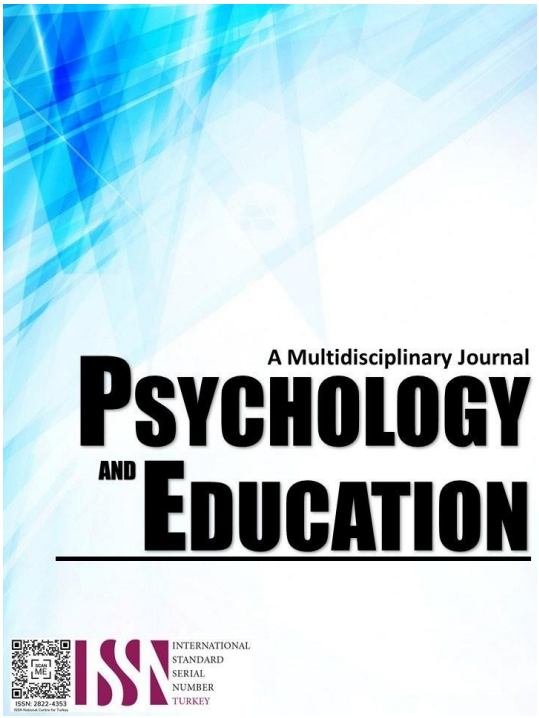
FACTORS ASSOCIATED WITH ABSENTEEISM AMONG HIGH SCHOOL STUDENTS



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Research Article

Factors Associated with Absenteeism Among High School Students

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Abstract

This study aimed to identify the factors associated with absenteeism among High School students for the school year 2022-2023. The research focused on 120 High School students from Nunungan District High Schools, located in the District of Nunungan, Lanao del Norte. Employing a descriptive-correlational research design, the study aimed to explore and identify the factors related to absenteeism within this specific population during the specified school year. The findings revealed that the school environment demonstrated a positive and significant relationship with absenteeism underscoring that a positive school environment was associated with reduced absenteeism. Commitment also exhibited a significant and negative relationship with absenteeism indicating that higher levels of commitment were linked to lower rates of absenteeism. However, parental control did not emerge as a significant predictor suggesting that, within the context of this model, parental control may not independently contribute to explaining absenteeism. Among the socio-demographic factors, only the father's education appeared to be a significant predictor highlighting the potential influence of a father's education on absenteeism. This study concluded that the positive perceptions of the school environment, commitment levels, and parental control among respondents collectively provided valuable insights into factors influencing students' academic experiences. The consistently favorable evaluations across various dimensions of the school environment underscoring the need for educational institutions to prioritize maintaining supportive atmospheres and positive interpersonal dynamics. Notably, the high levels of commitment exhibited by students emphasized the significance of fostering positive relationships, particularly with teachers and peers, to enhance the overall educational experience.

Keywords: *absenteeism, school environment, commitment, parental school, high school students*

Introduction

Attendance is a crucial factor for achieving academic success among children and youth, with numerous studies demonstrating a positive correlation between better attendance and higher academic achievement, irrespective of the learners' background (Sekiwu et al., 2020). However, absenteeism in schools has become a pressing concern worldwide, not only in the context of Asian countries but also on a national level, impacting administrators, teachers, parents, and society as a whole, and ultimately affecting the academic performance of the learners.

Absenteeism is defined as the habit of learners staying away from school without providing a genuine reason for their non-attendance (Özcan, 2022). This phenomenon has raised alarms among school authorities globally, as learners continue to incur absences and miss classes across all educational levels, from primary to university.

The detrimental effects of absenteeism on a learner's academic performance are substantial. When students are absent from class, they not only miss out on essential learning opportunities but also risk falling behind in their studies, potentially leading to long-term consequences on their educational journey (Chang & Romero, 2018). While occasional absences due to illness or unforeseen circumstances are expected, persistent and prolonged absenteeism poses a significant problem for learners and their educational development. The schools that are facing the challenges of absenteeism are High Schools in Nunungan District, Nunungan, Lanao del Norte, Philippines. The schools have observed a worsening trend of learner absenteeism, with only a few students attending classes, and even those who do attend irregularly based on their preferences, affecting their overall learning performance (Espinosa et al., 2016).

To address the issue, the Department of Education in the Philippines, through DepEd Order No. 40, series of 2012, has implemented regulations for attendance and punctuality among learners, requiring students who miss classes to present excuse letters with valid explanations or engage in discussions with their parents to find suitable solutions (Department of Education, 2012). Furthermore, DepEd Order No. 88 series of 2018 mandates that students who accumulate more than twenty percent of absences should receive a failing grade for the course or subject, emphasizing the importance of regular attendance (Department of Education, 2018).

This study aimed to identify the factors associated with absenteeism among High school students at Masibay Integrated School and Nunungan National High School during the school year 2022-2023. By understanding the root causes of absenteeism, schools can develop targeted interventions and strategies to minimize the issue effectively (Eaton et al., 2008). The findings of this research can contribute significantly to the planning and policy adjustments at both local and national levels, ultimately helping learners to attend classes consistently and achieve better academic performance.

Research Questions

The study aimed to identify the factors associated with absenteeism among High School students for the school year 2022-2023. Specifically, the study sought to answer the following questions:

1. What are the socio-demographic profiles of the respondents relative to:
   1.1 sex;
   1.2 age;
   1.3 parents' education;
   1.4 parents' occupation; and
   1.5 family monthly income?
2. How do the respondents assess the school environment relative to:
   2.1 school management;
   2.2 teacher-student relationship;
   2.3 student-student communication; and
   2.4 student activities?
3. What are the respondents' commitment in terms of:
   3.1 commitment to school;
   3.2 commitment to teachers; and
   3.3 commitment to friends?
4. How do the respondents assess the parental control relative to:
   4.1 mother's knowledge;
   4.2 mother's monitoring;
   4.3 father's knowledge; and
   4.4 father's monitoring?
5. How do the respondents assess the reasons for absenteeism relative to:
   5.1 family;
   5.2 student based;
   5.3 school; and
   5.4 home-related factors?
6. Are the socio-demographic profiles significantly associated with the absenteeism of the respondents?
7. Is the school environment significantly associated with the absenteeism of the respondents?
8. Is the commitment significantly associated with the absenteeism of the respondents?
9. Is parental control significantly associated with the absenteeism of the respondents?
10. Which of these factors significantly influenced the absenteeism of the respondents?
11. What school intervention program can be derived from the results of the study?

Methodology

This section deals with the methods and procedures that were used in the study. This includes the research design, research environment, respondents and sampling procedures, research instruments and their validity, data-gathering procedures, and statistical treatment.

Research Design

The study employed a descriptive-correlational research design to explore and identify the factors related to absenteeism among High school learners at Nunungan High Schools, District of Nunungan Lanao del Norte, during the School Year 2022-2023. The primary objective is to gain a comprehensive understanding of the underlying reasons contributing to absenteeism within this specific group of learners.

Specifically, the study aimed to identify the factors significantly associated with absenteeism among High school students and assess their potential impact on student attendance. By doing so, the school intended to address and reduce absenteeism, striving to improve overall attendance rates and academic performance. The research sought to pinpoint the root causes of absenteeism and provide evidence-based interventions and strategies to effectively combat the issue, ultimately minimizing absences in the school.

The use of the descriptive-correlational method in this study yielded valuable insights into the factors associated with absenteeism among High school students at Nunungan High School. By thoroughly examining various factors and their correlations with absenteeism, the research would contribute to the development of effective intervention strategies, positively impacting student attendance and academic success.

Participants

The respondents of the study were 120 High School students of Nunungan District High Schools Nunungan, Lanao Del Norte. The sampling method used in this study was purposive sampling, specifically targeting high school students with a problem of absenteeism at Nunungan District High Schools, Nunungan, Lanao Del Norte.

The selection of these respondents was intentional and based on specific criteria related to absenteeism. Purposive sampling allowed the researcher to focus on individuals who are directly relevant to the research question, in this case, learners who have been observed

to be mostly absent in classes or not attending classes regularly. By specifically targeting students with absenteeism issues, the study aimed to gain a comprehensive understanding of the factors contributing to this problem and developed targeted interventions to address it effectively.

No. of Schools	*Name of Schools*	
1	Masibay Integrated School	64
2	Nunungan National High School	56
Total		120

The use of purposive sampling in this study ensured that the research was focused on the specific population of interest, allowing for a deeper exploration of the absenteeism issue among High School students at Nunungan High School. The insights gathered from this select group of respondents can provide valuable information to inform school administrators, teachers, and other stakeholders about potential strategies to improve attendance and support learners in their educational journey.

Instruments

This study employed a self-constructed questionnaire to assess the school environment, school commitment, parental control, and reasons for absenteeism among the participants. The questionnaire consisted of three parts. In the first part, students provided demographic information, including gender, family income, educational background, and parents' occupation, by placing a checkmark in the appropriate boxes.

The second part of the questionnaire focused on evaluating the school environment, school commitment, and parental control. Participants responded to questions related to these factors, which were presented in English with translations available to ensure easy understanding for High school students. The questions were read aloud by the researcher to further facilitate comprehension. Confidentiality would be upheld as respondents were not required to provide their names, ensuring anonymity and encouraging honest responses.

The final part of the questionnaire delved into the main question regarding the frequency of factors contributing to their absences, including physical, personal attitude, teacher-related, and home-related factors. After data collection, the researcher sought feedback from her adviser to refine the questionnaire, ensuring its validity and content accuracy, thus undergoing expert content validation. By utilizing this carefully designed questionnaire, the study aimed to gather comprehensive data on the factors influencing absenteeism, providing valuable insights into the school environment and commitment, parental influence, and reasons behind student absences.

The validity of an instrument referred to its ability to measure what it intends to measure accurately. In this case, the instrument used in the study underwent content analysis by experts to assess its relevance, clarity, and appropriateness in measuring the intended variables, such as the school environment, school commitment, parental control, and reasons for absenteeism. Content analysis ensured that the questionnaire's items and questions aligned with the research objectives and effectively capture the key factors influencing absenteeism among the respondents. The expert review helped identify any ambiguous or irrelevant items, improving the overall quality and validity of the instrument.

Additionally, the instrument underwent pilot testing to assess its reliability. Pilot testing involved administering the questionnaire to a small sample of participants from the target population. The pilot testing was conducted at Sultan Naga Dimaporo Memorial Integrated School. The researcher asked the principal to have pilot testing to her students who were having problems about absenteeism. The purpose of pilot testing was to identify any potential issues with the instrument, such as unclear questions or response options, and to determine the questionnaire's reliability. During pilot testing, researcher gathered feedback from participants on their understanding of the questions and any difficulties they encountered while completing the questionnaire.

The reliability of the instrument was assessed through statistical methods, such as calculating Cronbach's alpha for internal consistency. Cronbach's alpha measures the extent to which the items in a questionnaire are interrelated and consistent in measuring the intended construct. Based on the pilot analysis. Researcher used the results from the pilot testing and reliability analysis to refine the questionnaire and ensure that it effectively measured the intended factors and produced consistent and accurate results. By conducting both content analysis and pilot testing, the validity and reliability of the instrument used in the study were enhanced, strengthening the overall quality of the research findings.

Procedure

The data-gathering procedure for this study prioritized ethical considerations and ensured informed consent from all participants. Before starting the data collection process, the researcher sought permission from the School Heads of Nunungan High Schools to conduct the study within the school premises.

To obtain informed consent from the respondents and their parents or guardians, the researcher provided a clear and comprehensive informed consent form. The form included detailed information about the study's purpose, procedures, potential risks, benefits, confidentiality measures, and the voluntary nature of participation. The informed consent form is written in a language that is easily understandable to the respondents and their parents or guardians. The researcher took the time to explain the contents of the consent

form thoroughly, addressing any questions or concerns raised by the participants or their representatives. Only after obtaining informed consent from the researcher proceed with data collection.

The researcher personally administered the questionnaires to the 120 High school students identified as having absenteeism issues. During the data collection process, the researcher read and discussed the details of the questionnaire with the respondents, ensuring that they fully comprehend the purpose and content of the survey. Given that the respondents are young and may require assistance, the researcher offered support and guidance to ensure their active participation.

The anonymity of the respondents was strictly maintained throughout the study. The questionnaires did not require the learners to write their names or any identifying information. Instead, each respondent was assigned a unique code or identifier to link their responses to the data without revealing their identities. The questionnaires and data collected were stored securely and accessible only to the researcher to ensure the highest level of confidentiality. All data were treated with utmost sensitivity and only be used for the study.

This study adhered to ethical principles, ensuring the well-being and rights of the participants. The researcher prioritized the respondents' best interests and did not subject them to any harm, discomfort, or coercion during the data collection process. Participants were free to withdraw from the study at any time without consequences. The study also complied with ethical guidelines regarding research on human subjects, maintaining the confidentiality and privacy of the participant's data.

By implementing a clear informed consent procedure and upholding strict ethical considerations, this study promoted ethical research practices and protected the rights and welfare of the High school students at Nunungan High School.

Statistical Treatment

The researcher employed the following statistical treatment to interpret the data effectively. For Problem 1, Frequency and percentage were employed to describe the socio-demographic profile of the respondents. These statistics provided a clear and concise summary of the distribution of respondents based on different demographic variables such as gender, sex, age, grade level, family monthly income, and parents' education. Frequency refers to the number of occurrences of each category in a specific variable, while percentage represents the proportion of each category relative to the total number of respondents.

For Problems 2, 3, 4, and 5, Mean and standard deviation were used to describe the respondents' assessment of different factors, including school environment, school commitment, parental control, and absenteeism. The mean is the average score obtained by summing all the individual scores and dividing by the total number of respondents. It provides a measure of central tendency and indicates the average perception or level of agreement for each factor. On the other hand, the standard deviation measures the dispersion or variability of the responses around the mean, providing insights into the consistency or variability in the respondents' perceptions.

For Problems 6 to 10 Regression analysis was employed to determine which factors significantly influence the absenteeism of the respondents. Multiple regression analysis allowed the researcher to assess the impact of multiple independent variables (school environment, school commitment, parental control) on a single dependent variable (absenteeism). The analysis revealed the extent to which each independent variable contributed to the variance in the dependent variable and identify the significant predictors of absentee.

Results and Discussion

This section presents the results of the analysis and a comprehensive discussion of the findings of the data analysis.

Problem 1: What are the socio-demographic profiles of the respondents relative to gender, age, parents' education, parents' occupation, and family monthly income?

Table 1. *Sex of the Respondents*

Sex	*Frequency*	*Percentage (%)*
Male	56	46.7
Female	64	53.3
Total	120	100.0

Table 1 presents the distribution of respondents based on their sex in a study. The result revealed a slightly higher representation of females, accounting for 53.3% of the total respondents, while males make up the remaining 46.7%. The gender distribution provided insights into the composition of the study population, allowing researchers and readers to understand the demographic characteristics of the sample. The nearly equal distribution between males and females suggested a relatively balanced representation, which can be crucial for ensuring the generalizability of findings and minimizing gender-related biases in the study.

According to Gallagher (2018), there are social and cultural elements that contribute to the academic differences between boys and girls rather than differences in their physical, emotional, and intellectual development. According to Gallagher, these variables include teachers' expectations, gendered judgments of courses, gendered familiarity with subjects, changes in professional aspirations, and presentational styles of boys and girls.

Table 2. *Age of the Respondents*

Age	*Frequency*	*Percentage (%)*
12-13	30	25.0
14-15	65	54.2
16-17	25	20.8
Total	120	100.0

Table 2 shows the age distribution of the respondents in the study. The majority of the respondents, constituting 54.2%, fall within the 14-15 age range. The second-largest group was comprised of individuals aged 12-13, representing 25% of the total sample. The 16-17 age group constituted the smallest proportion, accounting for 20.8% of the respondents. These findings provided valuable insights into the age composition of the study population, facilitating a clear understanding of the demographic characteristics. The majority of respondents in the 14-15 age category could have implications for the study's focus or outcomes, as this age group appeared to be the most prominently represented.

Demir, Akman, and Karabeyoglu (2019) asserted that absenteeism is influenced by a variety of factors that fall into three main categories: individual, family, and school. Individual (personal) Factors: Studies have shown that absenteeism rises with high school seniority and typically happens at the age of fifteen (Demir, Akman & Karabeyoglu, 2019).

Table 3. *Parents' Education of the Respondents*

Educational Attainment	*Mother*		*Father*	
	F	*%*	*F*	*%*
Elementary Graduate	56	46.7	66	55.0
High School Graduate	57	47.5	50	41.7
College Graduate	6	5.0	3	2.5
Postgraduate	1	0.8	1	0.8
Total	120	100.0	120	100.0

Table 3 presents a detailed breakdown of the educational attainment of the respondent's parents, distinguishing between mothers and fathers. The result revealed that the highest percentage of mothers, comprising 47.5%, had completed high school, indicating that a significant portion of the mothers in the study had achieved at least a high school level of education. In contrast, the majority of fathers, accounting for 55.0%, had an educational background at the elementary graduate level. This finding highlighted a notable difference in the educational profiles of mothers and fathers within the respondent pool. The prevalence of high school graduates among mothers suggested relatively higher educational attainment compared to fathers, where a significant portion had completed only elementary education.

According to Clark (2018), parents of pupils had an enormous impact on school attendance. He disclosed that the following factors also affected students' absences: the family's socioeconomic status; the requirement for the student to work; parenting techniques; psychological issues; support or neglect; difficulties with alcohol or drugs; and criminal activity by the parents. Corville-Smith, Ryan Adams, & Dalicandro, 2019, Rood, 2021; Corley, 2019; Gentle-Genitty, 2018, Eastman et al., 2019, Reed, 2020) (as cited in Demir, Akman & Karabeyoglu, 2019) were among the other family-related factors that included divorce; inter-parent conflicts; family structure, such as a single parent, interest or control level for the pupils' behavior, parents with a low level of education, negative past school experiences, lack of participation in school or not understanding procedures; and not providing an environment for the student to do homework.

Table 4. *Parents' Occupation of the Respondents*

Mother Occupation	*F*	*%*	*Father Occupation*	*F*	*%*
Housewife	84	70.0	Farmer	79	65.8
Businesswoman	36	30.0	Businessman	37	30.8
Teacher	0	0.0	Fisherman	4	3.3
Total	120	100.0	Total	120	100.0

Table 4 details the occupational distribution of both mothers and fathers of the respondents. Notably, a substantial majority of mothers, constituting 70.0%, were identified as housewives, indicating that a significant portion of the mothers in the study were primarily engaged in domestic responsibilities. Conversely, the majority of fathers, at 65.8%, were farmers, suggesting a prevalence of agricultural occupations among the fathers of the respondents. Business-related occupations were also represented, with 30.0% of mothers identified as businesswomen and 30.8% of fathers as businessmen. The finding indicated a relatively balanced distribution in business-related occupations between mothers and fathers. Interestingly, no respondents indicated teaching as a profession for mothers, while a small percentage of fathers, 3.3%, were engaged in fishing. This occupational breakdown offered valuable insights into the economic dynamics within the families of the respondents, reflecting a mix of traditional roles and economic activities.

The primary factor influencing pupils' academic achievement was their parents' educational attainment (Zehri & Abdulbaki, 2021). The kind of schooling parents gave their kids depended on their line of work. Parental occupation has a tendency to have a significant impact on the schooling or academic achievement of their children. A parent's social standing and income were based on the type of

work they did. It was observed that variations in the vocations of parents frequently showed themselves in the ways that they raised their children, disciplined them, and responded to them. It was common for parents in high-class or prestigious professions to provide their kids a sense of security by being able to handle financial shocks, provide for emergencies, and provide a comfortable living.

Table 5. *Family Income of the Respondents*

Family Income	*Frequency*	*Percentage (%)*
1,000-4,000	20	16.7
4,001-6,000	14	11.7
6,001-10,000	32	26.7
10,000-up	54	45.0
Total	120	100.0

Table 5 provides an overview of the family income distribution among the respondents, categorizing it into different income brackets. The result illustrated a varied economic landscape within the study population. Most of the families, comprising 45.0%, report a family income of 10,000 or higher, suggesting a sizable proportion of respondents come from households with relatively higher economic means. Additionally, 26.7% of families fell within the income range of 6,001-10,000, indicating a substantial middle-income bracket within the sample. The lower income brackets, 1,000-4,000 and 4,001-6,000 constituted 16.7% and 11.7%, respectively, reflecting a smaller but noteworthy percentage of families with more constrained financial resources. This distribution of family income was crucial for contextualizing the socio-economic background of the respondents.

The family's internal issues had an impact on the absence of students as well. Low socioeconomic status, parental conflict, alcoholism, and the need for students to work to support their families were among the obstacles preventing them from attending class (Balkis et al., 2018; Scungio, 2018).

Problem 2: How do the respondents assess the school environment relative to school management, teacher-student relationship, student-student communication, and student activities?

Table 6 reveals the respondents' assessment of the school environment relative to school management. The finding suggested that, on average, respondents perceived the school administration to demonstrate effective leadership and decision-making, fostering a positive and supportive learning atmosphere (Mean=3.59, SD=0.53), with responses indicating a frequent occurrence of "Always." Similarly, school policies and procedures were perceived to be communicated, ensuring transparency and fairness in the management process (Mean=3.50, SD=0.55), also occurring "Always" on average. The school management's active solicitation of feedback for continuous improvement was rated slightly lower but still positive (Mean=3.47, SD=0.62), indicating an "Often" frequency. Adequacy of resources and facilities for a conducive learning environment was assessed as occurring "Often" (Mean=3.35, SD=0.60). The respondents expressed satisfaction with the school management's ability to address concerns promptly, enhancing overall efficiency and effectiveness (Mean=3.45, SD=0.56), also happening "Often" on average. The total measure reflects an average perception of "Often" (Mean=3.47, SD=0.30).

Table 6. *Respondents' Assessment of the School Environment Relative to School Management*

Indicators	*Mean*	*SD*	*Description*
1. The school administration demonstrates effective leadership and decision-making, fostering a positive and supportive learning atmosphere.	3.59	0.53	Always
2. School policies and procedures are clearly communicated to students, parents, and staff, ensuring transparency and fairness in the management process.	3.50	0.55	Always
3. The school management actively seeks and values feedback from stakeholders, including students and teachers, to continuously improve the educational experience.	3.47	0.62	Often
4. Adequate resources and facilities are provided by the school management, enabling a conducive learning environment for students and teachers alike.	3.35	0.60	Often
5. Overall, I am satisfied with the school management's ability to address concerns and provide solutions promptly, enhancing the overall efficiency and effectiveness of the educational institution.	3.45	0.56	Often
Total Measure	3.47	0.30	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

These results implied that the respondents generally view the school environment favorably concerning management practices. The higher mean scores indicated a positive perception of effective leadership, transparent communication of policies, and a responsive management approach. However, the slight variability, as indicated by the standard deviations, suggested some dispersion in individual responses, particularly in the assessment of feedback solicitation and resource adequacy. For educators and administrators, understanding these perceptions could guide efforts to reinforce positive aspects and address concerns in the school environment. Continual efforts to actively seek and value stakeholder feedback, ensure transparent communication, and maintain resource adequacy can contribute to sustaining and enhancing a positive school environment.

As stated by Shamsuddina et al. (2021) school as a learning institution should create a conducive learning environment, where students could acquire both academic and social skills which were important to produce students with potential parallel to the government's

mission in developing human resources as a prerequisite to the development of the knowledge-based economy. Furthermore, it was said that a good leader carried out what was best for his or her school. All schools have been successful in part because of the managerial talents that leaders possess, including conceptual, human, technical, political, and decision-making skills. According to Horng et al. (2019), "an effective leader influenced a variety of school outcomes, including student achievement, through their ability to identify and articulate school vision and goals, recruit and motivate quality teachers, effectively allocate resources, and develop organizational structures to support instruction and learning."

Table 7. *Respondents' Assessment of the School Environment Relative to Teacher-Student Relationship*

Indicators	*Mean*	*SD*	*Description*
1. My teachers demonstrate genuine care and concern for my academic progress and well-being.	3.45	0.50	Often
2. Teachers at this school actively encourage and support student participation in class discussions and activities.	3.45	0.56	Often
3. I feel comfortable approaching my teachers with questions or concerns about my studies.	3.37	0.55	Often
4. Teachers provide timely and constructive feedback on my academic performance, helping me identify areas for improvement.	3.42	0.62	Often
5. Overall, I believe the teacher-student relationship at this school positively impacts my learning experience and motivation to excel academically.	3.34	0.57	Often
Total Measure	3.40	0.30	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes;3.50-4.00 Always

Table 7 presents the respondents' assessment of the school environment concerning teacher-student relationships. On average, respondents perceived that their teachers demonstrated genuine care and concern for academic progress and well-being, with a mean score of 3.45 and a relatively low standard deviation of 0.50, indicating a consistent perception of "Often."

Similarly, teachers were seen as actively encouraging and supporting student participation in class discussions and activities (Mean=3.45, SD=0.56), and students feel comfortable approaching teachers with questions or concerns about their studies (Mean=3.37, SD=0.55), both happening "Often" on average. Teachers' provision of timely and constructive feedback on academic performance was also positively perceived (Mean=3.42, SD=0.62), occurring "Often" according to respondents. The overall belief in a positive impact of the teacher-student relationship on learning experience and academic motivation is reflected in a mean score of 3.34 and a standard deviation of 0.57, indicating an "Often" occurrence on average for this indicator. The total measure yielded an average perception of "Often" (Mean=3.40, SD=0.30).

These results suggested a generally positive assessment of teacher-student relationships within the school environment. The consistency in the "Often" ratings across the indicators indicated a stable and favorable perception of teacher behaviors and the overall impact of these relationships on students. The low standard deviations suggested a relatively uniform perception among respondents. Educators and school administrators could leverage these positive perceptions by reinforcing and sustaining practices that contributed to a supportive teacher-student relationship. This may include ongoing training for teachers to enhance their communication and support skills. Recognizing and addressing any areas of concern indicated by the standard deviations could further contribute to the overall improvement of the teacher-student relationship.

The interaction between teachers and students has been found to be a significant element in improving academic achievements and student development. Teachers made a big contribution to education by assisting students in reaching their objectives. Cook et al. (2018) found that some students had adequate time during the week to spend with their professors. Numerous scholars have endeavored to unravel the enigma surrounding the caliber of student-teacher relationships and academic achievement in elementary schools (Hughes et al., 2019). Good ties between teachers and pupils aided in the academic success of the latter.

For goals to be achieved at all educational levels, instructors, students, and school administrators must have an effective communication system both inside and outside the school, claim Akinfolarin and Rufai (2018). Teachers and students were able to follow the school's goals and objectives, which inspired them to enhance the teaching and learning process, thanks to the availability of an effective information and communication system in school administration.

Table 8 displays the respondents' assessment of the school environment in terms of student-student relationships. The result revealed that, on average, students perceived their peers to be friendly and inclusive, fostering a welcoming atmosphere (Mean=3.24, SD=0.52), with a consistent occurrence of "Often." Respondents also feel comfortable collaborating with peers on academic projects and assignments (Mean=3.40, SD=0.59) and noted a strong sense of camaraderie and mutual respect among students within the school community (Mean=3.30, SD=0.55), both happening "Often" on average. Making friends and socializing during school activities and events was considered relatively easy (Mean=3.29, SD=0.58). The overall belief in the positive contribution of student-student relationships to the learning experience and peer support was reflected in a mean score of 3.36 and a standard deviation of 0.56, indicating an "Often" occurrence on average for this indicator. The total measure yielded an average perception of "Often" (Mean=3.32, SD=0.31).

These findings revealed a generally positive assessment of student-student relationships within the school environment. The "Often" ratings across indicators indicated a consistent perception of positive peer interactions and a supportive social atmosphere. The standard

deviations, while slightly higher compared to teacher-student relationships, still suggested a relatively uniform perception among respondents. Schools can build on these positive perceptions by implementing initiatives that fostered a sense of inclusivity and camaraderie among students, such as peer mentoring programs or collaborative projects. Educators and administrators may also consider addressing any specific concerns highlighted by the standard deviations to further enhance student-student relationships.

Table 8. Respondents' Assessment of the School Environment Relative to Student-Student Relationship

Indicators	*Mean*	*SD*	*Description*
1. Students at this school are friendly and inclusive, fostering a welcoming atmosphere for all.	3.24	0.52	Often
2. I feel comfortable collaborating with my peers on academic projects and assignments.	3.40	0.59	Often
3. There is a strong sense of camaraderie and mutual respect among students within the school community.	3.30	0.55	Often
4. I find it easy to make friends and socialize with my classmates during school activities and events.	3.29	0.58	Often
5. Overall, I believe the student-student relationships at this school contribute positively to the overall learning experience and peer support.	3.36	0.56	Often
Total Measure	3.32	0.31	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes;3.50-4.00 Always

These findings revealed a generally positive assessment of student-student relationships within the school environment. The "Often" ratings across indicators indicated a consistent perception of positive peer interactions and a supportive social atmosphere. The standard deviations, while slightly higher compared to teacher-student relationships, still suggested a relatively uniform perception among respondents. Schools can build on these positive perceptions by implementing initiatives that fostered a sense of inclusivity and camaraderie among students, such as peer mentoring programs or collaborative projects. Educators and administrators may also consider addressing any specific concerns highlighted by the standard deviations to further enhance student-student relationships.

Good student-student relationships have the potential to improve academic achievement (Roseth, Johnson, & Johnson 2018), increase feelings of safety, and motivate and be willing to participate in class (Baker, Grant, & Morlock 2018; Hamre & Pianta 2021; O'Conner, Dearing, & Collins, 2019; Wentzel 2018). Students are more likely to feel safe and think that their thoughts are being taken seriously if they have stronger relationships with their classmates. As a result, they are more likely to participate and voice their opinions. Therefore, it was thought that students who got along well with their peers would be more inclined to engage in class debates and dialogues, which expands the window of opportunity for encouraging involvement in societal concerns.

Table 9 presents the respondents' assessment of the school environment concerning student-student communication. The result indicated that, on average, students perceived active and open communication among their peers as a frequent occurrence, with a mean score of 3.70 and a relatively low standard deviation of 0.51, corresponding to "Always." Respondents also expressed feeling comfortable expressing their ideas and opinions during class discussions and group activities (Mean=3.46, SD=0.58), with a slightly lower occurrence of "Often" on average. The presence of a positive and supportive atmosphere that encouraged effective communication among students was rated as happening "Often" (Mean=3.43, SD=0.59).

Table 9. *Respondents' Assessment of the School Environment Relative to Student-Student Communication*

Indicators	*Mean*	*SD*	*Description*
1. Students at this school actively engage in open and respectful communication with their peers.	3.70	0.51	Always
2. I feel comfortable expressing my ideas and opinions during class discussions and group activities.	3.46	0.58	Often
3. There is a positive and supportive atmosphere that encourages effective communication among students.	3.43	0.59	Often
4. I find it easy to collaborate with my classmates on academic projects and share knowledge and resources.	3.41	0.56	Often
5. Overall, I believe the student-student communication at this school enhances the learning experience and promotes a sense of belonging within the school community.	3.60	0.53	Always
Total Measure	3.52	0.31	Always

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes;3.50-4.00 Always

Additionally, respondents find it easy to collaborate with classmates on academic projects and share knowledge and resources, with a mean score of 3.41 and an "Often" frequency indicated by the standard deviation of 0.56. The overall belief in the positive impact of student-student communication on the learning experience and a sense of belonging within the school community was reflected in a mean score of 3.60 and a standard deviation of 0.53, indicating an "Always" occurrence on average for this indicator. The total measure yielded an average perception of "Always" (Mean=3.52, SD=0.31).

These results implied that students generally perceived a high level of communication among their peers, characterized by openness, respect, and active engagement. The consistently high mean scores and lower standard deviations indicated a robust and uniform perception among respondents. Schools could build on this positive aspect by implementing strategies that further enhanced communication skills, collaborative learning, and the sense of belonging among students. Creating forums for open dialogue, promoting group activities, and fostering a supportive atmosphere can contribute to sustaining and improving the positive communication environment. Educators and administrators may consider leveraging these positive perceptions to reinforce a culture of effective communication among students.

As stated by Hamm and Faircloth (2020), school-based positive relationships such as acceptance of managers, teachers and peers was

an important source of experience supporting students' commitment to the school. In this regard, it could be concluded that the teacher-student relationship, student-student communication, school management, and participation in school activities substantially affected student's commitment to the school.

Table 10 presents the respondents' assessment of the school environment concerning student activities. The result indicated that, on average, students perceive the school to offer a diverse range of extracurricular activities catering to their interests and talents, with a mean score of 3.33 and a standard deviation of 0.64, corresponding to "Often." Respondents also feel encouraged to participate in various student activities that promoted personal growth and skill development, as indicated by a mean score of 3.44 and an "Often" frequency represented by the standard deviation of 0.53. The school providing ample opportunities for students to engage in leadership roles and take part in organizing events and initiatives was rated as happening "Often" (Mean=3.38, SD=0.57).

Table 10. *Respondents' Assessment of the School Environment Relative to Student Activities*

Indicators	*Mean*	*SD*	*Description*
1. The school offers a diverse range of extracurricular activities that cater to students' interests and talents.	3.33	0.64	Often
2. I feel encouraged to participate in various student activities that promote personal growth and skill development.	3.44	0.53	Often
3. The school provides ample opportunities for students to engage in leadership roles and take part in organizing events and initiatives.	3.38	0.57	Often
4. I find the student activities at this school to be well-organized and inclusive, allowing for meaningful involvement.	3.48	0.53	Often
5. Overall, I believe the student activities in this school contribute positively to my overall educational experience and sense of belonging in the school community.	3.34	0.54	Often
Total Measure	3.39	0.30	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes;3.50-4.00 Always

Additionally, respondents found the student activities at the school to be well-organized and inclusive, allowing for meaningful involvement, with a mean score of 3.48 and a standard deviation of 0.53, corresponding to "Often." The overall belief in the positive contribution of student activities to the overall educational experience and sense of belonging in the school community was reflected in a mean score of 3.34 and a standard deviation of 0.54, indicating an "Often" occurrence on average for this indicator. The total measure yielded an average perception of "Often" (Mean=3.39, SD=0.30).

These results suggested that students generally perceived a positive environment concerning student activities within the school. The "Often" ratings across indicators indicated a consistent perception of a wide range of activities, encouragement for participation, and opportunities for leadership and organization. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Schools could build on these positive perceptions by continuously expanding and diversifying extracurricular offerings, ensuring inclusivity and meaningful involvement for all students. Educators and administrators might consider leveraging these positive perceptions to further enhance student engagement and satisfaction with the overall school experience.

Engagement in extracurricular activities yielded beneficial outcomes for kids' academic performance. According to Fredericks (2019), over 80% of young people engage in extracurricular activities. Participating in extracurricular activities provided crucial chances for teenage growth, including peer relationships, proper social behavior, and foundational knowledge for academic success (Blomfield & Barber, 2019). (Metsapelto & Pulkkinen, 2018). The majority of the curriculum outcomes that teachers use to assess students' progress are based on their academic performance.

Table 11. *Consolidated Findings of the Respondents' Assessment of the School Environment*

School Environment	*Mean*	*SD*	*Description*
School Management	3.47	0.30	Often
Teacher-Student Relationship	3.40	0.30	Often
Student-Student Relationship	3.32	0.31	Often
Student-Student Communication	3.52	0.31	Always
Student Activities	3.39	0.30	Often
Total Measure	3.42	0.20	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes;3.50-4.00 Always

Table 11 provides a consolidated overview of the respondents' assessment of various aspects of the school environment. The finding revealed that, on average, respondents perceived the school environment positively across different dimensions. School management was rated with a mean score of 3.47 and a low standard deviation of 0.30, indicating a consistent perception of "Often." The teacher-student relationship was similarly perceived positively, with a mean score of 3.40 and a standard deviation of 0.30. Student-student relationships and student activities also received positive assessments, with mean scores of 3.32 and 3.39, respectively, and standard deviations of 0.31 and 0.30, indicating relatively consistent perceptions.

Notably, student-student communication is particularly positively evaluated, with a mean score of 3.52 and a low standard deviation of 0.31, corresponding to "Always." The overall consolidated measure reflected a positive average perception of the school

environment, with a mean score of 3.42 and a low standard deviation of 0.20, indicating a consistent perception of "Often."

These consolidated findings suggested an overall favorable view of the school environment among the respondents. The low standard deviations across categories indicated a relatively uniform perception, highlighting consistency in how students perceive different aspects of their school environment. Educators and administrators could leverage these positive perceptions to reinforce and enhance the identified strengths of the school environment. Recognizing and addressing any specific concerns, even those with low standard deviations could contribute to sustaining and improving the overall school environment.

The connections that took place within a school community were shaped by the structural, individual, and functional elements of the educational setting, giving schools their unique character (Fonllem, Sing, Verdugo, Teran & Barahon, 2020). The school environment was an important factor when evaluating students, teachers, and other stakeholders' well-being. Thus, the kind of school a student had attended and the atmosphere it provided had a significant impact on their academic performance (Korir & Kipkemboi, 2014).

Problem 3: What are the respondent's commitments in terms of commitment to school, commitment to teachers, and commitment to friends?

Table 12 presents the respondents' assessment of their commitment to the school. The data indicated that, on average, students felt a strong sense of dedication and responsibility towards their academic pursuits at the school, with a mean score of 3.23 and a standard deviation of 0.53, corresponding to "Agree." Respondents expressed motivation to actively participate in school-related activities and contribute positively to the school community, as indicated by a mean score of 3.42 and an "Agree" frequency represented by a standard deviation of 0.56. The belief that their commitment to school was reflected in their efforts to excel academically and participate in extracurricular activities was positively rated, with a mean score of 3.45 and a standard deviation of 0.71, corresponding to "Agree."

Table 12. *Respondents' Assessment of the Commitment in terms of Commitment to School*

Indicators	*Mean*	*SD*	*Description*
1. I feel a strong sense of dedication and responsibility towards my academic pursuits at this school.	3.23	0.53	Agree
2. I am motivated to actively participate in school-related activities and contribute positively to the school community.	3.42	0.56	Agree
3. I believe that my commitment to school is reflected in my efforts to excel academically and in my involvement in extracurricular activities.	3.45	0.71	Agree
4. The school's supportive and nurturing environment encourages me to maintain a high level of commitment to my educational goals.	3.37	0.57	Agree
5. Overall, I feel deeply committed to the success and growth of this school and take pride in being part of its learning community.	3.40	0.56	Agree
Total Measure	3.37	0.26	Agree

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

The school's supportive and nurturing environment was perceived to encourage students to maintain a high level of commitment to their educational goals, with a mean score of 3.37 and an "Agree" frequency represented by a standard deviation of 0.57. Overall, students felt deeply committed to the success and growth of the school and take pride in being part of its learning community, as indicated by a mean score of 3.40 and a standard deviation of 0.56, corresponding to "Agree." The total measure yielded an average perception of "Agree" (Mean=3.37, SD=0.26).

These findings showed that the students exhibited a positive and committed attitude towards their school. The "Agree" ratings across indicators indicated a consistent perception of dedication, motivation, and belief in the school's supportive environment. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Schools could build on these positive perceptions by recognizing and fostering students' commitment to their academic pursuits and extracurricular activities. Educators and administrators may consider leveraging these positive attitudes to further enhance student engagement and satisfaction.

One interesting finding of the research was positive but no significant effect of the perception of high school students toward their school environment compared to absenteeism. When considered through commitment to the school, it reinforced the negative effects of commitment to the school on student's attendance. In other words, while the direct effect of school variables forming the student perception, including the teacher-student relationships, student-student communication, school management, and student activities, increases absenteeism, the indirect effects of enhancing commitment to the school reduce the students' absenteeism rate. At this point, it could be concluded that the school variables alone were not sufficient to reduce absenteeism. When they existed together with the commitment to the school through being valued as a member of the school, having the belief to be respected, and having a sense of belonging to the school community (Savi, 2019), they could reduce absenteeism.

Table 13 presents the respondents' assessment of their commitment to teachers. The result displayed that the students are committed to putting in their best effort to meet the academic expectations set by their teachers, with a mean score of 3.40 and a standard deviation of 0.56, corresponding to "Agree." Respondents expressed a strong sense of respect and appreciation for their teachers' guidance and support in their learning journey, as indicated by a mean score of 3.29 and an "Agree" frequency represented by a standard deviation of 0.63. Actively participating in class discussions and activities to demonstrate commitment to teachers and their lessons was rated

positively, with a mean score of 3.22 and a standard deviation of 0.63, corresponding to "Agree."

The feedback and encouragement received from teachers are perceived to inspire students to stay committed to their studies and personal growth, with a mean score of 3.42 and an "Agree" frequency represented by a standard deviation of 0.54. Overall, students believed that their commitment to learning was closely tied to the dedication and passion exhibited by their teachers in their teaching, as indicated by a mean score of 3.24 and a standard deviation of 0.56, corresponding to "Agree." The total measure yielded an average perception of "Agree" (Mean=3.31, SD=0.30).

Table 13. *Respondents' Assessment of the Commitment in terms of Commitment to Teachers*

Indicators	*Mean*	*SD*	*Description*
1. I am committed to putting in my best effort to meet the academic expectations set by my teachers.	3.40	0.56	Agree
2. I feel a strong sense of respect and appreciation for my teachers' guidance and support in my learning journey.	3.29	0.63	Agree
3. I actively participate in class discussions and activities to demonstrate my commitment to my teachers and their lessons.	3.22	0.63	Agree
4. The feedback and encouragement I receive from my teachers inspire me to stay committed to my studies and personal growth.	3.42	0.54	Agree
5. Overall, I believe that my commitment to learning is closely tied to the dedication and passion my teachers exhibit in their teaching.	3.24	0.56	Agree
Total Measure	3.31	0.30	Agree

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

These findings showed that the students exhibited a positive commitment to their teachers. The "Agree" ratings across indicators indicated a consistent perception of effort, respect, and active participation in response to teachers' expectations. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Schools could build on these positive perceptions by recognizing and fostering students' commitment to their teachers, emphasizing the reciprocal nature of the teacher-student relationship. Educators and administrators may consider leveraging these positive attitudes to further enhance student engagement and satisfaction.

For many students, it was important that they like and feel attached to school, so they would want to attend. Liking school also increases the likelihood that students will complete school. Students tended to like school more when they experienced positive interactions with their teachers, perceived that their schools were good places to learn, and felt that teachers like them and care whether or not they were in school (Libbey, 2021).

Table 14. *Respondents' Assessment of the Commitment in terms of Commitment to Friends*

Indicators	*Mean*	*SD*	*Description*
1. I am committed to maintaining strong and supportive friendships with my fellow students at school.	3.21	0.53	Agree
2. I actively participate in group activities and collaborative projects, demonstrating my commitment to my friends' success and well-being.	3.35	0.56	Agree
3. I feel a sense of loyalty and dedication to my friends, supporting them in their academic and personal endeavors.	3.22	0.65	Agree
4. The bonds I have with my friends at school motivate me to engage more actively in school-related activities and events.	3.16	0.52	Agree
5. Overall, I believe that my commitment to school is influenced by the strong relationships and camaraderie I share with my friends.	3.12	0.60	Agree
Total Measure	3.21	0.30	Agree

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

Table 14 presents the respondents' assessment of their commitment to friends. The result depicted that the students were committed to maintain strong and supportive friendships with their fellow students at school, with a mean score of 3.21 and a standard deviation of 0.53, corresponding to "Agree." Respondents expressed active participation in group activities and collaborative projects, demonstrating a commitment to their friends' success and well-being, as indicated by a mean score of 3.35 and an "Agree" frequency represented by a standard deviation of 0.56. A sense of loyalty and dedication to friends, supporting them in their academic and personal endeavors, was positively rated, with a mean score of 3.22 and a standard deviation of 0.65, corresponding to "Agree."

The bonds formed with friends at school were perceived to motivate students to engage more actively in school-related activities and events, with a mean score of 3.16 and a standard deviation of 0.52, corresponding to "Agree." Overall, students believed that their commitment to school was influenced by the strong relationships and camaraderie they shared with their friends, as indicated by a mean score of 3.12 and a standard deviation of 0.60, corresponding to "Agree." The total measure yielded an average perception of "Agree" (Mean=3.21, SD=0.30).

These findings implied that the students exhibited a positive commitment to their friends. The "Agree" ratings across indicators indicated a consistent perception of commitment to maintain strong friendships, actively participate in group activities, and support friends in their endeavors. The standard deviations, while indicating some variability, still suggested a relatively uniform perception

among respondents. Schools could build on these positive perceptions by recognizing the importance of peer relationships in fostering commitment and engagement among students. Educators and administrators may consider fostering a supportive social environment that encourages positive peer relationships.

Students were encouraged to attend the school provided their needs were met, as stated by Lussier and Achua (2018, as referenced in Senyametor et al., 2018). Another was the need for safety, which came under the categories of basic requirements and protection from bodily danger. Students' confidence to work more in school was bolstered by the support of their close friends and family. Finally, self-actualization involved helping pupils reach their full potential. By providing guidance and remediation, students' abilities and skills were developed, which might be very helpful in securing their future. As a result, students were urged to finish their education in order to achieve the objective that could lead to success (Senyametor et al., 2018).

Table 15. *Consolidated Findings of the Respondents' Assessment on their Commitment*

Indicators	*Mean*	*SD*	*Description*
Commitment to School	3.37	0.26	Agree
Commitment to Teachers	3.31	0.30	Agree
Commitment to Friends	3.21	0.30	Agree
Total Measure	3.30	0.22	Agree

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

Table 15 provides a consolidated overview of the respondents' assessment of their commitment across different dimensions. The result disclosed that the students exhibited positive commitment across various aspects of their school experience. The commitment to school was rated particularly high, with a mean score of 3.37 and a low standard deviation of 0.26, corresponding to "Agree." The commitment to teachers was also positively evaluated, with a mean score of 3.31 and a standard deviation of 0.30. The commitment to friends received a slightly lower mean score of 3.21, with a standard deviation of 0.30. The total measure yielded an average perception of "Agree" (Mean=3.30, SD=0.22).

These consolidated findings suggested that the students showed a positive and consistent commitment to their school, teachers, and friends. The low standard deviations indicated a relatively uniform perception among respondents, highlighting the stability and strength of these commitments. Educators and administrators could leverage these positive perceptions to reinforce and enhance the identified strengths in commitment to school, teachers, and friends. Recognizing and addressing any specific concerns, even those with low standard deviations could contribute to sustain and improve overall commitment levels.

The interactions between students and between teachers in the classroom appeared to be crucial for fostering an open classroom environment (Campbell, 2018; Fraser, 2019; Isac et al., 2018; Loukas, 2020). Not only were good relationships between students and teachers positively correlated with school motivation and interest (Osterman, 2020; Furrer, Skinner, and Pitzer 2019; Schunk, Meece, and Pintrich, 2018), but they were also positively correlated with participation in class discussions (Hamre et al., 2018; Pianta, Hamre, & Allen, 2019). Positive relationships among students and between students and teachers made students feel secure. It provided room for sharing opinions, which boosted their involvement, motivation, and interest in participation (Baker, Grant, & Morlock, 2018; Hamre & Pianta, 2021).

Problem 4: How do the respondents assess the parental control relative to the mother's knowledge, mother's monitoring, father's knowledge, and father's monitoring?

Table 16. *Respondents' Assessment of the Parental Control Relative to Mother's Knowledge*

Indicators	*Mean*	*SD*	*Description*
1. My mother has a good understanding of my daily activities and whereabouts.	3.09	0.65	Often
2. I feel comfortable discussing important matters with my mother, knowing she is well-informed about my life.	2.90	0.75	Often
3. My mother sets clear rules and boundaries for my behavior and ensures I follow them.	3.05	0.70	Often
4. I trust my mother's decisions and believe she has my best interests at heart when exercising parental control.	3.24	0.60	Often
5. Overall, I believe my mother's knowledge and involvement play a significant role in maintaining effective parental control over my actions and choices.	3.19	0.61	Often
Total Measure	3.10	0.31	Often

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

Table 16 presents the respondents' assessment of parental control relative to their mother's knowledge. The result indicated that the students perceived that their mothers had a good understanding of their daily activities and whereabouts, with a mean score of 3.09 and a standard deviation of 0.65, corresponding to "Often." However, respondents feel slightly less comfortable discussing important matters with their mothers, as indicated by a mean score of 2.90 and a standard deviation of 0.75, also corresponding to "Often." The perception that mothers set clear rules and boundaries for behavior and ensure compliance received a mean score of 3.05 and a standard deviation of 0.70, corresponding to "Often."

Trust in mothers' decisions and belief in their best interests at heart when exercising parental control was rated positively, with a mean

score of 3.24 and a standard deviation of 0.60, corresponding to "Often." Overall, students believed that their mothers' knowledge and involvement played a significant role in maintaining effective parental control over their actions and choices, as indicated by a mean score of 3.19 and a standard deviation of 0.61, corresponding to "Often." The total measure yielded an average perception of "Often" (Mean=3.10, SD=0.31).

These findings displayed that the students perceived a moderately positive relationship between their mothers' knowledge and parental control. The "Often" ratings across indicators indicated a consistent perception of mothers being knowledgeable and involved in their children's lives, setting clear rules, and making decisions with the child's best interests in mind. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Parents and educators could leverage these positive perceptions to reinforce positive parenting practices and encourage open communication. Recognizing and addressing any specific concerns highlighted by the standard deviations could contribute to sustaining and improving effective parental control.

Researchers saw the importance of the mother's or woman's function as an educator as being on par with the importance of the parents' work and marital status when it came to the development of the individual identity. The woman appeared to have greater fulfillment in her role as a mother than in her role as the husband's child's father. Always in line with the mother's biological and physiological relationship to the kid, this signified the initial and rational stage of the child's development. This is because the mother, who brought the infant into the world, guaranteed the child's survival. Additionally, she reared them from infancy until they attained complete independence in adulthood. It was undoubtedly assumed that every child who grows up and receives an education in a mother's presence would achieve a suitable stage of social, psychological, and physical development. These kids appeared happier, looked lot better, and seemed to be enjoying childhood in general. They were willing to collaborate since they could communicate (2019, Braza).

Table 17 presents the respondents' assessment of parental control relative to their mother's monitoring. The result depicted that the students perceived that their mothers were actively involved in monitoring their academic progress and school activities, with a mean score of 2.86 and a standard deviation of 0.68, corresponding to "Often." Respondents also felt that their mothers had a good understanding of their social interactions and friendships, as indicated by a mean score of 2.98 and a standard deviation of 0.61, also corresponding to "Often." The perception that mothers set clear expectations and guidelines for behavior and ensure consistent compliance received a mean score of 3.22 and a standard deviation of 0.64, corresponding to "Often."

Table 17. *Respondents' Assessment of the Parental Control Relative to Mother's Monitoring*

Indicators	*Mean*	*SD*	*Description*
1. My mother is actively involved in monitoring my academic progress and school activities.	2.86	0.68	Often
2. I feel that my mother has a good understanding of my social interactions and friendships.	2.98	0.61	Often
3. My mother sets clear expectations and guidelines for my behavior and ensures they are consistently followed.	3.22	0.64	Often
4. I believe that my mother's monitoring helps keep me safe and promotes responsible decision-making.	2.82	0.72	Often
5. Overall, I feel supported and cared for by my mother's vigilant monitoring and involvement in my life.	3.24	0.65	Often
Total Measure	3.02	0.34	Often

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

However, there was a slightly lower perception that mothers' monitoring helped keep them safe and promoted responsible decision-making, with a mean score of 2.82 and a standard deviation of 0.72, also corresponding to "Often." Overall, students felt supported and cared for by their mother's vigilant monitoring and involvement in their lives, as indicated by a mean score of 3.24 and a standard deviation of 0.65, corresponding to "Often." The total measure yielded an average perception of "Often" (Mean=3.02, SD=0.34).

These findings suggested that the students perceived a positive relationship between their mothers' monitoring and parental control. The "Often" ratings across indicators indicated a consistent perception of mothers actively monitoring academic progress, understanding social interactions, setting clear expectations, and being supportive. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Parents and educators could leverage these positive perceptions to reinforce effective monitoring practices and promote responsible decision-making. Recognizing and addressing any specific concerns highlighted by the standard deviations can contribute to sustaining and improving effective parental control.

Gyamfi and Pobbi (2018) stipulated that parental involvement in a child's education was known to have a substantial contribution toward several positive academic outcomes for the child. The positive effects of parental involvement in a child's education were; to improve academic achievement and good behavior (Nyangarika & Nombo, 2020). It was however undoubtedly laudable that parent-school collaboration had a lot of benefits for the students.

Table 18 presents the respondents' assessment of parental control relative to their father's knowledge. The result showed that the students perceived that their fathers were well-informed about their daily activities and whereabouts, with a mean score of 3.08 and a standard deviation of 0.67, corresponding to "Often." Respondents also felt comfortable discussing important matters with their fathers, as indicated by a mean score of 3.01 and a standard deviation of 0.66, also corresponding to "Often." The perception that fathers set clear rules and expectations for behavior and ensure consistent compliance receives a mean score of 3.34 and a standard deviation of 0.59, corresponding to "Often." Trust in fathers' decisions and belief in their best interests at heart when exercising parental control was rated positively, with a mean score of 3.32 and a standard deviation of 0.60, corresponding to "Often."

Table 18. *Respondents' Assessment of the Parental Control Relative to Father's Knowledge*

Indicators	*Mean*	*SD*	*Description*
1. My father is well-informed about my daily activities and whereabouts.	3.08	0.67	Often
2. I feel comfortable discussing important matters with my father, knowing he is aware of my life.	3.01	0.66	Often
3. My father sets clear rules and expectations for my behavior, ensuring I follow them.	3.34	0.59	Often
4. I trust my father's decisions and believe he has my best interests at heart when exercising parental control.	3.32	0.60	Often
5. Overall, I believe my father's knowledge and involvement play a significant role in maintaining effective parental control over my actions and choices.	3.18	0.62	Often
Total Measure	3.18	0.28	Often

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

Overall, students believed that their fathers' knowledge and involvement played a significant role in maintaining effective parental control over their actions and choices, as indicated by a mean score of 3.18 and a standard deviation of 0.62, also corresponding to "Often." The total measure yielded an average perception of "Often" (Mean=3.18, SD=0.28).

These findings entailed that the students perceived a positive relationship between their fathers' knowledge and parental control. The "Often" ratings across indicators indicated a consistent perception of fathers being knowledgeable and involved in their children's lives, setting clear rules, and making decisions with the child's best interests in mind. The standard deviations, while indicating some variability, still suggested a relatively uniform perception among respondents. Parents and educators could leverage these positive perceptions to reinforce positive parenting practices and encourage open communication. Recognizing and addressing any specific concerns highlighted by the standard deviations could contribute to sustaining and improving effective parental control.

When it came to structuring a pleasant and suitably functional household development, with a focus on the kids, the father in the family played a crucial role. Helping fathers be the 'best fathers they can be' is therefore of enormous importance to children. A godfather must be a good parent and a good husband. This person is an extremely important factor in the organization of family life as a whole, which is the basic ground for a happy family for all the members of a respective family. Many young fathers wanted to do things better than they had experienced in their lives. (Claudia & Eberhard, 2018) His presence in the family has particular importance because it leads the family members, i.e. the children towards a feeling of safety in their life reigning on the overall family members as a compact union of members. In these circumstances of safety, the children are the ones who benefit most.

Table 19 presents the respondents' assessment of parental control relative to their father's monitoring. The result displayed that the students perceived that their fathers actively monitored their academic progress and showed interest in their school activities, with a mean score of 3.19 and a low standard deviation of 0.47, corresponding to "Often." Respondents also felt that their fathers were aware of their social interactions and the company they kept, as indicated by a mean score of 3.08 and a standard deviation of 0.53, also corresponding to "Often." The perception that fathers set clear expectations and guidelines for behavior and ensure consistent compliance received a mean score of 3.13 and a low standard deviation of 0.47, corresponding to "Often." Belief in fathers' monitoring helping them make responsible decisions and stay on the right track was rated positively, with a mean score of 3.15 and a low standard deviation of 0.48, corresponding to "Often."

Table 19. *Respondents' Assessment of the Parental Control Relative to Father's Monitoring*

Indicators	*Mean*	*SD*	*Description*
1. My father actively monitors my academic progress and shows interest in my school activities.	3.19	0.47	Often
2. I feel that my father is aware of my social interactions and the company I keep.	3.08	0.53	Often
3. My father sets clear expectations and guidelines for my behavior and ensures they are consistently followed.	3.13	0.47	Often
4. I believe that my father's monitoring helps me make responsible decisions and stay on the right track.	3.15	0.48	Often
5. Overall, I feel supported and cared for by my father's vigilant monitoring and involvement in my life.	3.40	0.54	Often
Total Measure	3.19	0.23	Often

1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

Overall, students felt supported and cared for by their father's vigilant monitoring and involvement in their lives, as indicated by a mean score of 3.40 and a standard deviation of 0.54, corresponding to "Often." The total measure yielded an average perception of "Often" (Mean=3.19, SD=0.23).

These findings implied that the students perceived a positive relationship between their fathers' monitoring and parental control. The "Often" ratings across indicators indicated a consistent perception of fathers actively monitoring academic progress, being aware of social interactions, setting clear expectations, and being supportive. The low standard deviations suggested a relatively uniform perception among respondents. Parents and educators could leverage these positive perceptions to reinforce effective monitoring practices and promote responsible decision-making. Recognizing and addressing any specific concerns highlighted by the standard deviations could contribute in sustaining and improving effective parental control.

Effective involvement of parents in their children's education had a positive effect on their children's lives, including their development, behavior, motivation, and academic performance (Dahn, 2020). Involving parents in their children's education enabled their wards to understand the importance of education and pursue education to the highest level. Instructors can have a better understanding of students by engaging parents in their children's education because children spend much of their time with their parents

than any other people (Liu, Sulaimani, & Henning, 2020).

Table 20 provides a consolidated overview of the respondents' assessment of parental control across different dimensions. The result indicated that students perceived a positive level of parental control in various aspects of their lives. The mean scores for mother's knowledge (Mean=3.10, SD=.31), mother's monitoring (Mean=3.02, SD=.34), father's knowledge (Mean=3.18, SD=.28), and father's monitoring (Mean=3.19, SD=.23) all fell under the "Often" category. The total measure, which combined these dimensions, yielded an average perception of "Often" with a mean score of 3.20 and a low standard deviation of 0.16.

Table 20. *Consolidated Findings of the Respondents' Assessment of the Parental Control*

Indicators	*Mean*	*SD*	*Description*
Mother's Knowledge	3.10	0.31	Often
Mother's Monitoring	3.02	0.34	Often
Father's Knowledge	3.18	0.28	Often
Father's Monitoring	3.19	0.23	Often
Total Measure	3.20	0.16	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

These consolidated findings suggested that the students perceived a consistently positive level of parental control, both in terms of knowledge and monitoring, from both mothers and fathers. The low standard deviations across dimensions indicated a relatively uniform perception among respondents, highlighting the stability and strength of these parental control measures. Parents and educators could leverage these positive perceptions to reinforce effective parenting practices, emphasizing the importance of knowledge and monitoring in fostering a supportive and caring family environment. Recognizing and addressing any specific concerns highlighted by the standard deviations can contribute to sustaining and improving effective parental control.

According to Corville's study, which Demir and Karabeyoglu (2019) mentioned, parents' involvement in their children's education was lower in the study because they had less educational experience. Parents with poor levels of educational background, unpleasant past school experiences; lack of participation in school or not understanding procedures; and not creating an atmosphere for the student to perform homework. For this reason, their kids were more likely to skip school than to show up.

Problem 5: How do the respondents assess the reasons for absenteeism relative to physical factors, personal attitude, teacher-related and home-related factors?

Table 21 reveals the respondents' assessment of the reasons for absenteeism, particularly focusing on physical factors influencing their attendance. The data reflected a range of concerns, with students expressing reluctance to attend classes due to the distance of their homes from the school (Mean=2.45, SD=0.73). Safety emerged as a notable concern, as indicated by students feeling unsafe when traveling alone to school (Mean=2.21, SD=0.69) and expressing fear of sudden armed conflict (Mean=2.04, SD=0.67).

Table 21. *Respondents' Assessment of the Reasons for Absenteeism Relative to Physical Factors*

Indicators	*Mean*	*SD*	*Description*
1. I don't like to attend my class because our house is far from the school.	2.45	0.73	Sometimes
2. I felt unsafe going to school by traveling alone	2.21	0.69	Sometimes
3. I am afraid of sudden armed conflict.	2.04	0.67	Sometimes
4. I don't have company in going to school since it is far	2.58	0.69	Often
Total Measure	2.32	0.48	Sometimes

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

Additionally, the absence of company for those commuting long distances was highlighted as a recurring issue (Mean=2.58, SD=0.69). The Total Measure, combining these factors, suggested an overall perception of absenteeism due to physical factors occurring "Sometimes" (Mean=2.32, SD=0.48). These findings underscored the multifaceted challenges students face in physically accessing education, emphasizing the need for targeted interventions.

There may be several causes are important factors that disabled students to lose opportunity and access to educational services. For example, learning potential was impacted by physical, mental, or intellectual disabilities, a lack of educational resources, and the support networks for the impaired individual (Tieammanee, 2019).

Table 22. *Respondents' Assessment of the Reasons for Absenteeism Relative to Personal Attitude*

Indicators	*Mean*	*SD*	*Description*
1.I am not interested in my studies	2.68	0.82	Often
2.I don't have many friends.	2.69	0.77	Often
3.I don't know how to read.	2.34	0.90	Sometimes
4.I don't have enough support from my parents	2.43	0.83	Sometimes
Total Measure	2.54	0.42	Often

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

Table 22 shows the factors influencing absenteeism from the perspective of personal attitudes among the respondents. The result

underscored the significance of individual perspectives in shaping attendance patterns. Notably, a lack of interest in studies emerged as a prevalent factor, with students expressing this sentiment frequently (Mean=2.68, SD=0.82). The importance of social connections is evident, as an absence of substantial friendships was also frequently cited as a reason for non-attendance (Mean=2.69, SD=0.77).

Moreover, some students acknowledge challenges in reading as a contributor to occasional absenteeism (Mean=2.34, SD=0.90). Parental support was identified as another influencing factor, with a considerable number of students noting insufficient support from their parents (Mean=2.43, SD=0.83). The Total Measure, combining these personal attitude factors, indicated an overall perception that absenteeism due to personal attitudes occurred "Often" (Mean=2.54, SD=0.42).

These findings revealed the need for personalized interventions that addressed students' varying attitudes and challenges, including implementing engaging teaching methods, fostering positive social connections, providing additional support for those facing academic difficulties, and involving parents in creating a supportive educational environment. By addressing these personal attitude factors, educational stakeholders could contribute to enhancing students' overall engagement and attendance.

Other outcomes, according to Reid (2019) and Gentle-Genitty (2018), included not wanting to wake up in the morning, being severely disciplined, sleeping in late, not finishing homework, being in a grade that is one grade above or below the usual grade level, moving to a new school in the middle of the school year, feeling extremely pressured to perform well on tests, feeling sick all the time, and having siblings who missed school frequently. Other motivations include engaging in enjoyable activities and interacting with peers outside of the classroom (Williams, 2020).

Table 23. *Respondents' Assessment of the Reasons for Absenteeism Relative to Teacher-Related Factors*

Indicators	*Mean*	*SD*	*Description*
1. My teacher scolded me	2.07	0.78	Sometimes
2. I cannot understand my teacher's lessons	2.18	0.61	Sometimes
3. I do not like my teacher.	2.11	0.62	Sometimes
4. I do not receive follow-ups/monitoring from my teachers.	2.22	0.90	Sometimes
Total Measure	2.14	0.42	Sometimes

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

Table 23 presents a perspective on absenteeism by exploring teacher-related factors as perceived by the respondents. On average, students indicated that these factors occasionally influence their attendance, with a Total Measure mean of 2.14 and a standard deviation of 0.42, categorizing the impact as "Sometimes." The data revealed that occasional scolding by teachers (Mean=2.07, SD=0.78) and difficulties in comprehending lessons (Mean=2.18, SD=0.61) contributed to students missing school periodically. Notably, a substantial number of students expressed occasional absenteeism due to personal dislike for their teachers (Mean=2.11, SD=0.62). Additionally, the perception of infrequent follow-ups or monitoring by teachers was identified as a factor (Mean=2.22, SD=0.90).

These findings underlined the significance of teacher-student dynamics in shaping attendance patterns. The moderate variability in responses suggested that these factors may affect students differently. To address these challenges, educators and school administrators could focus on fostering positive teacher-student relationships, implementing effective communication strategies, and providing additional support for students facing difficulties in understanding lessons. Professional development initiatives for teachers could also emphasize classroom management and communication skills. By addressing teacher-related factors, educational institutions could contribute to creating a supportive learning environment that encouraged regular attendance and positive student engagement.

According to other studies, the main providers of social support in schools are peers, or fellow students, and teachers. Scales of peer and teacher support were integrated to measure school support. According to this perspective, students' perceptions of the support they receive from classmates and teachers are what constitute school support (Torsheim & Wold, 2018; Cupito et al., 2019; Zhang et al., 2020). Furthermore, a few studies confused school assistance with teacher support.

Table 24. *Respondents' Assessment of the Reasons for Absenteeism Relative to Home-Related Factors*

Indicators	*Mean*	*SD*	*Description*
1. My parents ask me to watch my younger siblings	2.71	0.85	Often
2. My parents quarrelled	2.42	1.11	Sometimes
3. My parents ask me to help in the farm.	2.22	0.88	Sometimes
4. I do not have "baon"	1.92	0.74	Sometimes
Total Measure	2.32	0.57	Sometimes

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

Table 24 sheds light on the influence of home-related factors on students' absenteeism, providing valuable insights into the intersection of domestic circumstances and attendance patterns. The data revealed that the students perceived these factors as occasionally contributing to their absence, with a total measure mean of 2.32 and a standard deviation of 0.57, categorizing the impact as "Sometimes."

Notably, the responsibility to watch younger siblings emerged as a frequent factor leading to absenteeism (Mean=2.71, SD=0.85), underscoring the significant role of familial obligations in students' lives. Occasionally, parental conflicts (Mean=2.42, SD=1.11) and

agricultural duties (Mean=2.22, SD=0.88) also influence students' attendance. Additionally, the lack of daily allowances ("baon") was cited as another occasional factor affecting attendance (Mean=1.92, SD=0.74). The standard deviations suggested moderate variability in responses, indicating that these home-related factors may impact students differently.

In response to these findings, educational institutions and policymakers could consider implementing supportive measures, such as flexible attendance policies, family assistance programs, and financial support for students facing economic challenges. Addressing these home-related factors could contribute to creating a more understanding and inclusive educational environment that supports students in navigating both their familial responsibilities and academic commitments.

According to Parveen (2020) and Muola (2019), a child's overall development might be aided or impeded by their family environment. The main influence on a child's development was their parents' supporting attitudes, which improved their performances and had a beneficial effect on their growth. Students benefited from family interactions because it helped them develop their language, social, and intellectual abilities. There has been proof that children who grow up in supportive homes have higher self-esteem and are more likely to interact with others. Students' ability to adapt to various contexts was enhanced by this confidence, which had a good impact on their academic achievement.

Table 25. *Consolidated Findings of the Respondents' Assessment of the Reasons for Absenteeism*

Indicators	*Mean*	*SD*	*Description*
Physical Factors	2.32	0.48	Sometimes
Personal Attitude	2.54	0.42	Often
Teacher-Related Factors	2.14	0.42	Sometimes
Home-Related Factors	2.32	0.57	Sometimes
Total Measure	2.33	0.35	Sometimes

1.00-1.49 Never; 2.50-3.49 Often; 1.50-2.49 Sometimes; 3.50-4.00 Always

Table 25 provides a consolidated overview of the respondents' assessment of absenteeism, offering insights into the varied dimensions that contributed to students' non-attendance. On average, students perceived these factors as occasionally influencing absenteeism, with a total measure mean of 2.33 and a standard deviation of 0.35, categorizing the impact as "Sometimes." Examining specific dimensions, physical factors such as distance and safety concerns were reported to contribute to absenteeism periodically (Mean=2.32, SD=0.48). Personal attitudes, encompassing a lack of interest in studies, social challenges, reading difficulties, and perceived insufficient parental support, emerged as more frequent contributors to absenteeism (Mean=2.54, SD=0.42). Teacher-related factors, including scolding, difficulty in understanding lessons, dislike for teachers, and infrequent follow-ups, were acknowledged as occasionally influencing non-attendance (Mean=2.14, SD=0.42). Home-related factors, such as family responsibilities, parental conflicts, agricultural duties, and financial constraints, were perceived to occasionally impact absenteeism (Mean=2.32, SD=0.57). The standard deviations across dimensions suggested consistent perceptions among respondents.

This comprehensive understanding highlighted the multifaceted nature of absenteeism, providing a foundation for targeted interventions that addressed specific challenges faced by students. By addressing these factors, educational stakeholders could contribute to creating a supportive and inclusive learning environment that encouraged regular attendance and positive student engagement. Students who were married off at an early age, worked as seasonal laborers or at another employment, or had to take care of their siblings are becoming less likely to attend class (Kose, 2019). If a student's family resides far away from the school, absenteeism is inevitable. He had to get out of class to see them. Conflicts between the mother and father (Oztekin, 2019), broken homes (Kose, 2021), and parents' incapacity to show empathy for their kids (Akuzum, Yavaş, Tan, & Ucar, 2019) can all cause a student to become absentee due to hopelessness. This could be presented under this topic as a personal excuse for missing work. Various factors include a distaste for education, poor performance in school, a lack of direction in life, and low self-esteem (Kose, 2018).

Problem 6: Are the socio-demographic profiles significantly associated with the absenteeism of the respondents?

The regression analysis aimed at examining the relationship between the school environment and absenteeism among the respondents yielded notable results (see Table 26). When examining the predictors, several variables exhibited varying degrees of significance. Among the demographic factors, the age category "16-17" was found to be significant (B=0.213, t-value=2.294, p=0.024), suggesting that older students in this age range were more likely to experience absenteeism. Similarly, the father's education level, specifically being a high school graduate, was significant (B=-0.134, t-value = -2.054, p = 0.042), indicating that students with fathers who were high school graduates were associated with lower absenteeism. However, other demographic factors such as gender, mother's education, and family income did not emerge as significant predictors of absenteeism.

The adjusted R2, which measures the proportion of the variance in the dependent variable accounted for by the independent variables, was 0.126. While this suggested that the model explained a modest portion of the variance in absenteeism, it implied that there are other unaccounted factors influencing absenteeism among the respondents.

The ANOVA for regression revealed an overall statistically significant relationship between the predictors and absenteeism (F=2.31, p=0.01), reinforcing the model's validity. It was crucial to note that while some predictors were individually significant, the overall explanatory power of the model was limited.

In interpreting these results, it was imperative to consider the implications for intervention strategies. Addressing absenteeism could involve targeted efforts, such as tailored programs for older students and those with fathers who were high school graduates. Moreover, recognizing the moderate explanatory power of the model suggested that a more comprehensive understanding of absenteeism may require the inclusion of additional factors not considered in this analysis. This underscored the complexity of absenteeism, urging educators and policymakers to adopt a multifaceted approach to address its various determinants and promote regular attendance.

Table 26. *Regression Analysis of Relating School Environment on the Absenteeism of the Respondents*

Predictors	*Regression Coeff. (B)*	*S.E.*	*Stand. Coeff.*	*t-value*	*p-value*	*Remarks*
(Constant)	2.191	.115	--	19.049	<.001	Significant
Sex (Female)	-.041	.069	-.117	-.590	.556	Not significant
Age						
12-13	Ref.					
14-15	.148	.076	.423	1.950	.054	Not significant
16-17	.213	.093	.609	2.294*	.024	Significant
Mother Education						
Elementary Graduate	Ref.					
High School Graduate	-.058	.071	-.166	-.812	.419	Not significant
College Graduate	-.216	.147	-.616	-1.467	.145	Not significant
Father Education						
Elementary Graduate	Ref.					
High School Graduate	-.134	.065	-.382	-2.054*	.042	Significant
College Graduate	.333	.178	.951	1.871	.064	Not significant
Mother Occupation						
Housewife	Ref.					
Businesswoman	.087	.077	.248	1.171	.244	Not significant
Father Occupation						
Farmer	Ref.					
Businessman	-.062	.077	-.178	-.814	.418	Not significant
Fisherman	-.325	.181	-.928	-1.800	.075	Not significant
Family Income						
1,000-4,000	Ref.					
4,001-6,000	.057	.124	.164	.461	.646	Not significant
6,001-10,000	.183	.103	.522	1.767	.080	Not significant
10,000-up	.148	.090	.422	1.639	.104	Not significant

*Note: Adjusted R2 = .126 ANOVA for Regression: F=2.31 p=.01 *p<.05 **p<.01 Ref. – reference category*

The findings of the study showed that students in the 9th, 10th, and 11th grade students remained absent from school because of school and their psychology. Moreover, there was a meaningful difference between the students whose mothers graduated from university and primary school. Furthermore, students whose fathers graduated from primary school remained absent from school more than students whose fathers graduated from secondary school and university. According to Balfanz and Byrnes (2012), students from lower-income families were more likely to experience chronic absence. It doesn't seem like gender or ethnicity matters in this. With kids attending most regularly in grades three through five, the youngest and oldest students often had the highest rates of chronic absenteeism. From middle school through the 12th grade, chronic absenteeism started to increase, with seniors frequently having the highest incidence of all. Additionally, the statistics indicated that a small number of schools appeared to be the primary source of chronic absenteeism; in Florida, for instance, 15% of schools were responsible for at least half of all chronically missing pupils.

Problem 7: Is the school environment significantly associated with the absenteeism of the respondents?

Table 27. *Regression Analysis of Relating School Environment on the Absenteeism of the Respondents*

Predictors	*Regression Coeff. (B)*	*S.E.*	*Stand. Coeff.*	*t-value*	*p-value*	*Remarks*
(Constant)	-.047	.488	--	-.096	.923	Not significant
School Management	.468	.100	.404	4.692***	.000	Significant
Teacher-Student Relationship	.216	.103	.187	2.099*	.038	Significant
Student-Student Relationship	-.099	.104	-.087	-.949	.345	Not significant
Student Communication	-.035	.101	-.031	-.350	.727	Not significant
Student Activities	.138	.109	.117	1.269	.207	Not significant

*Note: Adjusted R2 = .231 ANOVA for Regression: F=8.165***, p=.000 ***p<.001 *p<.05*

The regression analysis in Table 27 examines the relationship between the school environment and absenteeism among the respondents, focusing on specific factors related to school management and interpersonal dynamics.

School management exhibited a substantial impact, with a positive and significant coefficient (B=0.468, t-value=4.692, p<0.001), indicating that favorable perceptions of school management were associated with reduced absenteeism. This underscored the pivotal role of effective leadership, decision-making, and a positive learning atmosphere in mitigating absenteeism.

Similarly, the teacher-student relationship was identified as a significant predictor (B=0.216, t-value = 2.099, p=0.038), emphasizing the importance of positive and supportive teacher-student interactions in influencing attendance patterns. Conversely, student-student relationships, student communication, and student activities did not appear to significantly contribute to absenteeism based on their non-significant coefficients and p-values.

The adjusted R2 for this model was 0.231, indicating that it explained a relatively higher proportion of the variance in absenteeism compared to the previous model. The ANOVA for regression further supported the overall statistical significance of the model (F=8.165, p<0.001), reinforcing the notion that the considered dimensions of the school environment collectively influence absenteeism.

In light of these findings, interventions aimed at reducing absenteeism may benefit from targeted strategies to enhance school management practices and foster positive teacher-student relationships. Recognizing the non-significant impact of certain aspects of the school environment suggested that an effective approach, tailored to specific dimensions, was essential. Overall, this analysis emphasized the critical role of school leadership and teacher-student interactions in shaping attendance patterns, providing valuable insights for educational policymakers and practitioners seeking to improve overall school attendance.

Consequently, school support at the school level was described by social support from the school (support from teachers and peers) and autonomy support (Moreira & Lee, 2020). According to other studies, the main providers of social support in schools are peers, or fellow students, and teachers. Scales of peer and teacher support were integrated to measure school support. According to this perspective, students' perceptions of the support they receive from classmates and teachers are what constitute school support (Torsheim & Wold, 2020; Cupito et al., 2019 Zhang et al., 2020). Furthermore, a few studies confused school assistance with teacher support.

Problem 8: Is the commitment significantly associated with the absenteeism of the respondents?

Table 28. *Regression Analysis of Relating Commitment to the Absenteeism of the Respondents*

Predictors	*Regression Coeff. (B)*	*S.E.*	*Stand. Coeff.*	*t-value*	*p-value*	*Remarks*
(Constant)	4.796	.434	--	11.056	.000	Significant
Commitment to School	-.111	.119	-.084	-.932	.353	Not significant
Commitment to Teachers	-.268	.111	-.226	-2.426*	.017	Significant
Commitment to Friends	-.376	.105	-.319	-3.586***	.000	Significant

*Note: Adjusted R2 = .231 ANOVA for Regression: F=8.165***, p=.000 ***p<.001 *p<.05*

Table 28 presents the results of a regression analysis examining the relationship between commitment factors and absenteeism among the respondents. Commitment to School did not emerge as a significant predictor of absenteeism (B=-0.111, t-value=-0.932, p=0.353), suggesting that the overall commitment to the institution as a whole may not be strongly associated with attendance patterns.

In contrast, commitment to teachers exhibited a significant and negative relationship with absenteeism (B= -0.268, t-value=-2.426, p=0.017). This implied that higher levels of commitment to teachers were associated with lower absenteeism rates, emphasizing the role of positive teacher-student relationships in promoting regular attendance. Commitment to friends demonstrated a significant and negative relationship with absenteeism (B=-0.376, t-value=-3.586, p<0.001). This underscored the impact of strong peer relationships on attendance patterns, suggesting that students who are committed to their friends were less likely to be absent.

The adjusted R2 for this model was 0.229, indicating that the included commitment factors collectively explained a considerable portion of the variance in absenteeism. The ANOVA for regression confirmed the overall statistical significance of the model (F=12.802, p<0.001), reinforcing the validity of the relationship between commitment factors and absenteeism.

In practical terms, these findings highlighted the differentiated impact of commitment to specific aspects of the school environment on attendance patterns. While overall commitment to the school may not be a significant predictor, commitment to teachers and friends emerges as influential factors. Educational strategies that fostered positive teacher-student relationships and peer connections could be valuable in addressing absenteeism. These insights provided valuable guidance for educators and policymakers seeking effective interventions to enhance school attendance.

According to Hamm and Faircloth (2020), a student's sense of the respect, love, and ideals they were taught at school shapes their devotion to the institution. There would be a sense of security in the school setting where there was an emotional connection and a perceived worth. As a result, student participation and attendance rose in such a setting.

Problem 9: Is parental control significantly associated with the absenteeism of the respondents?

Table 29 presents the results of a simple regression analysis examining the relationship between parental control and absenteeism among the respondents. The main predictor, parental control demonstrated a significant and negative relationship with absenteeism (B=-0.756, t-value=-3.934, p<0.001).

The negative standardized coefficient (-0.340) suggested that as parental control increases, absenteeism decreases. This finding implied that students who perceived a higher level of parental control over their activities were more likely to attend school regularly. The adjusted R2 for this model was 0.116, indicating that parental control explained a modest proportion of the variance in absenteeism.

Table 29. *Simple Regression Analysis of Relating Parental Control on the Absenteeism of the Respondents*

Predictors	Regression Coeff. (B)	S.E.	Stand. Coeff.	t-value	p-value	Remarks
(Constant)	4.744	.615	--	7.710	.000	Significant
Parental Control	-.756	.192	-.340	-3.934	.000	Significant

*Note: R^2 = .116 ANOVA for Regression: F=15.474***, p=.000*

The ANOVA for regression confirmed the overall statistical significance of the model (F=15.474, p<0.001), reinforcing the validity of the relationship between parental control and absenteeism. These results suggested that effective parental control, characterized by clear rules, monitoring, and guidance, plays a crucial role in influencing students' attendance patterns.

In practical terms, these findings underscored the importance of parental involvement and control in mitigating absenteeism. Strategies aimed at enhancing parental control and communication between parents and students could prove beneficial in addressing attendance issues. This insight was valuable for educators and policymakers seeking comprehensive approaches to improve school attendance rates.

Problem 10: Which of these factors significantly influenced the absenteeism of the respondents?

Table 30 presents the results of a comprehensive regression analysis aiming to predict absenteeism by incorporating various socio-demographic profiles, school environment factors, commitment, and parental control.

Examining the individual predictors, school environment demonstrated a positive and significant relationship with absenteeism (B=0.554, t-value=3.853, p<0.001), emphasizing that a positive school environment was associated with reduced absenteeism. Commitment also exhibited a significant and negative relationship with absenteeism (B=-0.709, t-value=-3.571, p<0.001), indicating that higher levels of commitment are linked to lower rates of absenteeism.

However, parental control did not emerge as a significant predictor (B=0.196, t-value=0.723, p=0.471), suggesting that, within the context of this model, parental control may not independently contribute to explaining absenteeism.

Table 30. *Regression Analysis of Predicting Absenteeism by Socio-Demographic Profiles, School Environment, Commitment, and Parental Control*

Predictors	*Regression Coeff. (B)*	*S.E.*	*Stand. Coeff.*	*t-value*	*p-value*	*Remarks*
(Constant)	2.100	.761	--	2.76	.007	Significant
School Environment	.554	.144	.314	3.853***	<.001	Significant
Commitment	-.709	.199	-.442	-3.571***	<.001	Significant
Parental Control	.196	.271	.088	.723	.471	Not significant
Gender (Female)	.004	.062	.010	.059	.953	Not significant
Age						
12-13	Ref.					
14-15	.102	.067	.290	1.506	.135	Not significant
16-17	.098	.084	.280	1.161	.248	Not significant
Mother Education						
Elementary Graduate	Ref.					
High School Graduate	-.053	.063	-.153	-.847	.399	Not significant
College Graduate	-.103	.130	-.294	-.792	.430	Not significant
Father Education						
Elementary Graduate	Ref.					
High School Graduate	-.118	.057	-.337	-2.055*	.042	Significant
College Graduate	.166	.161	.475	1.034	.303	Not significant
Mother Occupation						
Housewife	Ref.					
Businesswoman	.027	.066	.078	.414	.680	Not significant
Father Occupation						
Farmer	Ref.					
Businessman	.0003	.068	.0008	-.005	.996	Not significant
Fisherman	-.058	.165	-.166	-.353	.725	Not significant
Family Income						
1,000-4,000	Ref.					
4,001-6,000	-.019	.110	-.053	-.172	.864	Not significant
6,001-10,000	.052	.093	.148	.552	.582	Not significant
10,000-up	.056	.080	.160	.696	.488	Not significant

*Note: Adjusted R2 = .332 ANOVA for Regression: F=4.70, p<.001 ***p<.001*p<.05*

Among the socio-demographic factors, only the father's education appeared to be a significant predictor (B=-0.118, t-value=-2.055, p=0.042), highlighting the potential influence of a father's education on absenteeism. Other socio-demographic variables, such as gender, age, mother's education, father's occupation, and family income, did not significantly contribute to explain absenteeism in this model.

The adjusted R2 for this comprehensive model was 0.332, indicating that the included factors collectively explained a substantial proportion of the variance in absenteeism. The ANOVA for regression further supported the overall statistical significance of the model ($F=4.70$, $p<0.001$), reinforcing the validity of the relationships between the predictors and absenteeism.

These findings suggested the multifaceted nature of absenteeism, influenced by the school environment and commitment levels. The non-significant impact of parental control, once other factors were considered, suggested that its role might be mediated by other variables. Policymakers and educators could leverage these insights to develop targeted interventions that enhance the school environment and foster student commitment, ultimately contributing to improve attendance rates.

Genteroy (2016) suggested that, using the study's results, the school administration and the parents of the troubled pupils hold a productive conference discussion. In order to reduce absenteeism, school administrators had to identify factors that could be addressed within the school, such as classroom management, teaching styles, competition among students, parental involvement, aggressive counseling programs for at-risk students, consideration of linguistic and cultural differences, a strict attendance policy, and the expansion of educational opportunities for students through choice.

Problem 11: What school intervention program can be derived from the results of the study?

Title: "Engage360: A Comprehensive Initiative for Improved Attendance and School Commitment"

Rationale

The intervention program, titled "Engage360: A Comprehensive Initiative for Improved Attendance and School Commitment," embodies a holistic and multifaceted approach to enhance student engagement and attendance. The term "Engage" signifies the active involvement of students, teachers, and parents, while "360" emphasizes a comprehensive perspective that considers all dimensions of the school environment, commitment, and parental control. By focusing on the interconnected elements of a positive school atmosphere, strong teacher-student relationships, supportive peer connections, effective communication channels, and empowering parents for responsible control, Engage360 aims to create a well-rounded support system. This comprehensive strategy is designed to address the root causes of absenteeism identified in the study and foster a conducive learning environment that promotes regular attendance, commitment, and overall student success.

Main Objective: To reduce Absenteeism of Learners

Objective	*Strategy*	*Implementation Steps*	*Expected Outcomes*
To improve school atmosphere	Enhance School Environment	1. Conduct workshops for teachers on effective leadership and positive classroom management. 2. Implement a feedback system for continuous improvement.	Improved school atmosphere. Clear communication of policies.
To increase Student Teacher rapport	Foster Positive Teacher-Student Relationships	1. Provide teacher training on student engagement and communication. 2. Establish mentoring programs.	Increased student-teacher rapport. Timely feedback on academic performance.
To improve activities collaboration & camaraderie	Promote Peer Connections	1. Facilitate team-building activities and group projects. 2. Establish peer support programs.	Improved student collaboration and camaraderie. Enhanced overall student experience.
To increase student involvement in school	Strengthen Communication Channels	1. Implement open forums for student input. 2. Encourage regular parent-teacher meetings.	Increased student involvement. Enhanced communication between stakeholders.
To enhance Commitment	Teacher and Parental Engagement	1. Organize parent-teacher conferences. 2. Encourage teachers to involve parents in student activities.	Improved teacher-parent collaboration. Increased parental awareness and involvement.
To increase parental awareness & involvement	Student Involvement in Extracurricular Activities	1. Expand extracurricular programs. 2. Promote leadership opportunities for students.	Increased student participation. Positive impact on commitment.
To empower Parents for Effective Control	Parental Workshops on Effective Control	1. Conduct workshops on setting clear rules and expectations. 2. Guide effective monitoring without being overly restrictive.	Improved parental control practices. A greater understanding of balanced control.
	Facilitate Parent-Child Communication	1. Establish regular communication channels. 2. Encourage open dialogues on academic progress and concerns.	Strengthened parent-child relationships. Increased awareness of students' daily activities.

	Integrated Support System	1. Develop a school-wide support system	School holistically.
		2. Implement periodic assessments and adjustments to intervention strategies.	Continued support to learners thru electrical intervention.

Conclusion

Based on the analysis and findings of the study, the following conclusions were formulated: This study concluded that the positive perceptions of the school environment, commitment levels, and parental control among respondents collectively provided valuable insights into factors influencing students' academic experiences. The consistently favorable evaluations across various dimensions of the school environment underscored the need for educational institutions to prioritize maintaining supportive atmospheres and positive interpersonal dynamics. Notably, the high levels of commitment exhibited by students emphasize the significance of fostering positive relationships, particularly with teachers and peers, to enhance the overall educational experience.

Furthermore, the positive assessment of parental control highlighted the influential role parents play in shaping students' behaviors and choices. The study suggested that active parental involvement and partnerships with schools could contribute to creating a more supportive educational environment. However, the regression analysis revealed that while a favorable school environment and commitment were associated with reduced absenteeism, parental control, within the context of this model, did not emerge as a significant predictor. This finding suggested that other factors may play a more substantial role in influencing attendance patterns.

Thus, the study's findings underscored the importance of creating positive school environments and fostering commitment among students, recognizing the influential role of parental control. The absence of a significant relationship between parental control and absenteeism, within the context of the regression model, emphasized the multifaceted nature of factors contributing to students' attendance patterns. These insights contributed to ongoing efforts to enhance the overall well-being and academic success of students by addressing specific challenges within the educational context.

Based on the findings and conclusions drawn from the study, the following recommendations were stipulated below: (1) For school administrators, the positive perceptions of the school environment underscore the importance of maintaining and enhancing positive atmospheres within educational institutions. It is recommended that administrators continue to prioritize efforts to foster supportive teacher-student and student-student relationships, ensuring that the school environment remains conducive to academic growth. Regular assessments of the school climate and the implementation of initiatives to address any identified areas of improvement can contribute to sustaining a positive educational atmosphere. (2) Guidance counselors can play a crucial role in reinforcing commitment among students. Given the significance of commitment to both the school and teachers, counselors should actively engage with students, providing guidance and support to strengthen their connections to the educational community. Implementing programs that focus on building positive peer relationships and fostering a sense of belonging can further enhance students' commitment, contributing to improved overall well-being and academic performance. (3) Teachers should recognize their significant role in shaping students' perceptions of the school environment. Strategies that promote positive teacher-student relationships, effective communication, and engaging classroom activities can contribute to creating a more supportive and stimulating learning environment. Teachers are encouraged to be attentive to individual student needs, implementing approaches that cater to diverse learning styles and preferences. (4) Parents, as highlighted by the positive assessment of parental control, should maintain active involvement in their children's academic lives. Open communication with children about school experiences, setting clear expectations, and providing consistent support can contribute to positive academic outcomes. Parents are encouraged to collaborate with schools, participating in activities and initiatives that foster a strong partnership between home and school. (5) Learners themselves can take an active role in fostering a positive school environment and enhancing commitment. Actively engaging with teachers, participating in extracurricular activities, and building positive relationships with peers contribute to a fulfilling educational experience. Learners are encouraged to communicate openly with teachers and parents about their needs and concerns, fostering a collaborative approach to education. (6) For future researchers, it is recommended to explore other factors that may influence absenteeism further. While this study provides valuable insights, future research could delve deeper into specific contextual factors that may impact attendance patterns. Additionally, researchers are encouraged to explore alternative methodologies and perspectives to gain a more comprehensive understanding of the complex interplay between various variables influencing students' academic experiences. Continued investigation into the dynamic nature of the school environment, commitment, and parental involvement will contribute to the ongoing improvement of educational practices and policies.

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