Factors Contributing to Absenteeism and Levels of Behavioral Engagement Among High School Students

PRECIOUS C. MINGUITO
Author
preciouscabintoy1994@gmail.com

CRISTY T. DE PAZ
LALYN C. DUPAL
CRESSA G. PURCA
ANGELIE JOY B. STA. IGLESIA
Corresponding Authors
crisdepaz916@gmail.com
Lalyn.dupal@deped.gov.ph
cressapurca0123@gmail.com
angeliejoy.bravo@deped.gov.ph

Abstract — This study examined the extent to which various factors contributed to school absenteeism in relation to behavioral engagement among Grade 7 students at Mahaplag National High School, Brgy. San Isidro, Mahaplag, Leyte, during School Year 2024–2025. Employing a descriptive-correlational research design, data were collected through survey questionnaires administered to teachers, parents, and students. The demographic analysis revealed diverse socio-economic backgrounds, with a significant proportion of respondents experiencing financial hardship. The findings identified bullying, health-related concerns, socio-economic difficulties, mental health issues, and family-related stressors as critical determinants of student absenteeism. Teachers reported a higher perception of bullying's impact compared to parents, highlighting a perceptual gap likely stemming from differing levels of exposure and communication. Statistical analysis using Pearson's r indicated significant positive correlations between absenteeism-related factors and behavioral engagement indicators, including class attendance, attentiveness, task completion, rule-following, and participation in school activities. While students generally demonstrated an "Engaged" level of behavioral participation, the findings suggested a need for targeted interventions to elevate engagement to a "Highly Engaged" status. The study recommends the implementation of a Multi-Tiered System of Support (MTSS), enhanced parent-teacher collaboration, and community-based initiatives to address absenteeism holistically. These measures aim to strengthen behavioral engagement, reduce absenteeism, and promote student well-being and academic achievement.

Keywords — Curriculum Instruction, Descriptive-quantitative, Absenteeism, Behavioral engagement, Mahaplag, Leyte, Philippines.

I. Introduction

Due of the extensive effects absenteeism has on student learning, educators and governments around the world are becoming more and more concerned about it. According to Gren-Landell (2021), despite recent research indicating a growing interest in the subject, school nonattendance is still a relatively understudied problem (Dannow et al., 2020; Ingul et al., 2019).

School absenteeism is a pervasive issue that has a significant impact on students' academic performance, social development, and general well-being. It can take many different forms, including truancy, school refusal, and school withdrawal (Heyne et al., 2019). Poor academic performance, increased dropout rates, and long-term negative consequences have all been linked to chronic absenteeism, which is defined as missing 10% or more of school days (Ramas et al., 2022). Its causes are multifaceted and include institutional, social, and personal elements.

The complex interplay between internal and external factors influencing absenteeism was highlighted by Ramas et al. (2022). Their findings aligned with theoretical viewpoints including Deci and Ryan's self-determination theory, Bandura's social cognitive theory, and Bronfenbrenner's ecological systems theory. These theories emphasize how student conduct and attendance are influenced by factors including as health, family dynamics, academic difficulties, and teacher-student relationships.

Students who exhibit effort, perseverance, focus, participation, and a lack of disruptive behavior are said to be behaviorally engaged in their studies. According to Sutton (2024), a key component of successful learning and growth is student engagement. However, a number of circumstances, including financial hardship, a lack of family support, and negative school experiences, often lower student engagement.

Fredriksson et al. (2023) found significant cross-country differences in student absenteeism using data from the Programme for International Student Assessment (PISA) of the Organization for Economic Co-operation and Development. According to data from the Philippine Department of Education, one in ten pupils often skipped class.

Numerous factors have been connected to absenteeism; however, recent studies have identified three primary domains that influence higher absence rates (Corville-Smith et al., 2016). These mediating factors are typically divided into three categories: individual student traits, family environment, and school-related variables (Goldstein, J. S., 2016).

According to Teasley (2016), student absenteeism is defined as the time a student misses class; it has become a chronic and pervasive problem among high school students around the world. The question of why high school pupils miss class has been the subject of numerous research. Teasley found that a number of risk factors, such as family health concerns, low income, a bad school climate, substance abuse, transportation challenges, and community attitudes toward education, all contribute to absence.

Pehlivan (2016) discovered that pupils frequently reported low educational expectations, peer pressure, boredom, and distaste for school and classes as the main causes of their absences. Wilkins (2016) identified four key themes—discipline, school atmosphere, academic environment, and teacher-student relationships—that promote attendance at school. Furthermore, Ingul et al. (2016) found that the school environment, family health and work obligations, and internalizing and externalizing behaviors are all associated with absenteeism.

Literature Review

Teachers with greater education and a wealth of teaching experience are better at creating classroom conditions that encourage consistent attendance, claim Finn (2017) and Garnier and Stein (2017). Teachers who actively participate in professional development are also better able to put techniques into practice that increase student participation and lower absenteeism, according to Epstein and Sheldon (2016).

Pehlivan (2016) points out that because they have to take care of the home and don't have access to educational materials, students from larger families and those with lower incomes frequently have attendance issues. Similar to this, Suárez-Orozco et al. (2016) note that additional difficulties faced by immigrant students, like language and cultural obstacles, can also lead to irregular attendance.

Parental and guardian characteristics also serve as critical factors. Sheldon and Epstein (2017) highlight the importance of parental education and stable employment in promoting consistent school attendance. In contrast, Henry and Huizinga (2016) and Chang and Romero (2018) show that low socioeconomic status, joblessness, and unstable family structures are closely linked to chronic absenteeism.

Student absenteeism is caused by a number of interrelated causes, according to research. According to Crosnoe et al. (2017), bullying is a persistent problem, and students who experience feelings of insecurity or exclusion at school are more likely to become disengaged. Manuel et al. (2018), on the other hand, stress that social belonging and peer acceptability serve as protective factors, reducing the likelihood of absence.

Physical and mental health issues are major contributors to absenteeism. According to Ingul et al. (2016) and Kearney (2017), school refusal behaviors are frequently caused by long-term medical issues, anxiety, and depression. Similarly, Chronis-Tuscano et al. (2018) discovered a substantial correlation between absenteeism and ADHD symptoms, citing concentration and self-regulation problems as major contributing factors.

Absenteeism's psychological components are highlighted by mental health. Kearney and Graczyk (2017) support functional intervention models that distinguish between truancy motivated by defiance and anxiety-related school refusal, whereas Rosenblatt (2017) demonstrates that access to school-based mental health services dramatically reduces chronic absenteeism rates. In

a similar vein, Allensworth and Easton (2018) emphasize how effective early warning systems are at spotting at-risk pupils before absenteeism trends solidify. These studies show that in order to maintain continuous academic participation and student progress, families, schools, and communities must work together to reduce absenteeism.

Chronic absenteeism also hinders kids' ability to master grade-level abilities, increasing the likelihood of academic failure and non-completion, according to Alburo and Sabulao (2020). Because distracted pupils are less likely to move on to higher grade levels, Balfanz and Byrnes (2019) observed that persistent absenteeism strongly predicts decreased survival rates. When taken as a whole, these results emphasize how critical it is to consider absenteeism as a systemic problem that impacts sustainability and overall educational achievement, rather than just an individual problem.

Turkey's educational system, which is predicated mostly on the idea that students should attend class every weekday, was studied by Ocak et al. (2017). Stated differently, the public education system is predicated on consistent daily attendance. Turkey's regulations requiring compulsory schooling serve to further this expectation. It is so widely held that it is rarely measured that pupils constantly attend school, with the exception of emergencies, special events, family vacations, medical appointments, and illness.

Ubogu (2017) asserts that absenteeism can be caused by a number of variables, including illness, financial difficulties, age, social standing, location, teacher attitudes, poor school administration, excessive educational expenses, and weather. Similar to this, Mervilde (2017) noted that a number of factors could keep kids from going to school, including family health and financial concerns, a bad school climate, substance abuse, transportation challenges, and differing community views on education.

Research Literature

According to Williams et al. (2017), absenteeism may be exacerbated by teachers who are too critical or who have unrealistic expectations. Although students' dedication to school is strengthened by positive teacher attitudes and actions, absenteeism might rise as a result of authoritarian methods, inadequate communication, and unreasonable demands (Ataman, 2017). Parenting practices, family dissolution, and parental divorce are among the parent-related reasons for absence, and they all have an impact on student conduct (Cüceloğlu, 2017).

Family pressures can have a detrimental effect on pupils' attendance at school, according to Balfanz et al. (2017). Conversely, continuous attendance is encouraged by a nurturing home environment and strong family involvement in the school.

Mizelle (2017) underscored the significance of school environment, stressing that tense relationships within the school community have an impact on the conduct of both teachers and students. Teasley (2017) also noted that pupils' bad views about school activities and lack of

interest in lessons can encourage rebellion. Similar findings were made by Williams et al. (2017) and Ataman (2017), who discovered that high expectations and harsh criticism from teachers, together with authoritarian behavior and inadequate communication, frequently lead to student disengagement. On the parental side, Balfanz et al. (2017) observed that family pressure and the lack of a supportive home environment had a detrimental impact on students' school attendance, while Cüceloğlu (2017) identified parenting style, separation, and divorce as variables that lead to absenteeism.

A number of unpublished theses and dissertations also provide insight into the complexities of absenteeism, in addition to published research. 1982's Dexter, in an Ed.D. A dissertation conducted at Oregon State University discovered that family disturbances, dull curriculum, low motivation, and poor teacher-student connections were the main causes of attendance issues.

Using structural equation modeling, Balkıs, Arslan, and Erdinç (2016) demonstrated how academic self-perception, attitudes toward teachers and school, and family socioeconomic position all influence absenteeism and predict student achievement. expanding on this. Similarly, in a qualitative thesis, Şenay (2019) investigated the viewpoints of administrators, teachers, and students and discovered that, although stakeholders frequently have differing interpretations of the causes of absence, family background and school commitment are important factors.

A 2024 PhD dissertation from Indonesia shed more light on the problem, showing that peer conflicts, economic difficulties, and tense teacher-student relationships are all significant contributors to chronic absenteeism and low student involvement. Similarly, in a Turkish doctoral study, Demir and Karabeyoğlu (2016) used structural equation modeling to show that a significant portion of absenteeism is jointly caused by factors like student dedication, parental supervision, and the general school environment, highlighting the intricate relationship between family and school dynamics.

According to Rodriguez et al. (2015), university students frequently miss class because of boredom, poor teaching strategies, stress from exams, and conflicting social or professional obligations. Subekti (2023) examined the relationship between academic procrastination, permissive attitudes toward cheating, and absenteeism and second-language performance in an Indonesian master's thesis. She came to the conclusion that difficulties with self-regulation can lead to more absenteeism and lower academic achievement.

Absenteeism is a complicated phenomena impacted by a variety of personal, family, school, and community factors, as prior study has repeatedly shown. Strong relationships between absenteeism and students' academic self-concept, motivation levels, and evaluations of the school environment—factors also examined in this study—have been found in studies by Balkıs (2018) and Demir & Karabeyoğlu (2016).

Numerous studies have highlighted psychological and motivational aspects such procrastination, job value, and motivation as important predictors of absenteeism, such as those

conducted by İlter (2019) and Subekti (2023). Similar to the family profile parameters looked at in this study, research by Ubogu (2017) and Mervilde (2017) identified socioeconomic constraints—such as family income, parental educational attainment, and transportation concerns—as important contributors to absence.

Furthermore, some dissertations, including those from Indonesia and Turkey, showed how absenteeism had a negative impact on academic performance, including higher dropout rates and worse test scores (Rodríguez et al., 2015; Demir & Karabeyoğlu, 2016). Despite these parallels, the current study differs in a number of ways. First off, while many previous studies—such as Dexter (1982) and Rodríguez et al. (2015)—focused on high school or college groups, this study takes a more holistic approach by incorporating perspectives from teachers, students, and parents/guardians in a secondary education context, which offers a broader triangulation of data.

Second, unlike Şenay (2019) and other qualitatively oriented studies, this study employs a structural equation model to explore both direct and indirect relationships between personal, family, and school-related variables. This allows for a more comprehensive and statistical analysis of the factors that influence absenteeism and its effects.

Third, while most unpublished theses (e.g., Balkıs, 2018; İlter, 2019) focused mainly on psychological aspects such as motivation, this study expands the viewpoint to specifically examine bullying, health-related issues, socioeconomic challenges, mental health, and family circumstances as perceived by parents and teachers.

According to the faucet theory, students improve their skills when they regularly participate in class and stop making progress when they stop (i.e., the faucet is closed). Students who have fewer hours of instruction during the school year suffer academically, score lower on tests, receive worse marks, and are ultimately more likely to drop out of school before finishing their required coursework (Attendance Works, 2022).

Unjustified absenteeism is recognized as a significant early indicator in the process of school disengagement (Keppens & Spruyt, 2020). Students who are disengaged may have lower motivation to make up for lost instructional time. Studies indicate that educators and peers express annoyance and dissatisfaction with students who are absent from class without a valid excuse (Keppens & Spruyt, 2015Social Learning Theory suggests that students adopt behaviors, such as absenteeism, by watching and mimicking others (Bandura, 2025). Interventions grounded in this theory might concentrate on offering positive role models and enhancing attendance. Self-Determination Theory posits that students' motivation and involvement in school are affected by three inherent psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2024).

Ultimately, school disengagement theory, the behavioral approach, and the health approach may all influence the relationship between school exclusion and academic success. School exclusion denotes absenteeism resulting from decisions made within the school and can be either temporary (suspension) or permanent (expulsion) (Heyne et al., 2019). Studies indicate that

students facing consequences like out-of-school suspensions tend to be less engaged in school (McCarter et al., 2020; Pyne, 2019).

Moreover, school exclusion is associated with students' externalizing issues (Degroote & Van Houtte, 2022), leading to reduced motivation from teachers, peers, and parents to assist in recovering missed classroom material. Additionally, John et al. (2022) demonstrated a link between disciplinary exclusion and psychopathology, suggesting that the exclusion of certain students may be influenced by existing mental health issues that affect learning and achievement over time. (Gottfried, 2017) emphasizes the significance of distinguishing between excused and unexcused absences.

Conceptual Literature

This discovery corresponds with worldwide patterns in education, where women remain prominent in the teaching profession, especially in the early stages of learning. UNESCO (2023) states that women make up a significant percentage of teachers globally—94% in pre-primary and more than half in most other education levels, though their presence decreases at higher education levels. This gender disparity is frequently associated with conventional gender roles, societal norms, and restricted opportunities for women's progress in higher education.

The surge of new teachers could be motivated by recent recruiting efforts aimed at addressing the increasing needs in public schools or substituting for retiring educators. The Philippine Institute for Development Studies (PIDS, 2020) states that teaching is still a highly desired career in the nation because of the security and advantages linked to government jobs. Moreover, Salandanan (2022) highlights that teaching experience is essential for cultivating effective classroom strategies and enhancing student results.

From a developmental perspective, students aged 11 to 14 were shifting from Piaget's concrete operational stage to formal operational stage of cognitive growth. According to Santrock (2021), this phase is marked by heightened cognitive development, with students shifting from practical, logical thought to more abstract and strategic reasoning. Grasping this change is vital for educators, as it informs the development of suitable teaching methods that encourage advanced cognitive skills. Instructional methods that combine structured activities and critical thinking exercises can greatly enhance student involvement and academic performance during this vital developmental phase.

The Philippine Statistics Authority (PSA, 2023) supports this trend by highlighting increased school attendance rates for females and a higher occurrence of dropouts among males. UNESCO (2022) also emphasizes the importance of education systems that are responsive to gender and provide equal access, safety, and supportive learning conditions for every student.

Though big families are common, they present difficulties for a child's education because of restricted financial and parental support. The resource dilution theory (Bongaarts, 2020)

suggests that with a rise in family size, the resources allocated to each child—like time, attention, and educational assistance—diminish. Booth and Kee (2009) observed that youngsters from smaller families tend to excel academically because of concentrated parental involvement.

II. Methodology

This chapter delivered an overview of the techniques and approaches that will be employed in this research. It will describe the design and sample of the study, data collection process, instrumentation, validation of instruments, and data processing. This included statistical information conduct and sampling methods.

Research Design

This study examined the extent of the factors leading to school absenteeism and level of behavioral school engagement among the secondary school students in Mahaplag National High School, San Isidro, Mahaplag, Leyte, during school year 2024-2025, as basis for collaborative home-school intervention activities.

McCombes, S. (2019) stated that descriptive-assessment study design is used to give an overall picture of certain phenomenon as part of the final discussion of findings. This type of research procedure followed these steps: identification of information necessary to solve the problem, selection or development of tools for collecting the data, identification of target population and determination of sampling procedures, design method for information, collection of data, analysis of data and generalization of predictions. Furthermore, the descriptive-assessment design was established to gather precise data and sufficient depictions of individuals, entities, procedures, and events. It was utilized to acquire information for the purpose of describing and interpreting from prevalent circumstances and conditions.

This kind of study had as its main goal clarifying the facts and characteristics of the study. The knowledge behind this type of investigations is to study the frequencies, averages, and other statistical calculations. Primarily, this study will determine the profile of the respondent groups as to: For teachers is to age, sex, civil status, civil status, highest educational attainment, number of years in teaching: and number of relevant trainings/seminars attended; for students' is as to age, sex, family size; and general academic achievement, number of siblings, residential location, relationship to the family; and family income and as to parents' is age, sex, highest educational attainment, occupation's including age, sex, educational attainment, position, number of years in position, and number of relevant trainings attended. In the second box, two boxes are found; the extent of the factors leading to school absenteeism, the level of behavioral school engagement and the challenges in relations to school absenteeism.

According to the data provided by the Department of Education of Mahaplag, Leyte, there are 401 Grade 7 students; 55 Junior High School teachers and 350 parents. Using sample

technique, the target sample size was one hundred (127) students, twenty (20) teachers and one hundred (100) parents who responded to the unstructured questionnaire in this study to gather data efficiently.

Consequently, the statistical tools employed in data processing will be Chi-square test to determine if there is significant relationship between the extent of the contributing factors to school absenteeism and school behavioral engagement and assess the inner dependability and constancy of the framed instrument, the normality test to ascertain whether samples had been obtained from a normally dispersed populace to select appropriate statistical tools for inferential statistics and descriptive statistics which will be employed for the frequency spreading the sample.

Sample of the Study

The sample referred to the number of students and that will be utilized in this study. The sample size determined by the number of items, individuals, or data points chosen to statistically represent a larger population, is a crucial determinant in research due to its direct impact on the reliability and generalizability of the results to the broader population (Coursera, 2023). In this study, the population size (N) were four hundred one for students, parents and fifty-five for teachers.

The researcher employed the Slovin's formula in getting the size. In statistics, Slovin's formula is used to calculate the minimum sample sized needed to estimate a statistic based on an acceptable margin of error (Bobbitt, Z. 2023).

Slovin's sample formula is calculated as:

- $n = N / (1 + Ne^2)$

- $n = 10,000 / (1 + 10,000(.05)^2)$

- $n = 384.615$

Using the above formula, the calculation yielded n=127 for students, n=20 for teachers, and 100 for parents (*some students belong to the same parents*) with a 0.05 margin of error.

The respondents of the study were chosen using simple random sampling of 400 Junior High School students and 55 teachers.

A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involved a single random selection and requires little advance knowledge about the population. Because it used randomization, any research performed on this sample should have high internal and external validity and be at a lower risk for research biases like sampling bias and selection bias.

Table 1 presents the distribution of the respondent groups.

Table 1
Distribution of the Respondent Groups

Respondents	*f*	%
Teachers	20	8.10
Students	127	51.42
Parents	100	40.48
Total	**247**	**100.00**

As reflected in Table 1, the respondents of the study will be composed of 20 (8.10%) teachers; 127 (51.42%) students; and 100 (40.48%) parents of Mahaplag National High School Brgy. San Isidro, Mahaplag, Leyte. A total number of 247 respondents will be asked to answer the survey questionnaires. They will be chosen as respondents since they relate to the school.

After calculating the simple random sampling for each group, the respondents was selected using a research randomizer. For example, simple random of the student respondents was four hundred (400). The range started from 1 to 400, therefore, using the randomizer the set of numbers to be included as respondents will be (4, 8, 12, 12, 15, 18, 22, 26, 30, 34, 38, 42 and so forth until it reaches the desired number of samples). The same procedure was applied to both teacher and parent respondents.

Measures

The study gathered data adopting unstructured questionnaire related to the study but with modification to fit the present research. The researcher employed simple random sampling technique and conducted the survey both face to face and online.

There were four (4) parts in the questionnaires. Part I will ask information on the profile of the respondent groups as to the following: teachers' age; sex; civil status; highest educational attainment; number of years in teaching: and .number of relevant trainings/seminars attended; students' age; sex; family size; and general academic achievement; number of siblings, residential location; relationship to the family; and family income; and parents' age, sex, highest educational attainment, occupation, marital status, family income. Part II determined the extent of the factors leading to school absenteeism as perceived by teacher respondents as to: bullying, health-related issues, socioeconomic challenges, mental health; and family circumstances. Part III established the level of behavioral school engagement as to the following particulars: attending class, paying attention, completing tasks, following rules, and participating in activities as perceived by teacher respondents; and Part IV identifies the challenges in relation to school absenteeism.

In order to determine the perception of teacher respondents in Part II as to the extent of the factors leading to absenteeism, the following data scoring was adopted:

Score	Scale	Descriptive Category
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.0-1.75	Strongly Disagree

In order to determine the perception of teacher respondents in Part III as to the level of behavioral school engagement as to the following particulars, the following data scoring was adopted:

Score	Scale	Descriptive Category
4	3.26-4.00	Highly Engaged
3	2.51-3.25	Engaged
2	1.76-2.50	Slightly Engaged
1	1.0 - 1.75	Not Engaged

To determine the degree of the challenges related to school absenteeism, the statements were rated according to its degree of seriousness.

Content validation was conducted by a panel of experts at Northwest Samar State University, with the instrument undergoing revisions based on their feedback.

Procedures

The data-gathering procedure in this study involved the following steps to report the defined research queries and to come up with the appropriate result constructed on the findings of the current study.

Data collection was facilitated by an unstructured questionnaire adopted from related study. The questionnaire measured the extent of the factors which are contributory to school absenteeism and level of behavioral school engagement. This instrument was designed to ensure that the collected data is relevant and accurate, enabling the researcher to draw meaningful insights from the study.

Likewise, the survey was presented to the board of examiners during the proposal defense for its content validation prior to fielding. The researcher sought permission to conduct a pilot test by preparing a formal letter approved by the thesis adviser and suggestions from the research panel. The researcher addressed the panel's viewpoints and made the required alterations and removals

in consideration of the suggestions put forth. The questionnaires were distributed to two hundred forty respondents outside the sample study for legitimacy of the query paragraphs which results would show significant or no significance correlation.

The researcher determined the collection of the sample extent taken from the data collected from the Mahaplag National High School. The researcher employed the Slovin's formula sample size, which is an MS Excel-based calculator working on a proposed formula by Kate Williamsin 2024, resulting in a sample size of n=127 for students, n=50 for teachers and n=100 for parents. For this research, the researcher utilized a simple random sampling selection to identify the population of subgroups in each position. The researcher then used the Research Randomizer tool to randomly select the participants. After selecting the sample, the researcher collected data on face to face and online using the content-validated unstructured questionnaire with local language translation to facilitate understanding by respondents.

The collected data were coded and entered into a computer database. To analyze the data, descriptive quantitative statistics was used to summarize and inferential statistics to examine the research premises. After the collection of data, the researcher analyzed it to identify patterns and relationships among variables. The findings were presented via tables. Additionally, the findings were interpreted in light of the research queries and objectives. The results were discussed in the existing literature on the extent of the factors contributory to school absenteeism. Therefore, the researcher concluded from the results and recommended future research and home school interventions to address the issue on school absenteeism thru home school intervention activities.

Data Processing

Data gathered and evaluated from the survey and statistically treated using different statistical tools. Cronbach's alpha was utilized to examine the inner constancy, dependability, and validity of the formulated instrument. Frequency tallies and percentage were applied to summarize the information of the respondents and the prevalence of specific responses to questions related to school absenteeism and behavioral school engagement. Weighted means and standard deviations were applied to calculate the average perception of on the extent of the factors contributory to school absenteeism and level of behavioral school engagement. The Chi-square test was utilized to find the significant relationship between the extent of the factors contributory to school absenteeism and level of behavioral school engagement as perceived by the teacher respondents. The information obtained served as the basis on understanding the relationship between extent of the factor's contributory to school absenteeism and level of behavioral school engagement.

III. Results and Discussion

Despite their prevalence, large families pose challenges for a child's education due to limited parental and financial support. According to the resource dilution theory (Bongaarts, 2020), the resources allotted to each child, such as time, attention, and educational support, decrease as family size increases. According to Booth and Kee (2009), children from smaller households typically perform better academically due to focused parental involvement.

In the realm of Philippine education, various factors affect academic performance, including family size, economic status, and availability of learning resources. Bernardo (2020) states that students from low-income or larger households might encounter difficulties such as reduced parental assistance and diminished educational chances, affecting their outcomes. UNESCO (2022) highlights that quality and fair education, along with student-focused teaching strategies, are crucial for enhancing outcomes.

Academic success in Philippine school is influenced by a number of factors, such as family size, economic standing, and the accessibility of educational materials. According to Bernardo (2020), students from larger or lower-income families may face challenges like less parental support and less educational opportunities, which could impact their performance. According to UNESCO (2022), improving results requires both equitable and high-quality education as well as student-centered teaching methods.

Additionally, Olivier et al. (2019) emphasize that personalized teaching and consistent feedback are essential for aiding diverse learners. These results indicate that focused strategies, like enrichment initiatives for high achievers and assistance for students in need, are essential to guarantee every learner has the chance to thrive.

Furthermore, Olivier et al. (2019) stress that in order to support heterogeneous learners, individualized instruction and regular feedback are crucial. According to these findings, targeted approaches are necessary to ensure that every kid has the opportunity to succeed, such as enrichment programs for high performers and support for underprivileged pupils.

Students from bigger families might encounter difficulties such as restricted access to learning materials, split parental focus, and reduced study time because of household duties. Riswick & Engelen (2018) state that resource dilution theory indicates that in bigger families, the allocation of parental time, finances, and support may impact academic achievement. Workman (2017) additionally emphasizes that kids from smaller households typically receive more concentrated parental attention.

Students from larger families may face challenges include limited access to educational resources, divided parental attention, and less study time due to home responsibilities. According to resource dilution theory, academic attainment may be impacted by how parents allocate their time, money, and support in larger families (Riswick & Engelen, 2018). Additionally, Workman

(2017) highlights that children from smaller families tend to receive more focused parental attention.

In the context of the Philippines, particularly in rural or low-income regions, the influence of extended families is more pronounced, as the economic constraints of larger families can impede educational success (Medina, 2021). Comprehending family size is essential for assessing a student's educational setting and the possible difficulties they might encounter.

These results emphasized the significance of home location in influencing access to resources and opportunities. Study by González-Espejo, Astroza, & Hurtubia (2022) highlighted that location influences accessibility to education, job opportunities, and healthcare services. Agnew (2011) observed that closeness to central locations or major roads frequently relates to increased economic activity and improved access to services, possibly clarifying the distribution of respondents near roads and in central barangays. In contrast, individuals in mountainous or coastal regions faced marginalization because of their isolation, as highlighted by Tacoli (2022). In general, the research emphasized the importance of inclusive development that guarantees fair access to services throughout all geographic regions.

These results demonstrated the multi-generational family setup prevalent in numerous collectivist cultures, where several generations or extended family members frequently cohabitate. Medina (2021) mentions in The Filipino Family that it is common for extended family members such as nieces, nephews, and grandchildren to live together, frequently for financial reasons or because of close family ties. This family structure implied a collective responsibility and interdependence, with values and support networks being transmitted through generations.

This income distribution indicated that although numerous families are somewhat economically stable, a significant share of respondents continues to encounter financial difficulties, especially those in the lower-income categories. Studies indicate that family income significantly influences children's academic results, as higher income levels frequently align with improved access to educational resources and opportunities. For example, Brooks-Gunn, Klebanov, Liaw, & Duncan (2021) discovered that children from affluent families generally receive greater educational assistance, resulting in improved academic achievement. In contrast, families with lower incomes frequently face obstacles like restricted access to educational resources, extracurricular programs, and occasionally, sufficient nutrition and housing, all of which can influence children's academic success. This income distribution highlighted the socio-economic difficulties encountered by some respondents, especially those in the lower-income brackets, which may affect their capacity to adequately meet their children's educational requirements.

This age distribution corresponded with developmental theories indicating that people aged 30 to 60 are the most engaged in parenting (Newman & Newman, 2022). Bronfenbrenner's Ecological Systems Theory indicates that parents and guardians within this age group are vital in

forming a child's microsystem, significantly impacting their education and individual growth. Moreover, a study by Yikealo et al. (2017) showed that older parents tend to be more engaged in their children's education, motivated by increased life experience and a deep wish for their children's academic success. These findings emphasized the importance of knowing parental age in influencing educational support and involvement approaches.

This result aligns with global research that connects bullying to increased school absenteeism. In the United States, Steiner and Rasberry (2015) found that students subjected to online harassment were far more likely to skip classes due to safety-related fears. Likewise, findings from Finland by Alanko et al. (2020) revealed that repeated bullying—especially when it occurred multiple times per week—substantially elevated the likelihood of missed school days. More recently, Patrick (2024) reported that in Australia, bullying, including its online forms, continued to be a major cause of absenteeism, highlighting its widespread and harmful effect on student participation.

The results further emphasized the urgency for more robust institutional measures. Teachers observed that bullying persisted as a major concern despite the presence of support systems—an insight consistent with Angara's (2025) study, which found that the lack of effective anti-bullying guidelines intensified student anxiety and fear, ultimately contributing to higher absenteeism rates. In the Philippines, Hernando-Malipot (2024) revealed that more than 10,000 schools did not have localized anti-bullying protocols, exposing a significant shortfall in safeguards designed to protect learning environments. In the absence of such measures, students may continue to feel unsafe at school, leading to reduced attendance and participation.

Likewise, parents' confidence in the importance of support from peers and teachers reflects Angara's (2025) findings, which highlight that strong teacher-student connections and positive peer relationships can help lessen the harmful effects of bullying. This indicates that, alongside the need for comprehensive policies, the relational aspects of school life are vital in addressing bullying-related absenteeism. As such, effective strategies should pair solid policy measures with efforts to create inclusive environments where learners feel secure, supported, and socially connected.

For example, The Guardian (2024) and the CDC (2019) report that children from low-income families, often lacking sufficient healthcare access, are at greater risk for chronic ailments and repeated absences. Additional research, such as Agriculture & Food Security (2017), links poor nutrition to absenteeism and reduced cognitive performance, while findings from Bauer et al. (2015) and ScienceDirect (2016) highlight the negative consequences of untreated conditions like asthma. Hygiene-related issues, identified in the works of Sharma & Adhikari (2022) and Lynch et al. (2016), further contribute to illness-related absences. Taken together, this evidence underscores the necessity for school-based initiatives—including accessible healthcare, nutrition programs, and hygiene education—to address health barriers. Overall, the combined data and scholarship point toward adopting a systemic, health-focused

strategy to minimize absenteeism and improve learning outcomes, particularly for students from economically disadvantaged communities.

Supporting evidence comes from a 2024 Ugandan study, which found that unpredictable and high school fees often pushed families to prioritize tuition over essentials like healthcare—resulting in both absenteeism and school dropouts (AP News, 2024). In the Philippines, Startquestion (2024) likewise identified financial strain, especially the inability to cover school-related costs, as a major obstacle to consistent student attendance.

This aligns with findings from the International Institute for Educational Planning (2020) and ResearchGate (2020), which emphasized that physical distance and extended travel times raise opportunity costs and discourage consistent school attendance, especially in rural areas.

These results are consistent with the work of Habumuremyi and Andala (2024), who reported that parental participation in educational activities in Rwanda enhanced both attendance and performance, as well as with Escol and Alcopra (2024), who highlighted the effect of parents' educational outlook on students' academic commitment in the Philippines.

According to UNESCO (2022) and Bakker et al. (2017), children in resource-limited homes often take on caregiving or work-related tasks that can restrict their ability to attend school regularly. Addressing this disconnect calls for teacher training aimed at recognizing less visible attendance barriers, as well as implementing adaptable school initiatives—such as after-school programs or collaborations with community organizations—to help students balance home obligations with educational requirements.

In the same vein, Hernando-Malipot (2024) noted that in the Philippines, inadequate school funding and high education-related expenses remain ongoing challenges that contribute to irregular attendance among children.

These results align with Kassarnig et al. (2017), who stressed that steady attendance supports academic achievement by increasing exposure to course material and fostering active participation in discussions. Likewise, Serut et al. (2023) noted that proactive communication about absences helps reduce learning interruptions and supports ongoing academic progress.

Wolfe and Frisch (2018) emphasized that being on time and well-prepared are crucial for strengthening academic responsibility and narrowing learning gaps, while Skinner and Pitzer (2017) associated these habits with nurturing school environments that help sustain motivation. Closing these gaps calls for focused measures, including workshops on organizational skills, transportation assistance, and interactive teaching methods that link academic content to students' real-world contexts. Cultivating both a sense of responsibility and internal drive enables schools to maintain stronger behavioral engagement and curb risks of absenteeism and academic decline.

As highlighted by Yusuf et al. (2021), the capacity to focus over time is a crucial factor influencing academic success. Therefore, educators should implement a range of tailored approaches—including interactive learning activities, scaffolded support, and mindfulness techniques—to meet the needs of students with diverse attention spans and promote more consistent focus.

According to Chen and Yan (2022), exposure to digital distractions can substantially impair cognitive functioning and academic performance, highlighting the importance of implementing institutional guidelines on in-class technology use. Furthermore, integrating programs that build digital literacy and self-regulation skills may encourage learners to cultivate the discipline and awareness needed to minimize distractions and maintain steady engagement.

According to Fredricks, Wang, and Schall Linn (2019), attentional engagement— encompassing concentration, active participation, and inquiry—serves as a key indicator of academic achievement and student persistence. Reduced involvement in managing distractions and posing questions may signal participation that is more superficial than deeply cognitive. Likewise, Liu and Wang (2020) note that attentional control is closely linked to executive function, underscoring the importance of fostering both mental and behavioral self-regulation within classroom environments.

Skinner and Pitzer (2017) highlight that consistent behavioral engagement is shaped not only by learners' dispositions but also by how well tasks match their interests, developmental stage, and the overall classroom environment. Consequently, teaching methods should emphasize minimizing distractions, fostering curiosity, and supporting sustained focus to promote richer, more meaningful learning experiences.

This tendency aligns with prior research suggesting that learners often give greater priority to rules when the associated behaviors are publicly observable and promptly reinforced, yet demonstrate lower commitment to tasks that receive less monitoring or hold limited intrinsic appeal (Fischer et al., 2020; Ryan & Deci, 2020).