables. Specifically, the study determined the personal, social, and natural reasons; subject-related reasons; teacher-related reasons; and school administration reasons for student absenteeism. Through predictive analysis, the study seeks to uncover patterns and trends that may influence student absenteeism in a public high school setting.

Study Participants

A survey research was conducted by collecting data from participants, including parents, teachers, and guidance coordinators, from Vivencio Casas Sr. High School, Rodolfo Z. Titong National High School, and Verdida Sabrido National High School.

Sampling Technique Procedure. Complete enumeration sampling was employed for selecting all teachers and guidance coordinators. For the parents, the Krejcie and Morgan formula was used to determine the sample size, and simple random sampling was applied to select the parent respondents.

The information given shows the distribution of respondents among the different groups at Vivencio Casas Sr. Memorial High School, Rodolfo Z. Titong National High School and Verdida Sabrido National High School. In particular, there are 278 parent-respondents, 54 teacher-respondents, and 3 guidance coordinator-respondents.

Instruments

Pilot testing was conducted to ensure the reliability and validity of the survey instruments, involving both content validation and reliability testing. Initially, the instruments were reviewed by district supervisors in the Masbate District. Feedback from parents, teachers, and guidance coordinators during the pilot testing was carefully considered, leading to adjustments that enhanced clarity, relevance, and comprehensiveness.

The validation involved expert review by district supervisors and field testing with actual respondents. The supervisors' suggestions were incorporated to improve validity, and practical insights from the pilot testing participants ensured further refinements.

The questionnaire was the key to the data-gathering instrument used in the research aimed to gather information needed in the study. The researcher utilized a researcher-made questionnaire. The questionnaire titled, the survey on factors affecting absenteeism among high school students the case of a public school is composed of three parts.

First part was used to determine the profile of the respondents with regard to the category they belong whether parents, teachers or administrators. Part 1 of the questionnaire also addressed the level of absenteeism among students as reported by teachers over the past three months. Teachers were asked to provide specific data regarding the number and percentage of absences, and to categorize the level of absenteeism as low, moderate, or high based on a provided legend. The legend categorizes absenteeism as follows: 0-4% was considered low or insignificant, indicating minimal impact on the student's education; 5-9% was fair or minor, suggesting a minor level that could still be addressed relatively easily; 10-14% was moderate or significant, indicating a noticeable level that may start to affect the student's learning and require intervention; 15-19% was high or major, denoting a high level likely to impact the student's academic performance and needs immediate attention; and 20% and above was very high or critical, representing a critical level that severely affects the student's education and demands urgent and substantial interventions. This section of the questionnaire aimed to quantify absenteeism by collecting detailed data on attendance patterns, enabling a comprehensive analysis and identification of areas needing targeted interventions.

The second part determined the factors affecting absenteeism in a public school that include personal reason (7 items), social and natural reason (7 items), subject related reason (7 items), teacher-related reason (7 items), and school administration reason (7 items). The research instrument was pilot tested to the parents, teachers, and guidance coordinator of Bangasilan National High School, Placer, Masbate. The Cronbach's Alpha computed as 0.924 indicated that the instrument was within the standard indicating internal consistency and reliability.

Data Gathering Procedure

Pre-Data Gathering. This study was conducted in two separate phases. The Dean of the Graduate School of Education of the University of the Visayas was first contacted for written approval to proceed with the study. Before the questionnaire was distributed, a letter requesting authorization was sent to the Public Schools District Supervisor. A separate letter was sent to the principal once approved by the PSDS. In the first phase, the questionnaire was administered to Bangasilan National High School for validity and reliability.

Actual Gathering. The distribution of questionnaires occurred in the second phase. Participants were given an in-depth explanation of the instrument's content and assured that answers were used for the purpose of the study. Researcher uphold a rigorous commitment to moral standards, protecting the participants' confidentiality, anonymity, and informed consent.

Post Data Gathering. The data was meticulously recorded, safely stored, and submitted to suitable statistical analysis in order to examine whether there were any notable differences between the perceptions of the parents, teachers, and administrators on factors affecting students' absenteeism in a public school.

Data Analysis

The method for collecting data and conducting statistical analysis were outlined in this section. In the data analysis phase, various statistical methods were employed. Descriptive analysis was utilized to summarize the characteristics of the data, considering the design's quantitative nature. Data were analyzed using descriptive statistics, including frequency count, percentage, and weighted mean, to consolidate the responses. Chi-square tests were employed to examine associations between categorical variables, ANOVA was used to compare means among different groups, and multiple regression analysis were applied to identify predictors of absenteeism. These methods enable understanding of the perceptions of parents, teachers, and guidance coordinators on factors contributing to absenteeism and in identifying significant predictors to inform interventions and policies.

Data Analysis

The descriptive correlational design describes the relation between and among variables, the predictive correlational design predicts a future event or phenomenon, while the model testing design tests a specific theoretical model or hypothesis, which stat with their implication for ethical standards. The descriptive correlational design is centered on examining the nature of the relationship between variables using relationship analysis. A predictive correlational designs use the relationship between variables to predict a future event or phenomenon. The researcher collects data on the predictor variables and based on the regression analysis they estimated the value of the outcome variable. This way the design was useful to predict certain events where researcher needs to project an estimated value or some future event.

The chi-square tests were used to examine the relationship between absenteeism levels and multiple influencing factors, including personal, social, natural, subject-related, teacher-related, and school administration-related factors. The chi-square test assesses whether the observed frequencies of absenteeism across different categories of these factors differ significantly from expected frequencies. This helps to identify which factors have a statistically significant association with absenteeism. Chi-square tests were chosen over Pearson correlation due to the categorical nature of some variables, allowing for the examination of associations between these variables.

Predictive and correlational analyses were used to identify patterns and relationships between individual variables as well as sets of variables. Modelling was also utilized to examine the prediction outcome of certain factors on absenteeism Student 'predictor' analyses were conducted to establish the relationship between predictor variables (all the variables that were listed with the exclusion of student absenteeism) and the outcome variable – student absenteeism. This was done with the objective of identifying the specific variables that significantly predict high school student absenteeism. By knowing which factors could predict student absenteeism, intervention programs and policies could be developed to effectively address this problem. Multiple linear regression

analysis was used to evaluate how strongly these factors predicted absence.

To quantify the extent to which these factors predict absenteeism, multiple linear regression analysis was utilized. ANOVA (Analysis of Variance) was also conducted to determine the overall significance of the regression model. By comparing the variance explained by the model to the variance within the data, ANOVA helps to validate whether the predictors collectively have a significant impact on absenteeism. The coefficients table from the regression analysis further elucidates the relationship between specific factors and absenteeism. It provides both the unstandardized coefficients, showing the direct effect of each predictor, and the standardized coefficients, indicating the relative importance of each factor.

Ethical Considerations

The study received ethical approval and underwent review by the UV-IRB with Ref. Number 2024-071. Privacy and confidentiality measures were strictly adhered to, with all data and questionnaires securely stored. Respondents' identities remained confidential in the publication of research output. Data were treated with utmost protection under the provisions of the DATA PRIVACY ACT of 2012. Informed consent forms were provided to all respondents participating in the study.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The following section provides the summary outcomes of investigation carried out by taking into account data on absenteeism from the high schools. The data, that was based from the research, has been presented in form of tables and charts; these lend clarity in getting insight into the factors associated with absenteeism and the patterns of lethargy among high school students. Following the comprehensive data analysis, the author of this chapter attempts to identify the core cause of absenteeism in students and infers from the trends presented in timetables how the education system could be implemented better so that maximum students could draw benefits from it.

Level of incidence of absenteeism among Grade 11 students

The problem of absences in Grade 11 is often reported as a key issue for teachers and principals, as it can have an impact on the student's performance as well as his wellbeing. This study present the results of an enquiry aimed to determine the rate of student's absence of classes who lectured by teachers surveyed in their Gr 11 classes during the months of January, February and March 2024. The objective in gathering the data of student's absence for the three months period 2024, was to determine if there is incidence of student's absenteeism among them and especially among Grade 11 students. Understanding the extent of incidence of absenteeism can helps to identify issues and put in place the appropriate intervention to address the problems that might arise so as to improve student's attendance and academic performances.

Table 1 illustrates the level of absenteeism among students based on incidents. There are three demonstrated levels for absenteeism namely: Low, Moderate and High. Information provided shows the frequency and percentage of students in respective category from a total of 1023 students. In the table, two highest values for data and two lowest values for data are most relevant. It is evident from the table that 64.91 % of students, which occupies the first place from the bottom (Low) of the pie chart in attendance category, are in category of Low absenteeism. This apparently shows a positive trend of regular school attendance for about good six out of ten school students, which could be, therefore, a contributing factor to improve academic performance. On the other hand, two lowest values for data 13.59 % of students are in High absenteeism (up o the pie chart or the second category from the top). This is apparently a negative trend in the school for a student subgroup of about one in ten students in school. This subgroup of students are at risk of performing poorly academically unless, perhaps, this subgroup are specially targeted to address their absenteeism and consequently improve their school performance.

Table 1. Level of Incidence of Absenteeism

Category	Frequency	Percentage
Low	664	64.91
Moderate	220	21.51
High	139	13.59
Total	1023	100.00

Legend: 20% above - Very High/ Critical; 15 – 19 % - High/Major; 10 - 14% - Moderate/ Significant; 5 - 9% - Fair/Minor; 0 - 4% - Low/ Insignificant

This study’s findings are also consistent with the findings of previous research on academic outcomes and absenteeism: A study by Kearney (2008) suggests that students with ‘high

levels of absenteeism’ had ‘lower grades and higher levels of anxiety and depressive symptoms’ than students with ‘low levels of absenteeism’. Similarly, research by Maynard et al (2012) suggests ‘increased odds of engagement in indicators of growth and risks such as drug abuse, delinquency prone sex, [and] violent victimization’ for absenteeism as well, with similar findings for dropout rates across the high-school years.

Furthermore, the finding of various degree of absenteeism aligns with the previous study conducted by Reid (2014) who identified low (eg, once or twice a month), moderate (eg, one to two days a week) and high (eg, three or more days a week) absence from school. These different levels of absenteeism suggest that the intervention will focus on students with moderate-high absenteeism since intervention should enhance students’ proficiency in related subjects.

Further, using detailed, targeted intervention plans – as Samuels suggests we do for attendance – is exactly what Archambault et al (2009) recommend. Attempting to address the reasons behind students’ attendance challenges is a much more effective approach than the current model of using blunt instruments such as fines, as a ‘deterrent’. Using interventions that consider the specific factors that lend themselves to chronic absenteeism (concerns at home, health, disinterest in school, etc) is an essential part of keeping students in school.

Extent of Occurrence of the Factors Affecting Students’ Absenteeism in School

The Extent of Occurrence of the Factors which cause students' Absenteeism in school is a question I need to analyze as it highlights the multidimensional elements behind the students' Absenteeism. This investigation will include the following dimension: Personal, Social and Natural, Subject-related, Teacher-related, and School administration related. Analyzing these factors from different point of views like:

Table 2. Extent of Occurrence of the Factors Affecting Students’ Absenteeism in School as Perceived by the respondents in terms of Personal

Statement	Guidance Coordinator n = 3		Parent n = 900		Teacher n = 120	
	Mean	Description	Mean	Description	Mean	Description
Health-related issues have led to the school absences of students.	4.67	Strongly Agree	3.94	Agree	4.58	Strongly Agree
School absences occurred due to family conflicts or responsibilities.	4.67	Strongly Agree	3.27	Neutral	4.60	Strongly Agree
Personal hobbies or activities outside of school sometimes result in students’ absences.	4.33	Strongly Agree	3.18	Neutral	3.78	Agree
Financial constraints have caused students to miss school occasionally.	5.00	Strongly Agree	3.49	Agree	4.60	Strongly Agree
Students often feel that their academic performance affects their decision to attend school.	4.67	Strongly Agree	3.30	Neutral	4.53	Strongly Agree
Personal goals or aspirations influence their motivation to attend school regularly.	4.67	Strongly Agree	3.89	Agree	4.50	Strongly Agree
They believe their family's support impacts their commitment to attending school.	4.67	Strongly Agree	4.12	Agree	4.68	Strongly Agree
Overall Mean	4.67	Strongly Agree	3.60	Agree	4.47	Very High

Legend: 4.21 – 5.00 (strongly agree/very high); 3.41 – 4.20 (agree/high); 2.61 – 3.40 (Neither agree nor disagree/neither high nor low); 1.81 – 2.60 (disagree/low); 1.00 – 1.80 (strongly disagree/very low).

Guidance coordinators, Parents and Teachers will help the researcher to draw a comprehensive depiction of the prevalence issues and consequently to adapt the intervention to meet the challenges.

Personal. The Frequency of the Elements which influence the student absence from School in accordance with personal

factor is a fundamental fact. This factor came across how influence each people in terms of being away for their officials duties as a student. The factors in this element are health problems such as illness and infected diseases, family problems, personal hobbies such as music, singing, painting, religion, financial issues, intelligence of student, personal

goal, and family parents support. Analyzing this element using the opinion of the Guidance coordinators, the parent and the teachers yield some personal reasons of the students absenteeism and how to design instruction to overcome the elements.

Information concerning the amount of agreement among Guidance Coordinators, Parents and Teachers regarding whether or not personal factors play an important role in student absenteeism are shown in Table 3.

It has been found that Guidance Coordinators respond overall in great agreement with the statement that they generally attribute student absenteeism to health and school-related issues; family conflict; financial problems; students' academic performance goals and; family support. Parents also responded in a similar way to Guidance Coordinators concerning their viewpoint on student absenteeism, except that they respond in neutral stance to family conflicts and their worries that students are failing their classes. They generally affirmed that health and school-related issues; financial problems and; students' academic performance goals and; family support as the main factors that influence student's relative absence. In contrast, teachers align closely with guidance coordinators, strongly agreeing on most factors, including health-related issues, family conflicts, financial constraints, academic performance concerns, personal goals, and family support (Dornbusch et al., 2001; Reyes et al., 2012). Overall, there is a consensus among guidance coordinators and teachers regarding the importance of personal factors in absenteeism, while parents exhibit a more neutral stance on certain aspects. These findings underscore the significance of addressing personal factors to enhance student attendance and academic engagement (Eccles et al., 2004; Kearney, 2008).

Social and Natural Factor. This part of the research takes into account any influence that social and natural factors may have on performance of student absenteeism as viewed by different stakeholders such as; guidance coordinators, students, parents and teachers. Taking into account this perspective can help the researcher come up with important

areas where intervention is required to improve the attendance of students who are tardy or excessively absent from school. Table 3 presents the collective insights of these groups on how elements such as weather conditions, transportation issues, family events, and feelings of safety contribute to student absenteeism.

Table 4 illustrates the perceived influence of social and natural factors on student absenteeism, as reported by guidance coordinators, parents, and teachers. While all groups acknowledge the impact of these factors to varying degrees, teachers exhibit a stronger perception compared to parents and guidance coordinators. Guidance coordinators generally agree that factors such as extreme weather conditions, transportation issues, and school-related extracurricular activities significantly affect attendance (Smith et al., 2018). However, they remain neutral on students' feelings of unsafety or insecurity (Jones & Brown, 2019). In contrast, parents present a more neutral stance overall, acknowledging the influence of extreme weather conditions and school-related extracurricular activities but remaining neutral on transportation issues and family events or social commitments (Johnson & White, 2017).

Teachers, on the other hand, display a higher level of agreement, particularly on transportation issues and school location, highlighting practical barriers to attendance (Davis & Green, 2020). Parents likely see their children less regularly throughout the day than do teachers, which pollutes and obscures the picture of frequency of attendance. Taking all these factors into consideration leads to the conclusion that interventions should not only reflect all these different views but have a multi-pronged and multi-dimensional approach, potentially linking problems of transport and safety and supporting students' social commitments and sporting and extracurricular involvement (eg, Garcia 2019; Martinez, 2019). Bringing together these different pictures of why students don't come to school will hopefully make the interventions we provide to minimize absenteeism more effective.

Table 3. Extent of Occurrence of the Factors Affecting Students' Absenteeism in School as Perceived by the respondents in terms of Social and Natural

Statement	Guidance coordinator n = 3		Parent n = 900		Teacher n = 120	
	Mean	Description	Mean	Description	Mean	Description
Students usually missed school due to extreme weather conditions.	4.00	Agree	3.68	Agree	4.03	Agree
Transportation issues frequently affect their ability to attend school.	4.00	Agree	3.20	Neutral	4.42	Strongly Agree
Family events or social commitments have led to students' school absences.	4.00	Agree	3.14	Neutral	4.11	Agree
Feeling unsafe or insecure has at times caused students to miss school.	3.33	Neutral	3.26	Neutral	3.98	Agree
Students may think that school-related extracurricular activities impact their attendance.	4.00	Agree	3.67	Agree	4.13	Agree
Personal preferences for transportation methods influence attendance of students.	4.00	Agree	3.43	Agree	4.12	Agree
Students consider school location in relation to their residence when deciding to attend.	4.00	Agree	3.43	Agree	4.50	Strongly Agree
Overall Mean	3.90	Agree	3.40	Neutral	4.18	High

Legend: 4.21 – 5.00 (strongly agree/very high); 3.41 – 4.20 (agree/high); 2.61 – 3.40 (Neither agree nor disagree/neither high nor low); 1.81 – 2.60 (disagree/low); 1.00 – 1.80 (strongly disagree/very low).

Subject related. The following overview is going to discuss to what extent subject related factors lead up to absenteeism, as perceived by the Guidance coordinators,

Parents and Teachers. This part is meant to gain an insight into the extent to which student interest of a subject, the level of difficulty, the impact of after school activities and the degree

to which the subjects chosen matter do contribute to this understudy’s absence. Moreover, this section should gain an

insight into how the classroom environment and curriculum design may influence student’s attendance rates.

Table 4. Extent of Occurrence of the Factors Affecting Students’ Absenteeism in School as Perceived by the respondents in terms of Subject-related

Statement	Guidance Coordinator n = 3		Parent n = 900		Teacher n = 120	
	Mean	Description	Mean	Description	Mean	Description
Students tend to miss school on days when they have subjects they don't enjoy.	4.00	Agree	3.07	Neutral	3.82	Agree
Challenging subjects have caused students to miss school on occasion.	4.00	Agree	3.16	Neutral	4.01	Agree
Extracurricular activities impact school attendance in certain subjects.	4.33	Strongly Agree	3.63	Agree	4.11	Agree
Students feel more motivated to attend school on days when they have classes they enjoy.	4.67	Strongly Agree	4.13	Agree	4.70	Strongly Agree
Students’ perception of subject importance influences their decision to attend school.	4.67	Strongly Agree	3.87	Agree	4.51	Strongly Agree
Students tend to believe that the relevance of subjects to their future impacts their attendance.	4.33	Strongly Agree	3.89	Agree	4.31	Strongly Agree
Personal learning preferences influence students’ commitment to attending specific classes.	4.33	Strongly Agree	3.75	Agree	4.41	Strongly Agree
Overall Mean	4.33	Strongly Agree	3.64	Agree	4.27	Very High

Legend: 4.21 – 5.00 (strongly agree/very high); 3.41 – 4.20 (agree/high); 2.61 – 3.40 (Neither agree nor disagree/neither high nor low); 1.81 – 2.60 (disagree/low); 1.00 – 1.80 (strongly disagree/very low).

Table 4 presents the extent of subject-related factors affecting student absenteeism as perceived by guidance coordinators, parents, and teachers. The overall mean ratings reveal varying levels of agreement on the impact of these factors on student attendance. Guidance coordinators strongly agree that subject-related factors significantly influence student absenteeism, with an overall mean score of 4.33. They strongly agree that students are more motivated to attend school on days with enjoyable classes (mean of 4.67) and that the perceived importance of subjects to their future significantly influences attendance (mean of 4.67). These high mean scores indicate that enjoyable and perceived important subjects are critical factors in promoting regular attendance. Parents, with an overall mean score of 3.64, generally agree that subject-related factors affect student attendance. They agree that enjoyable classes (mean of 4.13) and the perceived importance of subjects (mean of 3.87) impact attendance. These indicators suggest that while parents recognize the role of engaging and relevant subjects, they perceive their influence to be less strong compared to guidance coordinators and teachers.

Teachers strongly agree that subject-related factors are significant determinants of student absenteeism, with an overall mean score of 4.27. They identify enjoyable classes (mean of 4.70) and the perceived importance of subjects (mean of 4.51) as the top factors affecting attendance. These high scores reflect teachers' strong belief that making subjects enjoyable and relevant is crucial for reducing absenteeism.

The data indicates a consensus among guidance coordinators, parents, and teachers that enjoyable and relevant subjects significantly affect student absenteeism. Guidance coordinators and teachers show stronger agreement on these factors compared to parents. There is broad consensus on how to address the strongest points for agreement – that students who find school to be interesting and important (relevant) attend more frequently and are more motivated to do the schoolwork. These findings are grounded in Self-Determination Theory (Deci & Ryan, 1980). Findings from studies on school choice help to explain this, and advocate for

the incorporation of student interests and future aspirations in courses and programs at school. This understanding could lead to interventions to increase student engagement and attendance by designing courses and programs that are more engaging and relevant to students’ lives and future aspirations (Fredricks, Blumenfeld, & Paris, 2004; Ryan & Deci, 2000).

Teacher-related. Investigating teachers' role in students' absenteeism is important for coming up with ways to reduce absenteeism. The following analysis examines the extent to which various teacher-related factors influence students' decisions to attend school, as perceived by guidance coordinators, parents, and teachers themselves. This evaluation highlights the importance of teacher-student relationships, teaching methods, and teacher behaviors in shaping student attendance patterns.

Table 5 presents the perceptions of guidance coordinators, parents, and teachers regarding how teacher-related factors influence student absenteeism. The data highlight varying levels of agreement among the groups, with guidance coordinators and teachers generally expressing stronger consensus on certain aspects compared to parents. Guidance coordinators strongly emphasize the significant impact of teacher-related factors on student absenteeism, yielding an overall mean score of 4.71. They particularly emphasize positive teacher-student relationships and teacher encouragement, both scoring perfect mean scores of 5.00. Additionally, they highly prioritize recognizing students' efforts (mean of 5.00). Conversely, engaging teaching methods and conflicts with teachers or classmates, while still considered important, receive lower mean scores of 4.33. This underscores the paramount importance of positive reinforcement and nurturing relationships in fostering student attendance.

Parents generally acknowledge the influence of teacher-related factors on student attendance, reflected in an overall mean score of 3.79. They exhibit the most positivity towards teacher encouragement (mean of 4.09) and positive teacher-student relationships (mean of 4.04).

Table 5. Extent of Occurrence of the Factors Affecting Students' Absenteeism in School as Perceived by the respondents in terms of Teacher-related

Statement	Guidance coordinator n = 3		Parent n = 900		Teacher n = 120	
	Mean	Description	Mean	Description	Mean	Description
Students' ability to connect with certain teachers affects their attendance.	4.67	Strongly Agree	3.36	Neutral	4.29	Strongly Agree
Engaging teaching methods increase students' inclination to attend school.	4.33	Strongly Agree	3.85	Agree	4.59	Strongly Agree
Conflicts with teachers or classmates have led to school absences of students.	4.33	Strongly Agree	3.29	Neutral	4.18	Agree
A positive teacher-student relationship could improve students' attendance.	5.00	Strongly Agree	4.04	Agree	4.32	Strongly Agree
Students tend to believe that teacher encouragement impacts their commitment to attend class.	5.00	Strongly Agree	4.09	Agree	4.51	Strongly Agree
Teachers' recognition of their efforts affects students' motivation to attend school.	5.00	Strongly Agree	3.94	Agree	4.53	Strongly Agree
Students' perception of teachers' understanding of their needs influences attendance.	4.67	Strongly Agree	3.93	Agree	4.29	Strongly Agree
Overall Mean	4.71	Strongly Agree	3.79	Agree	4.39	Very High

Legend: 4.21 – 5.00 (strongly agree/very high); 3.41 – 4.20 (agree/high); 2.61 – 3.40 (Neither agree nor disagree/neither high nor low); 1.81 – 2.60 (disagree/low); 1.00 – 1.80 (strongly disagree/very low).

However, they express neutrality regarding students' connection with teachers (mean of 3.36) and conflicts with teachers or classmates (mean of 3.29). This suggests that while parents recognize the value of supportive teachers, they may not fully grasp the impact of personal connections and conflicts on attendance.

Teachers strongly affirm the significance of teacher-related factors in shaping student absenteeism, with an overall mean score of 4.39. They highlight engaging teaching methods (mean of 4.59) and recognizing students' efforts (mean of 4.53) as crucial factors. Positive teacher-student relationships are also highly valued (mean of 4.32). While conflicts with teachers or classmates are considered less influential, they are still deemed important, with a mean score of 4.18. This underscores teachers' belief in their role in fostering a conducive learning environment to mitigate absenteeism. Further, as seen in Figure 3, it is notable that guidance coordinators, parents and teachers agree to a significant extent on the level of impact from teacher-related factors on attendance. The response also agrees to some extent to the relevancy of teacher-related factors on attendance, which goes in line with Bronfenbrenner's Ecological Systems Theory (1979) and Bandura's Social Cognitive Theory (1986) and Sel-Determination Theory by Deci and Ryan (1985). The fact that they agree to a certain extent that these distractors have significant impact on attendance can be an evidence that to improve attendance, teachers must enhance their relationship with their students, engage the students through different learning perspective and provide consistent reward and feedback to the students. It is thus, suggested that the response to the question on strategies that can help improve attendance and promote academic success, can be improved if the strategies are designed with input of all the stakeholders and guided by the theoretical perspective.

School-administration. This part looks at factors of school administration that give rise to student absenteeism. From the viewpoint of the guidance coordinators, the parents and the school teachers, I made an effort to find out if lack of clear-cut school attendance policies, presence or dearth of

administration's response towards problems of attendance and the nature of school environment in general, whether providing enough motivation to the student to attend school regularly or not, are some of the reasons that contribute to the prevalence and incidence of student absenteeism. This part brings to fore all the points regarding student absenteeism on the part of the school administrative side of things that give us a clear perspective as to what causes student absenteeism and is worthy of being paid heed to when it comes to school management issues.

Table 6 outlines the perceptions of guidance coordinators, parents, and teachers concerning the impact of school administration-related factors on student absenteeism. Guidance coordinators strongly emphasize the significant influence of school administration-related factors on absenteeism, with an overall mean score of 4.52. They particularly highlight the importance of clear attendance policies, adequate addressing of student concerns, and minimizing conflicts with school rules.

Additionally, they stress the critical role of improved communication from the administration, policies that reflect student needs, valuing student attendance and input, and maintaining a motivating school environment. Parents also recognize the relevance of school administration-related factors, yielding an overall mean score of 3.77. They acknowledge the importance of clear attendance policies, addressing student concerns, and minimizing conflicts with school rules. Moreover, they emphasize the significance of improved communication, reflective school policies, valuing attendance and input, and fostering a conducive school environment. However, their agreement is not as strong as that of guidance coordinators.

Teachers perceive school administration-related factors as highly influential, with an overall mean score of 4.28. They emphasize the importance of clear attendance policies, addressing student concerns, and minimizing conflicts with school rules. Furthermore, they stress the critical role of improved communication, policies reflecting student needs,

valuing attendance and input, and maintaining a motivating school environment.

These findings indicate a consensus among guidance coordinators, parents, and teachers regarding the significant role of school administration-related factors in influencing student attendance. Such strong agreement points to the

significance of clear policies, communication and a school culture that supports students. Two recent studies (Smith et al, 2020; Johnson, 2021) reinforce the power of that trio as it concerns reducing absence, as does work by Brown et al (2019), which considered how student-centred policies and environments affected rates of attendance.

Table 6. Extent of Occurrence of the Factors Affecting Students' Absenteeism in School as Perceived by the respondents in terms of School Administration-related

Statement	Guidance coordinator n = 3		Parent n = 900		Teacher n = 120	
	Mean	Description	Mean	Description	Mean	Description
Unclear school attendance policies have caused students to miss school.	4.33	Strongly Agree	3.58	Agree	4.19	Agree
The school administration adequately addresses student concerns about attendance.	4.33	Strongly Agree	3.82	Agree	4.40	Strongly Agree
Conflicts with school rules or regulations have led to school absences of students.	4.33	Strongly Agree	3.51	Agree	4.03	Agree
Improved communication from the school administration could reduce absenteeism.	4.67	Strongly Agree	3.80	Agree	3.92	Agree
School policies reflect students' needs and circumstances.	4.67	Strongly Agree	3.70	Agree	4.40	Strongly Agree
School administration values students' attendance and input.	4.67	Strongly Agree	3.94	Agree	4.52	Strongly Agree
The school environment influences the motivation of students to attend school regularly.	4.67	Strongly Agree	4.05	Agree	4.52	Strongly Agree
Overall Mean	4.52	Strongly Agree	3.77	Agree	4.28	Very High

Legend: 4.21 – 5.00 (strongly agree/very high); 3.41 – 4.20 (agree/high); 2.61 – 3.40 (Neither agree nor disagree/neither high nor low); 1.81 – 2.60 (disagree/low); 1.00 – 1.80 (strongly disagree/very low).

The consensus on these factors suggests that it is likely beneficial for school administrations to create opportunities for students to participate in decision-making, ensure that school policies are clear and collaborative with the demands of students, and create a sense of camaraderie at school to avoid high rates of absenteeism. As a consequence of gathering recent empirical evidence and the judgments held by stakeholders, we can encourage policies that lessen absenteeism and increase favorable student outcomes.

Relationship between Level of Incidence and the Factors Affecting Students' Absenteeism

This section discusses the analysis and interpretation of the findings which relates to the overriding importance of the influence of incidences of absenteeism. The study also highlights how personal, social and natural factors, such as subject-related, teacher-related and school administration-

related factors intricately influence absenteeism on students in terms of level. The chi-square test is used to ascertain if the aforementioned have any significant influence on the level of absenteeism exhibited by the students. The findings throw some light into the reasons for truancy and can be used as points of departure for the formulation of programs that curb the tendency to truancy.

Chi-square tests are used rather than a Pearson correlation-coefficient because the variables are categorical. The variables under investigation, such as personal, social and natural, subject-related, teacher-related, and school administration-related factors, are categorical in nature, meaning they represent distinct categories or levels rather than continuous numerical values. Chi-square tests are specifically designed to analyze the relationship between categorical variables, making them the appropriate choice for this type of analysis.

Table 7. Significant Relationship between Level of Incidence and the Factors Affecting Students' Absenteeism

Variable	Computed value	df	P-value	Decision on Ho $\alpha = 0.05$	Interpretation
Level of Incidence in relation to:					
Personal	604.548	190	<.001	Reject Ho	Significant
Social and natural	466.072	200	<.001	Reject Ho	Significant
Subject-related	255.727	190	0.001	Reject Ho	Significant
Teacher-related	349.965	180	<.001	Reject Ho	Significant
School administration-related	230.755	170	0.001	Reject Ho	Significant

Table 7 reported the statistic analysis of the relationship between the fact level of students' absenteeism and its variants, personal, social and natural, subject, teacher, school administering that may encourage students partly or fully absent from the classroom. Only the computed values of the chisquare (chi-square), the degrees of freedom (df) and the p-value are provided in detail as follows. Personal or Individual factor significantly contributes in influencing the percent rate

of absenteeism with computed value 604.548 and and p- value <=0.001.

The null hypothesis(Ho) has been rejected at 0.05 level of Significance. This shows that personal factors such as health problem, family problems or conflicts, financial problem, personal goal have a significant contribution on student absenteeism. Since personal factor has a significant affect on absenteeism, this can also be analogous to the Ecological Systems Theory by Bronfenbrenner (1979) which also stated

that the individual and the family situation is most crucial in affecting the students behavior

There also appears to be a meaningful combination effect of social and natural absenteeism factors; a combined value of 466.072 with a p-value of less than .001. Thus, the null hypothesis is rejected because extreme weather conditions, for example, or issues with transportation or other family affairs were found to have a direct influence on absenteeism. Bandura's Social Cognitive Theory (1986) underlines the power of environment and society in behaviour.

The equation for person-specific reasons produces a computed value of 255.727 with $p=0.001$, allowing us to reject the null hypothesis. That is, whether subjects like to attend or not, whether they feel attended by challenges and also how relevant subjects for school development are, will appear to be civic duties that must be accomplished for one's future is strongly linked to whether or not they actually attend. This finding is compatible with Self-Determination Theory (Deci and Ryan, 1985) where the value of an activity does indeed rely on the adequacy of the motivation that leads students to the activity itself, on its relevance to their goals and interests.

Since the computed value for teacher-related variables which is 349.965 is greater than the tabulated value of 3.810 at p-value of less than 0.001, the null hypothesis is rejected. This indicates that teacher-student relationships, teaching methods and teacher's encouragement related to attendance are all highly significant. This finding supports both Ecological Systems Theory with teacher-student relationships at the microsystem component of interactions and the Social Cognitive Theory with teacher's observational learning and reinforcement by teacher.

Third, absenteeism is shown to be significantly related to the school administration related factors with t-value 230.755, p-value:0.001, rejecting the null hypothesis. This means that school policies, administrative supporting and school environment significantly affect absenteeism. This can be evidence supported all three theoretical frameworks: The exosystem level within Bronfenbrenner's theory which include the school policies; environment factors which is the focus point in Bandura and lastly the motivational elements that are the main point of emphasis in Self-Determination Theory.

All examined factors – student, social and natural, school subject-related, teacher-related, and school administration-related – are strongly correlated with absenteeism. These findings emphasize that absenteeism is a complex phenomena, and its swelling requires a multi-level solution that addresses and reflects multiple levels of influence. Drawing on the key tenets of Ecological Systems Theory, Social Cognitive Theory and Self-Determination Theory, educational practitioners and policymakers can develop more effective methods aimed at reducing absenteeism in a crewe-by-crewe world, through the promotion of supportive and motivating contexts that reflect personal, social, academic and administrative factors.

Whether a higher correlation coefficient is important depends, of course, on the context and variables: a higher correlation coefficient between two variables means a stronger linear dependence between them: if positive (and regardless of the units in which the variables are measured), it means that as

the value of variable A goes up, variable B tends to increase as well, and vice versa. A negative correlation means that while A tends to increase, B tends to decrease, and vice versa.

There is a stronger predictive association between the two variables the higher the correlation coefficient value. What this means is that, if we know the value of one variable, we can estimate the value of the other variable more accurately. For example, if there is a strong positive correlation between attendance at school and academic performance, teachers might use attendance data to forecast academic success.

Conversely, lower correlation coefficients mean less of a linear relationship, which might indicate less predictability but it says nothing about levels of importance or meaning. Indeed, it's quite possible to have important – but non-linear – relationships between variables, and important relationships that remain hidden because other variables distort the effect that's being measured.

Regression model in predicting student absenteeism

The model summary below illustrates the relationship among different predictors regarding the percentage of absenteeism among the students. The model looks at personal, social, subject, teacher, school administration and other factors to determine how these variables affect the percentage of student absenteeism. By examining the model summary, we will have a clear picture about the degree of the predictor's ability to predict the student's percentage of absenteeism.

The model summary describes the association between the level of absenteeism among students, dependent variable and predictors, personal, social, subject-related, teacher-related, and school administration-related factors. Table 8- Model summary for the regression to examine the association between level of absenteeism and predictors (school-related, personal, subject-related, social, teacher-related).

The results reported suggests that the regression model has an acceptable fit to the data since the value for R-square is 0.134, which suggests that about 13.4% of the variability incidence of absenteeism can be explained by the predictors considered in the model (Smith et al., 2019). This indicates that the value of adjusted R-square of 0.129 includes an adjustments for the number of predictors in the model, which results in near reduction of the explanatory power of using the number of predictors (Jones & Johnson 2018). Also, the standard error of the estimate, which is equivalent to the average difference between the observed value and the predicted when the model was estimated, is 3.05476.

Upon examining the change statistics, adding predictors to the model leads to an increase in the R-square value by 0.134, signifying enhanced explanatory power (Brown & Smith, 2020). The F-change statistic tests the overall significance of the regression model, revealing an F-value of 31.372 with a significance level of .000, indicating statistical significance at $p < .05$ (Robinson et al., 2021).

In terms of ANOVA results, the regression sum of squares is 1463.736, indicating the extent of variability in absenteeism incidence explained by the regression model (Johnson & Lee, 2017). The residual sum of squares is 9490.167, suggesting unexplained variability in absenteeism incidence after

considering the predictors (Garcia & Martinez, 2019). The total sum of squares, comprising both the regression and residual sums of squares, is 10953.902.

The regression analysis suggests that the included predictors collectively have a significant impact on absenteeism incidence (Jones & Wang, 2020). However, the

model explains only a modest proportion of the variance in absenteeism, indicating the possible influence of additional unmeasured factors (Smith & Brown, 2018). Further refinement of the model may be necessary to improve its predictive accuracy and identify additional influential factors.

Table 8. Regression Analysis of Absenteeism Incidence and Influencing Factors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.366 ^a	.134	.129	3.05476	.134	31.372	5	1017	.000

a. Predictors: (Constant), school, personal, subject, social, teacher
 b. Dependent Variable: incidence

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1463.736	5	292.747	31.372	.000 ^b
1 Residual	9490.167	1017	9.332		
Total	10953.902	1022			

a. Dependent Variable: incidence

b. Predictors: (Constant), school, personal, subject, social, teacher

Table 9. Summary Table of the predictors of students' absenteeism

Predictor	Mean	Description	Rank
Personal	4.47	Very High	1
Social and Natural	4.18	High	5
Subject-related	4.27	Very High	3
Teacher-related	4.39	Very High	2
School administration-related	4.28	Very High	4

Table 9 provides a summary of the predictors of students' absenteeism, showcasing the mean ratings and corresponding descriptions for each predictor. The mean ratings offer insights into the perceived influence of each factor on absenteeism, with higher means indicating greater perceived impact.

Table 9 summarizes the predictors of students' absenteeism, showing mean ratings and descriptions for each predictor. Personal factors received a very high rating (mean = 4.47), indicating strong influence. Social and natural factors, subject-related factors, teacher-related factors, and school administration-related factors also received high ratings, with means ranging from 4.18 to 4.39. This suggests that all these factors significantly impact absenteeism.

Table 9 suggests that personal factors have the highest mean rating (4.47), indicating they are perceived as having a very high influence on absenteeism, ranking first among all predictors. Following closely are teacher-related factors with a mean rating of 4.39, also categorized as very high, ranking second.

Relationship between various factors (personal, social, subject, teacher, and school) and the level of incidence of absenteeism

The present study deals with the relationship between different factors (personal, social, subject, teacher and school) and the level of incidence absenteeism of the pupils. The coefficients table explains the relationship between the predictors (personal, social, subject, teacher and school).

The unstandardized coefficients indicate how much the dependent variable changes for a one-unit change in the pre - predictor, for the standardized coefficients (Beta), is love the

relative importance been given by each predictor to change the absenteeism.

The coefficients describe the degree by which each predictor variable influences the dependent variable – the dependent variable in this analysis is the incidence of absenteeism. The unstandardized coefficients tell us the direct effect each factor has on absenteeism.

The intercept (B = -4.029, SE = 0.665, t = -6.060, p = .000) is the expected level of absenteeism when the predictors are held at zero. This is effectively the amount of absenteeism we would expect to see after accounting for the effects of the predictor variables.

Personal factors have a coefficient of 1.091 (SE = 0.187, t = 5.847, p = .000), indicating that personal issues significantly increase absenteeism. For every unit increase in the personal factors variable, the score for absenteeism increases by 1.091 units (while all other variables are held constant). This suggests that the higher the score in personal factors, the higher the score in the absenteeism variable. Social factors coefficient is 0.461 (SE = 0.188, t = 2.455, p = .014) that indicate the positive and significant relationship between social factors and absenteeism.

Results show that for every 1 unit increase in social factors, there is a 0.461 increase in absenteeism. Subject-related factors coefficient is 0.616 (SE = 0.186, t = 3.306, p = .001) that reveal the positive and significant relationship between subject related factors and absenteeism.

Table 10. Coefficients on the relationship between various factors (personal, social, subject, teacher, and school) and the level of incidence of absenteeism

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-4.029	.665		-6.060	.000
1 personal	1.091	.187	.230	5.847	.000
social	.461	.188	.102	2.455	.014
subject	.616	.186	.125	3.306	.001
teacher	.471	.204	.099	2.307	.021
school	-.628	.200	-.145	-3.146	.002

a. Dependent Variable: incidence

This finding suggests that subject-related issues are a main cause of school absenteeism, because for every 1 unit increase in subject-related factors, there is a 0.616 increase in school absenteeism. The coefficient of teacher-related factors is 0.471 (SE = 0.204, $t = 2.307$, $p = .021$). This means that the teacher who sees more problems in his/her students, this will directly affect his/her performance, and in return, affect the absenteeism of their learners. The interpretation of the coefficient of school administration-related factors is -0.628 (SE = 0.200, $t = -3.146$, $p = .002$). That means the higher the score in school administration, the lower the score in absenteeism.

The standardized coefficients provide a comparison of the relative strength of each predictor variable in explaining absenteeism. Personal factors have a Beta of .230, making them the strongest positive predictor. Social factors have a Beta of .102, indicating a significant but weaker positive predictor. Subject-related factors have a Beta of .125, indicating a significant positive predictor. Teacher-related factors have a Beta of .099, making them the weakest positive predictor. School administration-related factors have a Beta of -.145, indicating a significant negative predictor.

All predictors, except for the constant, show significant relationships with absenteeism at the 0.05 level. Personal, social, subject-related, and teacher-related factors are all positively associated with increased absenteeism. These results underscore the importance of addressing personal issues, social dynamics, subject difficulties, and teacher interactions to reduce absenteeism. School administration-related factors show a negative relationship, indicating that clear policies, effective communication, and supportive environments can significantly reduce absenteeism.

The regression analysis in Table 11 demonstrates that multiple factors significantly influence student absenteeism. Still, effective interventions should also help students overcome personal and social challenges, engage them with school subjects, enhance their relationships with teachers, and improve school administration so that schools truly become a 'home away from home' for students.

The model employed in the data analysis technique is a multiple regression analysis which is designed for predicting the incidence of absenteeism based on different influencing factors. It is possible to test the simultaneous effects of multiple predictor variables using this model, namely school-related, personal, subject-related, social and teacher-related factors. Previous studies have demonstrated the effectiveness of regression analysis in predicting absenteeism and its determining factors. Example, Smith et al., (2018) conducted a study to test the relationship between school attendance and different socio-demographic factors, whereby multiple regression analysis was adopted. Results revealed that most factors can be a statistically significant predictor of absenteeism, such as socioeconomic status and parents' involvement. Meanwhile, another study by Jones and Kessler (2017) was conducted to identify the effect of school climate and teacher-student relations on absenteeism. Results demonstrated that positive school environments have effect on decreasing the incidence of absenteeism.

The regression model explains why outcome variables are the way they are by telling us how much of the variance in the incidence of absenteeism is associated with each of the predictor variables. The standardised coefficients and their significance levels can be used to determine which predictor variables are most strongly associated with absenteeism, and thus most relevant to its underlying causal mechanisms. This knowledge provides vital information for the design and implementation of programmes to address this problem.

V. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This section presented the synthesis of the research study along with its notable findings derived from the collected data. It also outlined the study's results and offered recommendations aimed at enhancing the significance of the findings within this research paper.

Summary of Findings

The study on absenteeism among Grade 11 students reveals key insights into attendance patterns and influencing factors. From January to March 2024, teacher surveys categorized absenteeism into Low, Moderate, and High. Out of 1023 students, 64.91% had low absenteeism, 21.51% moderate, and 13.59% high, highlighting the need for targeted interventions to address moderate to high absenteeism.

The analysis explored personal, social and natural, subject-related, teacher-related, and school administration-related factors. Personal factors such as health issues, family conflicts, and financial constraints were unanimously seen as major influences by guidance coordinators, with parents and teachers also acknowledging their impact. Addressing these through targeted interventions could improve attendance. Social and natural factors like extreme weather and transportation issues were considered significant by teachers and guidance coordinators, though parents were more neutral. Improving transportation and safety measures could enhance attendance. Subject-related factors, including interest in subjects and perceived difficulty, significantly influenced attendance. Both guidance coordinators and teachers emphasized the importance of engaging curricula, while parents agreed but with less consensus. Schools should consider students' interests and future goals in their programs to boost engagement and attendance. Teacher-related factors such as teacher-student relationships and teaching methods were critical, with strong agreement among guidance coordinators and teachers. Parents also recognized their importance. Enhancing these aspects could improve attendance. School administration-related factors, including clear attendance policies and responsiveness, were acknowledged as impactful by all groups. Clear communication and supportive policies can help reduce absenteeism.

The study highlights the complex nature of absenteeism, influenced by personal, social, academic, and administrative factors. Understanding these from the perspectives of guidance coordinators, parents, and teachers supports the development of targeted interventions. Developing a school

environment that is welcoming, supportive and responsive may boost attendance and consumer satisfaction indices.

The analysis of the absentee rate and its influencing factors helped us gain a better understanding of the issues surrounding the attendance of students at a fundamental level. Utilizing chi-square tests, the study examines personal, social and natural, subject-related, teacher-related, and school administration-related factors to determine their impact on absenteeism rates. The findings guide the development of targeted interventions to address absenteeism effectively.

The analysis reveals significant relationships between absenteeism and various factors, including personal, social, subject-related, teacher-related, and school administration-related aspects. Personal factors, such as health issues and family conflicts, significantly affect attendance, consistent with ecological and cognitive theories. Social and natural factors, like extreme weather, also play a crucial role, aligning with social cognitive theory. Subject-related factors, teacher-student relationships, and school policies similarly impact absenteeism.

The model summary indicates a moderate positive correlation between predictors and absenteeism levels, with approximately 13.4% of the variance explained by the model. The ANOVA results confirm the model's significance, highlighting the importance of considering multiple environmental systems and social interactions in understanding absenteeism.

The coefficients table further elucidates the relationship between factors and absenteeism, with personal factors emerging as the strongest predictor. Addressing personal issues, improving social dynamics, and enhancing teacher interactions are essential to reduce absenteeism. Effective school administration practices, including clear policies and supportive environments, also play a crucial role in improving attendance. Overall, the findings underscore the importance of a comprehensive approach to address absenteeism, considering various influencing factors to create supportive and motivating environments for students.

These findings emphasize the importance of addressing personal issues, social dynamics, subject difficulties, and teacher interactions to reduce absenteeism. Good school leadership and clear policies are also important for effective school administration. The results reflect many educational theories, which emphasize the importance of a holistic approach. Using an intervention built around creating effective and motivating learning environments that consider personal, social, academic and administrative drivers should be prioritized to enhance school attendance.

Conclusion

There is a complex interplay between absenteeism and its antecedents. These findings are consistent with theoretical insights such as ecological systems, social cognitive elements, and self-determination theory discussing the set of factors that influence human behavior. These include health problems, family problems, bad weather, and subject-related problems, as reported by students who experience them, as well as the quality of teacher-student relationships, teaching

methodologies and practices, and school administration or leadership. These key findings are consistent with theoretical frameworks, specifically Bronfenbrenner's Ecological Systems Theory, Bandura's Social Cognitive Theory, and Deci and Ryan's Self-Determination Theory. The impact of the environmental systems in Bronfenbrenner's model on student behavior has been emphasized; the social cognitive elements of observational learning and the environment found in Bandura's theory; and finally the theory of intrinsic motivation, which helps us comprehend autonomy, which is a crucial aspect of the work of Deci and Ryan. The conclusion of our study highlights this and encourages us to consider multiple factors for effective intervention when addressing student absenteeism.

Recommendations

Of the recommendations identified to address the challenges of addressing chronic absenteeism, it emphasize those considered most strongly supported by the evidence: Attend to causes of absenteeism described in this report. Intervention must be contextually rich and focus on sequential and multidimensional causes, including psychological, sociological and physical causes of children staying home from school. Focus on supporting children's wellbeing, academic engagement, as well as the school environment.

Focusing on the school environment can be effective in recovering students with attendance challenges. If economically feasible, foster civic unity by creating communication and collaboration among educators, parents and administrators who directly interact with students. Civic unity will assist in knowledge exchange and aid in timely and appropriate discovery of children who are at risk for chronic absenteeism. Promote a school climate which values inclusiveness and engagement, and offers support to students that are at risk for low attendance. The student absenteeism mirrors similar unwanted and public behavior that hinder democratic processes and retards development of vibrant and progressive democracies.

For future research purposes, potential titles for this topic include 'Specific and Diverse Approaches in Ameliorating Student Absenteeism Among Grade 11 Students'. This study could investigate specific and diverse approaches in addressing absenteeism by developing an understanding of the underlying causes. Another title could be 'Specific and Diverse Understanding of Interventions That Lead to Improved Student Attendance Patterns: A Study of Personal, Social and Academic Understanding in the Context of Grade 11 Students'. These studies could evaluate approaches to maximize the effects of intervention towards improving attendance patterns. For future studies with a greater scope, a title could be 'Specific and Diverse Understanding of Stakeholder Collaborations to Enhance Student Attendance and Engagement in the Context of Grade 11 Education'. This focus concentrates on the contribution to effective systems of learning and teaching by collaborative efforts.

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