

Factors Affecting Tardiness and Absences: A Basis for Intervention

Rhona Mae S. Moldero¹, Rachele A. Acosta¹, Lex C. Zuniega¹, Hezron Harvey B. Dulnuan¹, Brix B. Lobo¹, Jan Dwayne V. Ramel¹, Roldan Y. Soriano¹, Kristel Mae C. Realiza¹, Regane B. Gapasin^{1,*}, Romiro G. Bautista²

¹Humanities and Social Sciences, Senior High School Department, St. John Berchmans High School Incorporated, Philippines

²Quirino State University, Philippines

*Corresponding author: reganegapasin@gmail.com

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Abstract This study aimed to identify the factors contributing to students' tardiness and absences. Using a quantitative research approach with a descriptive-correlational research design, the researchers conducted a survey among the 552 identified absentees and latecomers in the locale of the study, focusing on the factors affecting their attendance. The results of this study revealed that (1) females were more prone to absenteeism than males, (2) the majority of those affected were Junior High School students, (3) most of the respondents had a low general weighted average, (4) the classroom environment had the most significant impact on student's attendance in terms of their general weighted average, and (5) geographical factors mostly affected their punctuality as of the respondents' level of agreement. These findings show that students' tardiness and absenteeism were affected by several factors thus underscoring the importance of creating an intervention to lessen tardiness and absenteeism among students. To address the said issue, this study proposed an intervention program (PASOK LAGI) to assist teachers in creating a dynamic learning environment to help the students regain their interest in attending school. Additionally, implementing dormitories for latecomers and absentees is a practical solution to address geographical challenges and improve their attendance.

Keywords: PASOK LAGI, students' attendance, punctuality, tardiness, absences

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1. Introduction

Attending school is widely acknowledged and plays a critical role in a students' overall growth and development. However, schools across the globe are currently grappling with the issue of low attendance rates, which has become increasingly pressing. There are a variety of reasons why some students lose their motivation to attend classes, ranging from lack of interest, and financial difficulties, to not feeling committed to the school, which may result in tardiness or even absences.

To strengthen the stated claim above, previous research studies [1,2] revealed that students may tend to become latecomers and absentees due to the weather, sickness, personal reasons, financial constraints and distance.

Furthermore, tardiness to school is a well-known issue that teachers have been grappling with for years. When a student is unable to attend classes on time or misses them altogether, it can negatively impact their learning and academic progress, much like a disease that is difficult to cure and can be frustrating for schools to manage. Being late is considered a misdemeanor and may even be a

predictor of future problematic behavior, leading to absenteeism [3].

Absences, on the other hand, occur when a student misses school without a valid reason, are considered truant behavior that can have a detrimental effect on students' academic success. This problem is not unique to the Philippines but is a major challenge faced by schools in many other countries as well. With this, there are various reasons for absenteeism such as lack of interest in the subject, lack of personal interest in studies, over-pampering by family, poor teaching skills of a teacher, lack of confidence, ragging, lack of allied activities such as sports programs, fresher or farewell parties, and annual day celebrations [4].

Furthermore, personal factors do not only affect absences but also lack of school celebrations can contribute to lateness and absences [4]. This leads the researchers to infer that it is essential to address the issue of absenteeism and tardiness to ensure the best possible development of a student and make an improvement in their punctuality or attendance, and in their participation in class.

Ultimately, after scrutinizing the various sources cited by this research, the researchers concluded that these studies have not explored the extent of their impact on

students' profiles, leaving the issue largely unclear. To address this gap, this study conducted in-depth research that will help to better comprehend the underlying factors for absenteeism and tardiness and explore their potential impact on students.

1.1. Objectives of the Study

Since absenteeism and tardiness are issues created by students that grapple by the teachers, this study was intended to explore the various reasons that affect the students' punctuality, and to address the earlier mentioned research gap, the following objectives worked on by the researchers:

1. to determine the profile of the respondents in terms of:
 - 1.1. sex
 - 1.2. grade level
 - 1.3. general weighted average
2. to recognize the factors that affect students' tardiness and absences;
3. to assess the significant difference between the factors that affect the students' tardiness and absences and the respondents' profile variables in terms of sex, grade level, and general weighted average; and
4. propose an intervention program based on the study's results.

1.2. Theoretical Framework of the Study

Absenteeism and tardiness have persisted as long-standing issues in academic institutions, including among students enrolled at St. John Berchmans High School Incorporated. Thus, the school handbook, in Article IV, Sections 14 to 15, acknowledges the pivotal role of punctuality in fostering academic success and maintaining effective classroom management. The study's approach involved identifying potential tardiness factors across various dimensions: personal, familial, environmental, and institutional factors.

This study is also anchored in the *Ecological Systems Theory* proposed by Urie Bronfenbrenner. This theory emphasizes the influence of diverse environmental systems on student behavior, encompassing absenteeism and tardiness. These ecological systems include the *microsystem*, representing the immediate environment like family and school; the *mesosystem*, interactions between microsystems; the *exosystem*, external environments or resources impacting the individual; and the *macrosystem*, which encompasses larger cultural contexts involving values and norms. This theory situates school absenteeism and tardiness in a more organized way, thus showing possible factors that affect the problem. This exhaustive exploration allowed the researchers to gain a nuanced understanding of the multifaceted nature of student punctuality, which can be used to develop effective strategies to address this problem. Lastly, the findings of this study are of great importance to anyone interested in improving student attendance rates and addressing tardiness.

2. Methodology

The researchers employed a quantitative method using

a descriptive-correlational research design to adequately analyze the premise of the study. With this design, the researchers determined the factors regarding what constitutes tardiness and absences and to know if there is a significant difference between the factors that affect students' tardiness and their profiles.

This study also used a total enumeration as a sampling technique to conduct a comprehensive survey of all students marked absent or arriving late recorded from the Student Formation Office at St. John Berchmans High School Incorporated. With that, the total population of 552 absentees and latecomers were surveyed to ensure that the data collected were accurate and reliable.

A survey questionnaire was utilized to acquire the data for this study utilizing a matrix type of questions particularly, a four-point Likert scale. Thus, the table below shows the four-point Likert scale interpretation:

Table 1. Four-Point Likert Scale Interpretation

Scale	Range	Interpretation
4	3.01 – 4.0	Strongly Agree
3	2.01 – 3.0	Agree
2	1.01 – 2.0	Disagree
1	0.01 – 1.0	Strongly Disagree

To have a valid conclusion, the results were subjected to various methods of statistical treatment such as Frequency Distribution, Percentage, Mean, Independent T-test, and ANOVA.

3. Results and Discussions

After all the necessary data was collected, it underwent a thorough analysis and interpretation process. The data was scrutinized and evaluated. The results were then meticulously organized and presented in a tabular format.

1. Respondents' Demographic Profile

Table 2. Frequency Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	270	48.9%
Female	282	51.1%
Total	552	100.0%

Table 2 displays the frequency distribution of respondents according to sex. It reveals that out of 552 respondents, 48.9% are male and 51.1% are female. This implies that a greater number of female participants have taken part in the study as compared to male respondents.

In a research conducted [5], it was observed that the majority of the respondents were female students. Specifically, out of the total 135 respondents, more than half, which is 84%, were females. Similarly, the researcher found that a significant proportion of the respondents were females.

This implies that **Table 2** and a reference [5] indicate that females might have a higher rate of absenteeism and tardiness as compared to males. This demographic group appears to be more prone to these issues than males. It is important to note that this finding is not meant to generalize or stereotype all females, but rather highlights

the observed in the data.

Table 3. Frequency Distribution of Respondents According to Grade Level

Grade Level	Frequency	Percentage
Grade 7	144	26.1%
Grade 8	96	17.4%
Grade 9	65	11.8%
Grade 10	116	21.0%
Grade 11	64	11.6%
Grade 12	67	12.1%
Total	552	100.0%

Table 3 presents the frequency distribution of respondents based on their grade level. It showed that 26.1% of the respondents were in grade 7. This indicates that grade 7 students have a larger participation in this study as compared to their counterparts in grade 8, grade 9, grade 10, grade 11, and grade 12 respectively.

Furthermore, the data reveals that out of 184 enrollees in grade 7, one hundred forty-four (144) individuals have experienced absences or tardiness. This data underscores an issue of absenteeism and tardiness among the youngest learners. This insight not only sheds light on the distribution and prevalence of absenteeism and tardiness, but also underscores the importance of addressing attendance issues early in a student's academic journey.

With the said findings, a research study [6] revealed that more than 6.5 million children in the United States at a young age, especially in elementary and middle school, have chronic absenteeism. These reveal that examining the grade level offers a snapshot of the frequency or severity of absenteeism and tardiness incidents within those cohorts.

Table 4. Frequency Distribution of Respondents According to General Average

General Average	Frequency	Percentage
70-75	7	1.3%
76-80	13	2.4%
81-85	89	16.1%
86-90	224	40.6%
91-95	206	37.3%
96-99	13	2.4%
Total	552	100.0%

Table 4 illustrates the frequency distribution of respondents based on their general average. According to the data collected from the respondents, it has been observed that the majority of the students have managed to achieve a passing average. However, upon analyzing the table, it is evident that only a total of 219 respondents (206 for 91-95 and 13 for 86-90) fall under the category of achievers, as prescribed by the Department Order No. 36 series of 2016 section A number 3 (the criteria to be considered as an achiever is to have of at least 90 average and passed all learning areas), which has been met by these 219 students.

One conducted research [7] investigated the impact of absenteeism and tardiness on a student's grade point average (GPA) was extensively examined. The findings of the said study revealed a significant direct proportional correlation between irregular attendance patterns and

lower academic performance. This means that the students who frequently missed classes or arrived late not only missed out on valuable instructional time but also struggled to keep up with coursework, resulting in lower GPAs compared to their consistently present peers.

This data illustrates the distribution of academic achievement within the sample but also provides a nuanced understanding of the varying performance levels among respondents. This implies that a vast majority of students have achieved promising grades, however there are only 219 of them.

2. Factors Affecting Students' Tardiness and Absences

Table 5. Grand Mean Results of Respondents' Level of Agreement on the Factors Affecting Student's Tardiness and Absences

Factors	Mean	Interpretation
Geographical	2.27	Agree
Classroom Atmosphere	2.24	Agree
Family	2.25	Agree
Emotional	2.19	Agree

Table 5 presents the overall mean results of factors affecting student's tardiness and absences. It revealed that the respondents who fell within the highest mean have agreed with the statements provided in each factor, which means it greatly affected them.

Based on the table, it appears that geographical factors with a weighted mean of 2.27 play the most significant role in affecting the overall experience of the participants. This means that if a student is far from the school, they tend to attend the class in late mark or they may decide to be absent.

The said implications were complimented by a study [2] stating that the far the house location of the student to the school they may tend to be late in class or absent.

Therefore, it is more likely that geographical factor has a significant impact on their attendance.

3. Significant Relationship and Difference Between the Factors Affecting Students' Tardiness and Absences and the Respondents' Profiles

A. Sex

Table 6. T-Test Result When Respondents' Sex Correlated with Geographical Factors

Factor	t-value	Sig.	Remark	Decision
Geographical	10.175	.199	Not Significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 6 illustrates the correlation of geographic factors and respondents' sex. According to the table, it appears geographical location is inversely proportional with sex. This means that living in a community that is away from the school are not significantly impacted the respondents' sex in terms of their tardiness and absences.

The early mentioned findings were complemented by research [8] claiming that students' school commitment does not affect their sex. This means that whether a student is male or female, if a student lives in a distant from the school, they will commit tardiness or absences.

Also, this implies that if the students belong to a community that is prone to adverse weather conditions

and the road they take to school becomes muddy and filled with potholes, it may cause a delay in their arrival at the school. This could further result in them being late for class, or even missing school altogether.

Table 7. T-Test Results When Respondents' Sex Correlated with Classroom Atmosphere

Factor	t-value	Sig.	Remark	Decision
Classroom Atmosphere	2.106	.341	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 7 presents the correlation of classroom atmosphere and respondents' sex. Based on the table, the classroom atmosphere does not correlate with the respondents' sex. The classroom atmosphere does not affect the punctuality of the students whether that student is a male or female. One factor identified under classroom atmosphere is their classmates being so talkative to the extent that they lose their focus in listening to the discussion.

The aforementioned result is aligned a reference [9] in which the researchers stated that peer relationships are negatively associated with truancy. This means that students may be deterred from attending school when they are exposed to negative behaviors, such as loudness, messiness, and naughtiness, which are often exhibited by their peers. In other words, it can negatively impact a student's desire to attend school regularly and participate actively in the classroom.

This means that if students have talkative classmates, there is a higher likelihood that they will lose their focus during class. Consequently, some students may feel that they would be better off skipping class altogether instead of dealing with the distractions caused by their talkative classmates.

Table 8. T-Test Results When Respondents' Sex Correlated with Family Factors

Factor	t-value	Sig.	Remark	Decision
Family	1.862	.187	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 8 presents the correlational results between respondents' sex and family factor. The table reveals that family factor has no significant relationship with the respondents' sex. This means that if a student is male or female, they are not affected with their family and they are not using it as a reason why they commit truancy or tardiness.

To strengthen the findings, a reference [10] found out that family interactions do not have a significant correlation with the sex of the students. This suggests that despite the variance in sex, students still commit such negative behavior whatever family they come from and there is no any sex that determines for being late or absent.

Thus, the abovementioned findings and study claimed that whether the student is male or female, their family is not the reason why they are being late or absent.

Table 9 illustrates the results of T-test between emotional factor and the respondents' sex. The results of the table revealed that emotional factor has no relationship with the respondents' sex. This means that even if a

student has a lack of commitment or low self-esteem and vice versa towards attending classes, if they feel like committing to absent or late, they will likely do it. This implies that whatever the sex that the students may have, emotional factor does not determine whether they will be late or absent in class.

Table 9. T-Test Results When Respondents' Sex Correlated with Emotional Factor

Factor	t-value	Sig.	Remark	Decision
Emotional	2.073	.377	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

However, these findings contradicted by a study [11] which revealed that students who experience insecurity or uncertainty about their school life may struggle with maintaining punctuality. This is because such students are often preoccupied with anticipating what the future holds, and they may feel unsafe in their current environment. Consequently, this can lead to disturbances in their mood, causing them to become irritable, aggressive, or maladjusted. Additionally, students who experience insecurity in their school life may be more prone to developing psychological problems such as depression, anxiety, and stress.

The mentioned findings and source would lead the researchers consider the correlation between emotional factor and respondents' sex as a research gap and it requires further investigations about it.

B. Grade Level

Table 10. ANOVA Results When Respondent's Grade Level Associated with Geographical Factors

Factor	f-value	Sig.	Remark	Decision
Geographical	1.870	.198	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 10 shows the correlational results between geographical factor and respondents' grade level. Based on the table, grade level has no significant difference with geographical factor. This means that distance and location do not affect students' truancy and absences and no selected grade level is affected. This implies that even if the students are far from the school, they still manage to go in class early due to the availability of transportation.

Based on the finding above, the researchers inferred that there are students who owned vehicles such tricycle and motorcycle. There are also students who have family vehicles such car, van, jeep and the like that their parents or guardians use to take them to school. Several students also have something to pick them up and bring them to school early. Lastly, there are also students who commute early.

However, the early mentioned implications are against with a conducted study [12] concluding that the duration of waiting for transportation can have a negative effect on a student's punctuality, which subsequently affects their motivation to attend classes. Furthermore, poor road infrastructure along routes to school poses a significant

risk of traffic injury for students and often causes students to arrive at school late or miss classes entirely, which can have adverse effects on their academic performance [13].

With these results, this study may suggest that if the geographical location is very distant from the school, the student may need to wake up early or may look for a boarding house or apartment near at the school.

Table 11. ANOVA Result When Respondents' Grade Level Associated with Classroom Atmosphere

Factor	f-value	Sig.	Remark	Decision
Classroom Atmosphere	2.280	.261	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 11 presents the results of correlation between classroom atmosphere and respondent's grade level. It is revealed that grade level has no significant difference with classroom atmosphere, which means that classroom atmospheres in each grade level are not the factors affecting students' tardiness and absences. This implies that the classroom atmospheres of the locale are well conducive and attention-inviting for the students.

For instance, the planned seating arrangement by the classroom adviser is well planned and suitable for the learners. This may consider because seating arrangements have a significant impact on student participation and attendance in class [14]. Also, a poor seating arrangement may cause students to feel boredom during class exhibited low levels of engagement, which made them more likely to have thoughts of being absent or late instead of attending classes [14].

Hence, students may motivate them if the classroom atmospheres are suitable for their grade level, but in this study, it was found out that classroom atmosphere is not a factor contributing students' tardiness and absences in terms of grade level.

Table 12. ANOVA Results When Respondents' Grade Level Associated with Family Factors

Statements	f-value	Sig.	Remark	Decision
Family Factors	1.461	.365	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 12 shows the association results between family factors and the respondents' grade level. According to the table, it has been found that family factors have no significant difference between grade level, which means that in each grade level has been found that family is not the reason why students commit tardiness or absences. This implies that family factor does not contribute to the said problem in terms of grade level.

In contrary, parents with high expectations tend to exert more control and criticize their children, rather than providing them with direct support, which does not contribute to their children's punctuality [15]. This indicates that students from families with high academic expectations tend to feel pressured to meet those expectations.

However, table results and the source can be used for further research to investigate the parental expectations

towards students who frequently late and absent.

Table 13. ANOVA Results When Respondents' Grade Level Associated with Emotional Factors

Factor	f-value	Sig.	Remark	Decision
Emotional	1.885	.319	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 13 shows the correlational results between emotional factor and respondent's grade level. The table reveals that emotional factor has no significant difference between grade levels of the respondents. This means that emotions are not considered as factor in terms of grade levels. This implies that the secondary education students are matured enough to be late and absent in class.

The said findings correlated to the Table 3 which showed that grade 7 were prone to tardiness and absences. This finding implies that the lower the grade level the lower the chance to become latecomers and absentees.

These mentioned findings were supported by a study [16], which they claimed that the younger the students the poorer of the preparation phase going to school. With this, if the learner is young, it may be suggested that there is a need to help that learner in preparing to school by the parents.

These implications are evident and visible nowadays because students in lower grades need the help of their parents to prepare for school such as preparing snacks and lunch, grooming, going to the bathroom and the like. Parents need to prepare their children going to school to avoid for being latecomers and absentees. After all, parents or guardians play an important role in sending their children to school early [17].

C. General Weighted Average

Table 14. ANOVA Results When Respondents' General Weighted Average Correlated with Geographical Factor

Statements	f-value	Sig.	Remark	Decision
Geographical	1.527	.318	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 14 illustrates the correlational results of geographical factors associated with respondents' general average. It reveals that geographical factor has no significant difference with general weighted average (GWA). This means that geographical factor is not a factor affecting to the students' tardiness and absences in terms of GWA.

This implies that whatever the students' GWA, this may not be resulted from being distant from the school but due to tardiness and absences. This means that grades are not affected by the geographical locations but their punctuality [18,19].

Table 15 shows the correlational results between classroom atmosphere and respondent's general weighted average. It presented that classroom atmosphere has a significant difference with general weighted average. This means that if students are late or absent they most likely missed recitations, quizzes, written works, and performance tasks that significantly impact their grades.

It is evident in this study using the results found in

Table 4, majority of the students have an average between 86-89, which categorize as non-achievers. This means that constant late or absent, grades of the students become low and they may be subjected to home visitation [20]. Home visitation is a strategy to improve students' punctuality and encourage parents to support more their children [21] that later on ripples to their academic performance improvement.

Table 15. ANOVA Results When the Respondents' General Weighted Average Correlated with Classroom Atmosphere

Factor	f-value	Sig.	Remark	Decision
Classroom Atmosphere	2.289	.050	Significant	Reject Null Hypothesis

*Significant Level at 0.05

Classroom Atmosphere may be a factor in terms of GWA due to some reasons such as experiencing mistreatment in the classroom on a daily basis is negatively associated with the perceived academic achievement of students [22], and boring lectures at least half of the time [23]. However, there are several reasons that classroom atmosphere contributes to the truancy and absences of the student in which the researchers would suggest that there is a need for further exploration about it.

Ultimately, this factor underscores a great impact to students' punctuality that has a huge effect in their academic performances.

Table 16. ANOVA Results When Respondents' General Weighted Average Correlated with Family Factors

Factor	f-value	Sig.	Remark	Decision
Family	2.686	.242	Not significant	Failed to Reject Null Hypothesis

*Significant Level at 0.05

Table 16 presents the correlational results between family factor and respondents' general average. Based on the table, it has been found that there is no significant difference between the GWA of the respondents and family factor. This means that the students' academic performance is indirectly affected by their family but their punctuality affects very much.

Considering the family factor, there are family among the respondents who have high expectations in their studies, financial difficulty, and being influenced by their family's bad behavior. This can be considered as family problems. This problem can have an adverse impact on students in several areas of life, including education [24]. Specifically, students who come from broken homes or high-conflict families may struggle with lower academic performance and an increased likelihood of engaging in delinquent behavior.

Additionally, family finances also play a significant role in determining a student's academic success. Financial difficulties at home can create additional stress and distractions that can negatively affect a student's ability to focus and perform well in school [25].

This means that students who come from families with high academic expectations might feel a considerable amount of pressure to meet those expectations. Similarly, students who have financial difficulties or are influenced by their family's bad behavior might also experience this

pressure. As a result, they are more likely to miss classes compared to being present in school. This finding highlights the significance of family background in shaping the academic success of students and how it can potentially impact their attendance and overall performance in school. However, in this study, the researchers considered that family factor is indirectly impact to the students' punctuality, but the punctuality impacted the most their academic performance.

Table 17. ANOVA Results When Respondents' General Weighted Average Correlated with Emotional Factors

Factor	f-value	Sig.	Remark	Decision
Emotional	3.426	.088	Not significant	Failed to Reject Null Hypothesis

*Significance Level at 0.05

Table 17 shows the results of correlation between emotional factor and respondents' general weighted average. Based on the shown table, it reveals that GWA has no significant difference with emotional factor. This means that since emotional does not affect students' tardiness and absences as mentioned on Tables 9 and 13, but being late and absent in class can greatly affect their academic performance [7].

The aforementioned claim is supported by a research study [26], which claims that students' level of commitment to attending school has a significant impact on their learning participation, especially in terms of attendance. That is, if students lack the necessary motivation and commitment to attend school regularly, it can result in the development of social anxiety, which ultimately leads to frequent absenteeism. This, in turn, has a negative impact on their academic performance. Furthermore, the study also highlights the fact it can also lead to a lack of interest in academic subjects. This is often because students may not feel comfortable with their instructors or classmates, which results in them not sharing their opinions related to lessons in class [27].

These findings of the study and sources cited [7,26,27] imply that if students do not feel confident in attending classes and lack interest in the subjects, they may experience a decreased encouragement to attend classes. This, in turn, could ultimately lead to a higher likelihood of them skipping classes or not attending school.

On the other hand, emotional is not a factor affecting punctuality in terms of GWA.

Proposed Intervention Program

Since the study results revealed that classroom atmosphere is the factor affecting students' punctuality and that boring lectures is found to be the main reasons. Thus, this study proposed an intervention program to improve the classroom atmosphere:

The Prompting class Attendance by School arrival On-time, and Keenly lessening Latecomers and Absentees through Gamification Inclusion (PASOK LAGI) program is aimed to address the issues surrounding students' attendance in school. This program envisions to improve students' punctuality to improve their academic performance. Furthermore, this plan is focused on boosting students' confidence level in class [28] and reduce their boredom during lessons by implementing a well-designed gamification approach.

PASOK LAGI assist teachers to enhance their students' attendance by using games while they are having a lesson. Thus, differentiated games based on the learners' needs is recommended. However, this program employs Kurt Lewin's Action Research Design following the Planning, Acting, Observing, and Reflecting.

The table below shows the planned intervention program:

Table 18. The Intervention Plan Action Plan Using Kurt Lewin's Action Research Design for Students' Punctuality

INTERVENTION PROGRAM ACTION PLAN	
Planning	<p>Determine the problem by administering an interview. This interview should be conducted with the students to identify the main reasons for their tardiness and absences. Let the students know about it by showing them the overall result of the interview once the results of the interview is done and analyzed. This will help them understand why there is a need for new teaching strategies to be implemented.</p> <p>Browse on the internet for possible effective and engaging various games aligned to the students' needs. Also, list all the possible gamification teaching strategies and compile them,</p> <p>Think of possible ways that can be used while teaching. These activities should be engaging and help students learn in a fun and interactive way.</p> <p>Decide and make lesson plans where the identified games to be applied are included. These lesson plans should be detailed and include all the necessary information such as learning objectives, instructional materials, and assessment methods. This would happen because if it is effective, it is ready to share with the other teachers who have the same problem with students' punctuality.</p>
Action	<p>During the lesson, the teacher may use the planned games to increase the students' engagement.</p> <p>Let the students know that there will be a corresponding reward for participating in these games and activities. This could be anything from extra credit to small prizes or treats.</p> <p>Monitor the students' attendance closely and observe whether their attendance is improving day-by-day. If their attendance is improving, consistently employing it until their performance would improve. However, it is does not work, the teacher may proceed to another set of games.</p> <p>Before starting another way of improving students' attendance, make sure to tell them that they are becoming more punctual and that their efforts are paying off. Then, explain to them about the next way that they are going to perform. This will help to keep them motivated and engaged in the process of improving their attendance.</p>
Reflecting	<p>The teacher will keep a journal to record observations related to the improvements in class attendance. Specifically, the teacher will note any positive changes or trends in the students' attendance, such as a decrease in absences or tardiness. Additionally, the teacher will ensure that all students arrive on time and attend all classes throughout the program. After all, teacher is the role model here. Since the teacher is promoting punctuality, then the teacher should also be punctual.</p> <p>To complement the teacher's journal, the students will also be required to keep a journal about their experiences in class. This journal will serve as a record of their experiences in the whole day that took place in class. By reflecting on their daily experiences, the students will gain a deeper understanding of the material and improve their learning outcomes.</p> <p>At the end of the intervention program, the teacher will use both their journal and the students' journals as a basis for concluding whether or not the students have regained their interest in attending classes. The teacher will review the observations and reflect on the progress made by the students. Based on this analysis, the teacher will determine whether the intervention program was successful or whether additional measures are needed to support the student's attendance.</p>

4. Conclusions

Based on the findings of the study, the following conclusions were drawn: (1) female students at St. John Berchmans High School Incorporated are more prone to absenteeism and tardiness compared to males; (2) Grade 7 students are more prone to absenteeism and tardiness than students from the other grade levels; (3) the majority of absentees and latecomers have a low general weighted average since there are only some of them who are considered as an achiever; (4) geographical factors are the most widely agreed upon; (5) the classroom atmosphere and their general average had a significant relationship with students' tardiness and absences; and (6) PASOK LAGI intervention program is the proposed plan based on the study results, but this needs to be further investigation for its effectiveness.

5. Implications to Theory and Practice

The findings of the research demonstrate that the intervention program developed to address the issue of student attendance is highly effective and beneficial. The results indicate that the utilization of gamification teaching methods can help teachers create a dynamic learning environment that can reignite students' interest in attending school. This approach can help keep students engaged and motivated, even when faced with factors that may cause discomfort or boredom while learning. The advantages of gamified learning go beyond student engagement and motivation to be punctual; it can also decrease negative factors that may impact student attendance in the classroom. Furthermore, the use of games in learning environments has been shown to be a promising strategy for creating more effective and engaging learning environments for students [29]. Incorporating gamification into the classroom can promote a more interactive and immersive learning experience for students to avoid being late or absent.

In addition, the findings of the study propose the implementation of dormitories to accommodate students who arrive late or are absent, which can help enhance attendance rates and overcome geographical barriers such as muddy, full of potholes roads, or no available transportation.

Such strategies can significantly contribute to improving student attendance, leading to greater student motivation and engagement in their academic pursuits. By adopting these measures, institutions can effectively address the issue of absenteeism and promote academic excellence.

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