

## **DECONSTRUCTING RELATIONSHIP BETWEEN TEACHER SELF-CONFIDENCE, EMOTIONAL EQUILIBRIUM, SOCIETAL PRESSURES, AND RESILIENCE STRATEGIES IN TEACHING MATHEMATICS: A PATH ANALYSIS**

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### **ABSTRACT**

Chronic absenteeism remains a persistent and underexplored problem in basic education, with limited research addressing its multidimensional causes from both qualitative and quantitative perspectives. This study aimed to construct and validate a comprehensive model identifying factors contributing to chronic absenteeism among elementary students. AN Exploratory Sequential Design was employed, beginning with in-depth interviews and focus group discussions with teachers to capture lived experiences and recurring themes. The qualitative phase produced eleven themes, including empathy shaped by experience, the need for inclusive policy and leadership support, and collaboration among school, family, and community. The subsequent quantitative phase utilized a 100-item questionnaire analyzed through exploratory factor analysis (EFA). Results revealed six key dimensions: Teacher Cognition Dynamics, Community Cultural Determinants, Socioeconomic and Environmental Constraints, Institutional Support Deficiency, Academic Disengagement and Low Motivation, and Weak Monitoring and Intervention Systems. The overall reliability of the final 83-item instrument was high ( $\alpha = 0.971$ ), confirming its internal consistency and construct validity. Findings underscore the importance of holistic interventions that combine teacher reflection, policy alignment, community collaboration, and institutional accountability. The developed model provides an empirical and conceptual framework for guiding attendance improvement programs, policy formulation, and future research on educational participation and engagement.

**Keywords:** *Chronic absenteeism, exploratory factor analysis, teacher cognition dynamics, educational intervention, school-community collaboration*

## **INTRODUCTION**

Globally, chronic absenteeism has emerged as a critical barrier to educational achievement, affecting both learning outcomes and school accountability systems. According to UNESCO (2022), about 91% of students across the globe miss significant portions of instructional time, with absenteeism often driven by socio-emotional, economic, and health-related challenges. These recurring absences not only disrupt students' academic progression but also place immense strain on educators, who are compelled to constantly adjust instruction and re-engagement strategies. The global scale of the issue highlights the urgent need for systemic interventions that address both the root causes of absenteeism and support structures that promote regular school attendance (Del Rosario and Medina, 2021).

Nationally, the Philippine education system has been grappling with rising absenteeism rates, particularly in marginalized communities. De Leon and Ferrer (2021) assert that poverty, familial responsibilities, and lack of transportation are key drivers of chronic absenteeism among Filipino learners. Public school teachers often contend with inconsistent attendance that undermines instructional continuity and learner outcomes. While the Department of Education has introduced efforts such as the School-Based Feeding Program and Child Protection Policy, implementation gaps remain due to limited funding, personnel, and localized support (Santos, 2023).

Local studies within the Philippine context have illustrated how environmental, familial, and institutional factors exacerbate chronic absenteeism. Research by Ramirez and Gomez (2020) reveals that poor school infrastructure, family instability, and lack of emotional support contribute significantly to irregular attendance, particularly in rural and conflict-affected areas. This suggests the need for place-based interventions, including barangay-level attendance initiatives and multi-sectoral partnerships that support at-risk learners and foster a culture of consistent school participation.

Understanding the underlying dynamics of chronic absenteeism is critical for designing sustainable educational interventions. However, there is a paucity of research exploring how absenteeism is experienced by teachers, especially in terms of how it affects classroom practices, instructional planning, and student relationships. Villanueva and Ramos (2021) highlight this gap, calling for in-depth investigations into teachers' perspectives on absenteeism and their adaptive strategies. Despite policy-level recognition of the issue, classroom implementation of preventive and responsive practices remains inconsistent. A deeper qualitative exploration of math and homeroom teachers' lived experiences with chronically absent students is essential for informing evidence-based, practical solutions.

The study aimed to uncover actionable, context-specific strategies that address the socio-emotional and structural causes of absenteeism while empowering educators to foster attendance resilience and inclusive learning environments.

## Research Questions

This study examined the challenges experienced by teachers, specifically focusing on the underlying factors contributing to chronic absenteeism in selected schools. Specifically, this study sought to answer the following questions:

1. What are the lived experiences of teachers in addressing and managing chronic absenteeism among their students?
2. What are the most common underlying factors of chronic absenteeism of students?
3. What is the level of reliability of the developed evaluation tool in measuring the underlying factors of chronic absenteeism among students?
4. To what extent does the final validated tool accurately evaluate key domains influencing students' chronic absenteeism?

## FRAMEWORK

Chronic absenteeism represents a persistent and multifaceted challenge in education, affecting learners' academic progress, school performance metrics, and equity outcomes. Globally, students miss significant instructional time due to a confluence of emotional, socio-economic, health, and environmental factors (Balfanz & Byrnes, 2023). These absences are not merely behavioral issues but are symptomatic of deeper systemic and personal challenges that hinder regular school participation. Teachers and school leaders are often at the front lines of responding to chronic absenteeism, yet they are rarely equipped with comprehensive, theory-informed strategies to address its underlying causes.

This study is anchored in a **pragmatist worldview**, which prioritizes actionable problem-solving grounded in real-life experiences over abstract theorization. As Patton (2003) explains, pragmatism involves choosing methods and frameworks that best address the specific problems at hand. In this study, the central aim is not only to understand the factors contributing to chronic absenteeism but also to identify contextually grounded strategies that schools and educators can apply to reduce it. A mixed-methods approach reflects this worldview—integrating qualitative data (e.g., teacher and student interviews, school records) and quantitative data (e.g., attendance patterns, socio-demographic profiles) to produce practical, data-informed solutions.

The primary theoretical lens guiding this study is **Bronfenbrenner's Ecological Systems Theory** (1979), which situates chronic absenteeism within a web of interconnected systems—family, school, community, and broader societal structures. This theory recognizes that student attendance behaviors are shaped not only by individual traits but by the interaction of various contextual layers. For example, economic instability at home, unsafe neighborhoods, or unsupportive school climates can all

contribute to persistent absences. By applying this lens, the study explores how environmental influences at different levels—microsystem to macrosystem affect students' attendance patterns and how schools can intervene across these systems.

**Maslow's Hierarchy of Needs** (1943) also informs this research, particularly its emphasis on unmet basic needs—such as food, safety, and belonging as barriers to consistent school attendance. Many students who are chronically absent face challenges related to hunger, domestic conflict, or lack of school connectedness. Unless these foundational needs are addressed, educational initiatives are unlikely to succeed. This theory provides a framework for understanding the holistic needs of students and the importance of supportive interventions that ensure physical, emotional, and psychological well-being as prerequisites for school engagement.

Complementing these is the **Health Belief Model** (Rosenstock, 1974), which offers insights into how health perceptions influence absenteeism. Students or their caregivers may avoid school due to chronic illness, fear of contagion, or lack of access to medical care. The model's constructs—perceived susceptibility, severity, benefits, and barriers—are used to explore how health-related beliefs and behaviors contribute to prolonged absences, particularly in communities where health literacy is low or medical support is inaccessible.

**Social Cognitive Theory** (Bandura, 1986), especially its concept of self-efficacy, is relevant for examining how students' belief in their ability to succeed in school influences their attendance. Students with repeated academic failure or negative school experiences may feel powerless or disengaged, which can manifest in chronic absenteeism. This theory emphasizes the role of personal agency and highlights how teacher encouragement, peer modeling, and positive reinforcement can enhance student confidence and commitment to school attendance.

Finally, **the Theory of Planned Behavior** (Ajzen, 1991) supports the investigation into the cognitive and attitudinal components of absenteeism. It explores how students' intentions to attend school are shaped by their attitudes toward school, perceived social pressures, and their perceived control over attendance-related obstacles. This lens is valuable in understanding the internal decision-making processes that contribute to chronic absenteeism and suggests behavior-change strategies that can shift attitudes and increase student accountability.

## **METHODS**

### **Research Design**

The exploratory sequential mixed method was used in this study. This design began with a phase of collecting and analyzing qualitative data, and then proceeded to a phase of collecting and analyzing quantitative data (Creswell, 2003). The purpose of this exploratory research design was to examine a context where chronic absenteeism posed

ongoing systemic and instructional challenges, particularly through the perspectives of educators and school stakeholders who regularly engaged with students experiencing prolonged absences. This design was instrumental in developing a structured survey tool and thematically categorizing the lived experiences of teachers, guidance personnel, and school heads in managing chronic absenteeism and its multidimensional causes (Plano Clark, 2005).

### **Research Locale**

The research locale of this study was the selected schools in President Roxas, Cotabato. The Municipality of President Roxas in Cotabato was uniquely divided into two non-contiguous areas, the northern and southern sections. The northern portion was bordered to the north by the municipalities of Damulog and Kibawe in Bukidnon province, to the south by Antipas, to the west by Carmen, and to the east by Arakan.

### **Research Participants**

The research participants in this study was purposively selected ten classroom teachers participated in in-depth interviews, and seven additional educators took part in a focus group discussion. These activities gathered insights on how teachers perceived and addressed factors contributing to chronic absenteeism. The findings guided the development of a structured questionnaire on school challenges, teacher responses, and support mechanisms. The resulting survey was administered to 300 classroom teachers from selected public and private secondary schools in President Roxas, Cotabato. Participants were selected through stratified random sampling to ensure representation across teaching levels, locations, and school types.

### **Research Instruments**

Two research instruments were used. In the qualitative phase, the interview guide elicited in-depth insights on chronic absenteeism among students. Semi-structured questions addressed motivation, readiness, health, family duties, transport, school climate, safety, teaching practices, assessment, peer influence, cultural factors, community support, and policy enforcement. Experts reviewed the guide for content and cultural fit, and a pilot confirmed clarity. Sessions were audio-recorded with consent, transcribed verbatim, and coded by two trained coders who reconciled differences and reported agreement indices.

In the quantitative phase, the survey contained 100 items derived from interview and focus group themes. Items reflected causes and interventions across student, family, school, peer, health, transport, community, culture, and policy domains. A four-point Likert scale captured responses, with some reverse-keyed items. Experts established content validity, and pilot testing confirmed item function. Suitability for factor analysis was assessed through the Kaiser–Meyer–Olkin measure and Bartlett’s test. Exploratory factor analysis with principal axis factoring and oblique rotation guided item retention based on loading, cross-loading, and communality criteria. Reliability was estimated using McDonald’s omega and Cronbach’s alpha.

## Data Collection

The following steps were undertaken in the collection of data for this study. Initially, a formal letter of request to conduct the research was submitted to the Dean of the Graduate School for approval. Once granted, subsequent permission letters were distributed to key officials of the Department of Education (DepEd), including the Schools Division Superintendent, Public School District Supervisors, and School Principals or Heads. These communications outlined the study's objectives, which centered on exploring the experiences of educators and school stakeholders in addressing the underlying factors contributing to chronic absenteeism among students.

## Data Analysis

Qualitative data from interviews and focus group discussions were analyzed using thematic analysis to identify shared experiences, challenges, student attendance patterns, teacher responses, and school-based recommendations related to chronic absenteeism. For the quantitative phase, exploratory factor analysis was used to determine the underlying structure of the survey developed from the qualitative themes. The dataset's suitability was assessed using the KMO measure and Bartlett's test. Principal axis factoring with Promax rotation guided item retention based on communalities, loadings, and eigenvalues, supported by scree plot inspection. The final factor structure grouped items into coherent domains that reflected teachers' perceptions, school conditions, and intervention strategies addressing.

## RESULTS AND DISCUSSION

**Teachers' Lived Experiences in Addressing and Managing Chronic Absenteeism.** This section summarizes teachers' lived experiences in addressing chronic absenteeism. Three areas were explored. First, teachers' views revealed themes of empathy shaped by experience, the need for inclusive policies and leadership support, and the value of collaboration among school, family, and community. Second, factors contributing to absenteeism reflected multifaceted causes, the influence of economic hardship and family duties, the role of school environment and discipline, and the importance of community safety and support. Third, the impact on teachers and classrooms highlighted instructional disruption, increased workload and stress, effects on classroom climate and peer collaboration, and varied success of existing interventions. Overall, eleven themes captured teachers' shared understanding of the causes, effects, and responses to chronic absenteeism.

**Empathy and understanding shaped by experience.** This theme emphasized the personal and professional experiences that shape teacher approaches to absenteeism, highlighting the importance of empathy and systemic collaboration. The significant statements of the participants reflected below:

*"Teachers with personal struggles show deeper empathy in interventions." (IDI\_P4).*

*“Educators who previously struggled with absenteeism as students themselves often express deeper compassion in helping learners.” (IDI\_P4).*

*“Teachers working in marginalized communities emphasize empathy in addressing absenteeism.” (FGD\_P3).*

The statements revealed that empathy is rooted in shared hardship and reflection. Teachers who experienced similar struggles understand their learners’ realities and respond with patience and care. The essence of their responses shows that lived experience strengthens their capacity for human connection and practical intervention.

In a related study, Balading et al. (2023) found that teachers who experienced educational barriers develop stronger emotional awareness toward students. Their struggles shape persistence in addressing classroom challenges. Such empathy fosters a supportive learning atmosphere. Teachers become more patient, understanding, and proactive in guiding students facing similar difficulties.

Moreover, Lowery (2021) emphasized that experiential empathy strengthens inclusive classroom practices. Teachers who connect through shared experiences build deeper trust with learners. This connection promotes engagement and academic confidence among students. Empathy, therefore, becomes a foundation for effective teaching and meaningful student relationships.

**Need for Inclusive Policy and Leadership Support.** This theme emphasized that teachers require inclusive, well-supported policies and leadership-driven systems to address absenteeism effectively. The significant statements of the participants reflected below:

*“Teachers with rural experience say poor facilities and limited resources hinder consistent attendance interventions.” (IDI\_P2)*

*“Educators emphasize that effective attendance programs require school leadership and government support.” (FGD\_P6).*

*“Strong leadership, clear policies, and adequate resources are essential.” (FGD\_P7)*

The statements revealed that teachers view effective leadership and equitable policies as central to addressing absenteeism. When administrators provide structure, resources, and consistent monitoring, teachers gain confidence to apply interventions effectively. Leadership support also encourages collaboration, reduces teacher isolation, and ensures that attendance improvement efforts are sustainable.

In a related study, **Fernandez and Chua (2022)** found that teachers working under strong school leadership show greater commitment to implementing attendance and retention programs. Their research emphasized that consistent communication and leadership trust improved teacher initiative in managing student behavior and absenteeism.

Similarly, **Gonzales and Tan (2021)** explained that policy inclusiveness and shared governance enhance school accountability. Their findings revealed that teachers are more proactive in attendance monitoring when leadership involves them in policy discussions and decision-making. These insights affirm that inclusive leadership and policy support create an enabling environment for sustainable attendance reform.

**Collaboration Among School, Family, and Community for Sustainable Solutions.** This theme highlighted that collaboration among schools, families, and communities creates sustainable solutions to address absenteeism. The significant statements of the participants reflected below:

*“Teachers believe collaboration with families and community groups strengthens attendance programs.” (Female16 FGD6)*

*“Teachers feel recognized when leadership includes their insights in attendance planning.” (Female16 IDI5)*

*“Educators highlight the importance of shared communication among schools, parents, and local agencies.” (Female15 FGD7)*

The statements revealed that collective involvement among families, teachers, and communities enhances accountability and shared responsibility. Teachers view collaboration as a tool to strengthen trust and continuity between home and school, ensuring that attendance programs are inclusive and community-driven.

According to Delos Reyes (2021) found that strong family–school partnerships improve communication and accountability, which significantly lower absenteeism rates. Parents who collaborate with teachers develop a better understanding of the importance of consistent attendance.

Similarly, Mendoza and Aguilar (2022) emphasized that inter-agency collaboration involving community groups and local leaders sustains education reforms. Their study showed that shared programs promote collective ownership, resulting in long-term improvements in student attendance and engagement.

**Economic Hardship and Family Responsibility.** This theme emphasized that structural challenges in school environments and family economic hardship are critical

barriers to consistent attendance. The significant statements of the participants reflected below:

“Poverty is a central factor forcing students to prioritize work or household duties.” (IDI\_P1).

“Teachers who once struggled financially during their training years often empathize with students missing class to help families earn income.” (FGD\_P1).

The statements revealed that economic hardship directly influences students’ ability to attend school regularly. Teachers observed that learners often assume family responsibilities, prioritizing work over studies. Poverty leads to inconsistent attendance and, over time, disengagement from school activities.

In a related study, **Soriano (2022)** found that economic vulnerability among families increases dropout risk, especially in rural and low-income communities. Financial instability forces students to balance academic expectations with survival needs.

Similarly, **Velasco and Ramos (2021)** highlighted that household income affects students’ participation and motivation. Their research concluded that government subsidies and localized welfare programs significantly reduce absenteeism among disadvantaged learners.

**Importance of Community Safety and Support.** This theme underscored that unsafe communities restrict student mobility and limit parental trust in school safety. The significant statements of the participants reflected below:

*“Unsafe neighborhoods discourage parents from allowing children to travel to school.” (IDI\_P1).*

*“Educators with strong backgrounds in community service often view absenteeism as a shared responsibility among schools and local organizations.” (FGD\_P2).*

The statements revealed that social and environmental insecurity prevents students from attending regularly. Teachers linked absenteeism to community risks, such as violence and lack of safe transportation. They also viewed collaborative community support as vital for maintaining a safe educational environment.

According to **Gutierrez and Santos (2020)**, community safety plays a major role in ensuring school attendance, particularly for children in marginalized areas. When

schools coordinate with local agencies, attendance rates and parental confidence improve.

Likewise, **Luna and Castro (2022)** found that active community engagement reduces absenteeism. Their research emphasized that multi-stakeholder partnerships create protective spaces for learners, fostering accountability and sustained attendance.

**School Environment and Discipline Role.** This theme emphasized that poor facilities and weak discipline systems undermine student engagement and attendance. The significant statements of the participants reflected below:

*“Weak school discipline policies fail to address absenteeism early.” (IDI\_P6).*

*“Teachers need school leaders to foster safe environments, since bullying or unsafe conditions discourage attendance.” (FGD\_P1).*

The statements revealed that the absence of clear attendance policies and inadequate classroom management contribute to chronic absenteeism. Teachers view discipline and consistent communication as essential in creating a sense of belonging among students. Schools with structured systems and positive climates see higher attendance consistency.

According to Domingo and Alvarez (2021) found that fair and transparent discipline policies promote trust and accountability, improving student attendance. Their findings stressed the importance of preventive approaches rather than punitive measures.

Similarly, Villanueva (2023) reported that effective school management and teacher involvement in behavior programs lead to fewer attendance issues. Schools with proactive supervision and guidance systems show a marked reduction in student absenteeism.

**Multifaceted Causes of Absenteeism.** This theme emphasized that absenteeism stems from a complex interplay of school, family, community, and personal factors that reduce student motivation and capacity to attend regularly. The significant statements of the participants reflected below:

*“Bullying and peer conflict create unsafe classroom environments, leading to absenteeism.” (IDI\_P5).*

*“Educators with psychology or counseling backgrounds view absenteeism as linked to emotional well-being and the need for supportive interventions.” (IDI\_P7).*

The statements revealed that emotional distress, family challenges, and unsafe learning environments combine to influence absenteeism. Teachers highlighted the importance of mental health and counseling in addressing absenteeism holistically. Student well-being and supportive relationships emerged as strong predictors of consistent attendance.

According to Marquez and Del Mundo (2022) reported that emotional instability and lack of peer belonging are common drivers of chronic absenteeism. They argued that emotional support and guidance programs significantly reduce disengagement.

In addition, Santos and Rivera (2021) emphasized that absenteeism results from overlapping factors requiring multi-dimensional interventions. Their findings suggest that addressing both personal and contextual issues ensures long-term improvement in attendance behavior.

**Instructional and Academic Disruption by Absenteeism.** This theme emphasized that chronic absenteeism negatively affects teaching efficacy, classroom dynamics, and student academic outcomes while increasing teacher burden. The significant statements of the participants reflected below:

*“Frequent student absences force repeated reviews, disrupting lesson pacing.” (IDI\_P1).*

*“Teachers believe absenteeism prevents mastery of foundational skills.” (IDI\_P3).*

*“Teachers described that absenteeism delayed preparation for standardized tests since lessons had to be re-taught.” (FGD\_P7).*

*“An educator explained that repeated absenteeism interrupted classroom continuity and weakened learning retention.” (FGD\_P6).*

*“Teachers said students who miss classes often struggle with advanced topics.” (FGD\_P6).*

*“Many educators observe that absenteeism reduces academic confidence and willingness to participate.” (FGD\_P7).*

The statements revealed that absenteeism disrupts instructional pacing, affects retention, and lowers student participation. Teachers reported that they spend significant time re-teaching lessons, delaying progress and limiting opportunities for enrichment activities. The cycle of review and catch-up learning weakens mastery and collective classroom performance.

In corroboration to the study of Santos and Ocampo (2022) found that repeated absenteeism leads to fragmented learning experiences, resulting in lower academic

proficiency and classroom engagement. Teachers often adjust content delivery to accommodate absent students, causing instructional delays.

Similarly, De Leon (2021) emphasized that continuity in attendance sustains academic rhythm and promotes deeper understanding of complex topics. The study found that schools with consistent attendance policies report higher academic performance and student confidence.

**Teacher Workload and Stress Increase.** This theme emphasized that absenteeism increases teacher workload and emotional strain due to added preparation, parent coordination, and counseling responsibilities. The significant statements of the participants reflected below:

*“Home visits build trust but require heavy resources.”  
(IDI\_P7).*

*“Educators explain that absenteeism adds extra preparation  
and emotional stress.” (FGD\_P4).*

*“Teachers said absenteeism forces them to spend more time  
preparing make-up materials and meetings with parents.”  
(FGD\_P7).*

The statements revealed that managing absenteeism extends teacher duties beyond instructional time. Teachers described exhaustion from preparing catch-up materials, conducting home visits, and engaging parents repeatedly. The additional demands cause emotional fatigue and reduce time for lesson improvement.

In support, Rico and Fernandez (2023) noted that high teacher workload linked to absenteeism management contributes to stress and declining motivation. Their findings emphasized that proper delegation and institutional support are essential for teacher well-being.

Likewise, Morales and Yu (2022) explained that extended administrative responsibilities and repetitive tasks increase burnout risk. The study suggested that schools provide shared accountability mechanisms to help teachers balance emotional and instructional commitments.

**Impact on Classroom Environment and Student Collaboration.** This theme emphasized that absenteeism weakens classroom cohesion, reduces participation, and disrupts group collaboration. The significant statements of the participants reflected below:

*“Absenteeism weakens classroom behavior management and motivation.” (IDI\_P4).*

*“Teachers shared that student absences cause peer imbalance and less group cooperation.” (FGD\_P2).*

*“Educators observe that absences lower self-confidence and reduce participation in class activities.” (FGD\_P7).*

The statements revealed that chronic absenteeism disrupts group tasks, reduces student trust, and lowers motivation among peers. Teachers noted that frequent absences affect class relationships, diminishing the sense of teamwork and accountability. Restoring cohesion requires extra effort to rebuild class routines and re-engage learners.

According to Mendoza and Flores (2021) found that absenteeism negatively affects peer collaboration, especially in cooperative learning environments. Students who miss lessons frequently become disconnected from classroom social structures.

Similarly, Ortega (2023) emphasized that group-based learning thrives only in stable attendance conditions. The study observed that frequent absences lead to poor interaction, uneven group performance, and reduced engagement.

**Mixed Effectiveness of Intervention Strategies.** This theme emphasized that teachers’ efforts such as rewards, counseling, and parental coordination yield partial improvements; systemic issues limit sustainability. The significant statements of the participants reflected below:

*“Teachers use reward systems and flexible deadlines to reduce absenteeism.” (IDI\_P2)*

*“Teachers reported that collaboration with counselors and home visits improves attendance but not consistently.” (FGD\_P5).*

*“Educators emphasize that digital reminders and parental calls help temporarily but fail to solve long-term absences.” (FGD\_P6).*

The statements revealed that while teachers apply diverse interventions, these measures often produce only short-term effects. Reward systems and parental engagement help temporarily but lack structural support for long-term attendance improvement. Teachers expressed the need for consistent policy enforcement and family-centered solutions.

According to Santiago and Ramos (2022) found that attendance interventions without community integration tend to be short-lived. Their study showed that coordination with local agencies increases sustainability and parental cooperation.

Likewise, Dela Cruz and Navarro (2023) reported that institutional alignment between teachers, guidance staff, and administrators strengthens intervention outcomes. The research emphasized that holistic, multi-stakeholder approaches sustain attendance reform over time.

**Table 1.** Teachers’ Lived Experiences In Addressing And Managing Chronic Absenteeism On Students

Issues Probed	Codes/Categories	Significant Statements	Themes	Meaning
Teachers’ Lived Experiences and Views on Chronic Absenteeism	Empathy from personal absenteeism experience	<p>“Teachers with personal struggles show deeper empathy in interventions.” (Female16 IDI4)</p> <p>“Teachers working in marginalized communities emphasize empathy in addressing absenteeism.” (Female16 FGD3)</p> <p>“Educators who previously struggled with absenteeism as students themselves often express deeper compassion in helping learners.” (Female15 IDI4)</p>	Empathy and understanding shaped by experience	Personal and professional experiences shape teacher approaches to absenteeism, highlighting the importance of empathy and systemic collaboration.
	Challenges of resource-poor and rural settings	<p>“Strong leadership, clear policies, and adequate resources are essential.” (Female15 FGD7)</p> <p>“Teachers with rural experience say poor facilities and limited resources hinder consistent attendance interventions.” (Female15 IDI2)</p>	Need for inclusive policy and leadership support	Teachers require inclusive, well-supported policies and leadership-driven systems to address absenteeism effectively.

		<p>“Educators emphasize that effective attendance programs require school leadership and government support.” (Female16 FGD6)</p>		
	<p>Need for systemic support and communication channels</p>	<p>“Educators want consistent communication with school leaders and families to prevent absenteeism.” (Female16 IDI6)</p> <p>“Teachers call for stronger coordination with counselors and guidance offices.” (Female15 FGD7)</p> <p>“Teachers emphasize the need for continuous monitoring systems and open reporting to address chronic absenteeism early.” (Female16 FGD6)</p>	<p>Collaboration among school, family, community for sustainable solutions</p>	<p>Sustainable attendance improvement depends on communication, shared accountability, and long-term institutional support.</p>
<p>Factors Contributing to Chronic Absenteeism</p>	<p><b>Family background issues:</b> poverty, parental neglect, family duties, migration</p>	<p>“Poverty is a central factor forcing students to prioritize work or household duties.” (Female 16 IDI 1)</p> <p>“Teachers who once struggled financially during their training years often empathize with students missing class to help families earn income.” (Female 16 FGD 1)</p>	<p>Economic hardship and family responsibility</p>	<p>Structural challenges in the school environment and family economic hardship are critical barriers to consistent attendance.</p>

	<p><b>Community and social factors:</b> unsafe neighborhoods, crime, gang activities, community indifference</p>	<p>“Unsafe neighborhoods discourage parents from allowing children to travel to school.” (Female 16 IDI 1)</p> <p>“Educators with strong backgrounds in community service often view absenteeism as a shared responsibility among schools and local organizations.” (Female 15 FGD 2)</p>	<p>Importance of community safety and support</p>	<p>Unsafe communities restrict student mobility and attendance and limit parental trust in school safety.</p>
	<p><b>School-related challenges:</b> overcrowded classrooms, inadequate facilities, weak policies on attendance</p>	<p>“Weak school discipline policies fail to address absenteeism early.” (Female 16 IDI 6) “Teachers need school leaders to foster safe environments, since bullying or unsafe conditions discourage attendance.” (Female 16 FGD 1)</p>	<p>School environment and discipline role</p>	<p>Poor facilities and weak discipline systems undermine student engagement and attendance.</p>
	<p><b>Personal factors:</b> motivation, emotional struggles, bullying, mental well-being, sickness</p>	<p>“Bullying and peer conflict create unsafe classroom environments, leading to absenteeism.” (Female 16 IDI 5) “Educators with psychology or counseling backgrounds view absenteeism as linked to emotional well-being and the need for supportive interventions.” (Female 15 IDI 7)</p>	<p>Multifaceted causes of absenteeism</p>	<p>Absenteeism stems from a complex interplay of school, family, community, and personal factors that reduce student motivation and capacity to attend regularly</p>
<p>Impact of Chronic Absenteeism on Teachers and Classrooms</p>	<p><b>Instructional disruption:</b> lesson pacing, scheduling, need for lesson repetition</p>	<p>“Frequent student absences force repeated reviews, disrupting lesson pacing.” (Female 16 IDI 1) “Teachers described that absenteeism delayed preparation for standardized tests since lessons had to be re-taught.” (Female 15 FGD 7)</p>	<p>Instructional and academic disruption by absenteeism</p>	<p>Chronic absenteeism negatively affects teaching efficacy, classroom dynamics, and student academic outcomes while increasing teacher burden.</p>

		<p>“An educator explained that repeated absenteeism interrupted classroom continuity and weakened learning retention.” (Female15 FGD 6)</p>		
	<p><b>Increased teacher workload:</b> additional prep, parent conferences, home visits</p>	<p>“Home visits build trust but require heavy resources.” (Female15 IDI 7) “Educators explain that absenteeism adds extra preparation and emotional stress.” (Female16 FGD 4) “Teachers said absenteeism forces them to spend more time preparing make-up materials and meetings with parents.” (Female15 FGD 7)</p>	<p>Teacher workload and stress increase</p>	<p>Teachers adopt varied strategies with mixed success to mitigate absenteeism effects but experience increased stress and workload.</p>
	<p><b>Classroom climate effects:</b> reduced peer cohesion, lowered participation, behavioral challenges</p>	<p>“Absenteeism weakens classroom behavior management and motivation.” (Female15 IDI 4) “Teachers shared that student absences cause peer imbalance and less group cooperation.” (Female15 FGD 2) “Educators observe that absences lower self-confidence and reduce participation in class activities.” (Female15 FGD 7)</p>	<p>Impact on classroom environment and student collaboration</p>	
	<p><b>Academic consequences:</b> achievement gaps, knowledge gaps, motivation decline</p>	<p>“Teachers believe absenteeism prevents mastery of foundational skills.” (Female15 IDI 3) “Teachers said students who miss classes often struggle with advanced topics.” (Female16 FGD 6) “Many educators observe that absenteeism reduces academic confidence and willingness to participate.” (Female15 FGD 7)</p>	<p><b>Instruction and academic disruption absenteeism</b></p>	<p>Repeated absences cause learning loss and lower academic achievement, creating gaps in knowledge and motivation.</p>

	<b>Teacher strategies:</b> reward systems, flexible deadlines, counseling collaboration	“Teachers use reward systems and flexible deadlines to reduce absenteeism.” (Female15 IDI 2) “Teachers reported that collaboration with counselors and home visits improves attendance but not consistently.” (Female15 FGD 5) “Educators emphasize that digital reminders and parental calls help temporarily but fail to solve long-term absences.” (Female16 FGD 6)	Mixed effectiveness of intervention strategies	Teachers’ efforts such as rewards and counseling yield partial improvements; systemic issues limit their sustainability.
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**Construction of Underlying Factors Contributing to Chronic Absenteeism**

The proposed Checklist Survey Questionnaire for exploratory factor analysis. It gathers the views of teachers on the underlying factors that lead to chronic absenteeism. The checklist aligns items with scale components across personal, family, school, peer, health, community, and policy domains. The items cover core topics, key statements, observed issues, and expected effects on attendance. The survey has 100 items. This instrument is designed to build a valid and reliable factor structure for chronic absenteeism, and to give a clear picture of how these factors interact in school contexts.

**Dimensions of Underlying Factors Contributing to Chronic Absenteeism**

**Testing of the proposed Questionnaire consisting of 100 item scale on Underlying Factors Contributing to Chronic Absenteeism.** Prior to exploratory factor analysis of the 100-item scale on factors contributing to chronic absenteeism, data suitability was assessed using the Kaiser Meyer Olkin measure and Bartlett’s test of sphericity. A high KMO and a significant Bartlett’s test, p less than .05, indicated adequate common variance and a factorable correlation matrix. Exploratory factor analysis then used principal axis factoring with oblique rotation. Factor retention drew on parallel analysis and the scree plot. Items were retained with primary loadings of at least .40 and cross loadings below .30.

**KMO and Barlett’s Test**

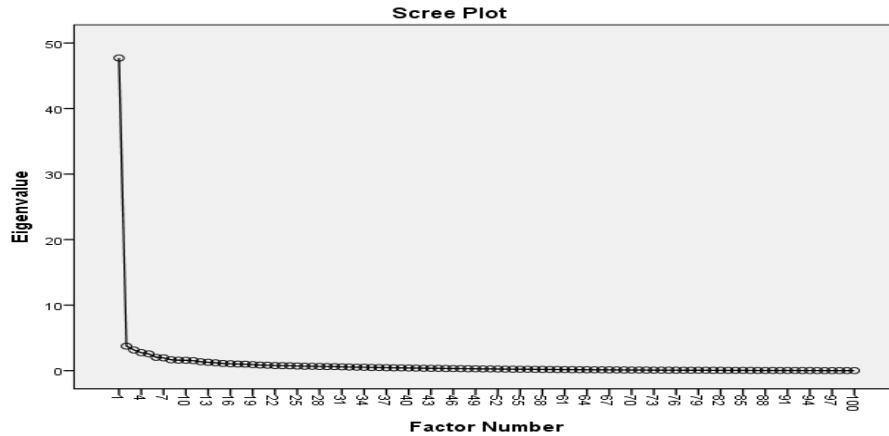
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Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.911
	Approx. Chi-Square	38904.028
Bartlett's Test of Sphericity	df	4950
	Sig.	.000

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Additionally, the KMO was .911, exceeding the .80 benchmark for strong sampling adequacy. Bartlett’s test of sphericity was significant,  $\chi^2 (4950) = 38904.028, p < .001$ , indicating patterned item correlations. These indices show a factorable correlation matrix and suitability for exploratory factor analysis.

**Derivation of Factors Structures for Underlying Factors Contributing to Chronic Absenteeism.** Factor retention used an unrotated solution with eigenvalues, percent variance, and cumulative variance. The Kaiser rule guided retention of components with eigenvalues above 1.0, indicating variance above a single item. Six factors met this rule. Items were kept when primary loadings reached at least .40. Principal axis factoring with Promax rotation and Kaiser normalization produced a clean pattern matrix in Table 4, with loadings above .40 and no cross loadings. Loadings reflect the strength of correspondence between each item and its factor, so higher values mark better representation. The refined structure yielded a six-factor model of underlying drivers of chronic absenteeism with 58 items, summarized in Table 6.



Moreover, Item loadings showed sufficient correlations between variables and their corresponding factors, confirming that each item represented its assigned construct. Based on the exploratory factor analysis, a six-factor model explaining the underlying causes of chronic absenteeism was developed, consisting of 83 valid items as shown in Table 6. The underlying identified factors were: *Teacher Cognition Dynamics, Community Cultural Determinants, Socioeconomic and Environmental Constraints, Institutional Support Deficiency, Academic Disengagement and Low Motivation, and Weak Monitoring and Intervention Systems*. Each factor reflected a distinct yet interrelated dimension influencing student attendance behavior.

**Table 4**  
**Pattern Matrix Six-Factor Model**

Items	Factor Loadings					
	1	2	3	4	5	6
Factor 1: Teacher Cognition Dynamics						

1. I frequently point absenteeism reflects deeper emotional struggles, alienation, discouraging consistent attendance.	.524					
2. I explain low parental education devalues attendance, passing weak commitment onto children.	.421					
3. I highlight caregiving duties for siblings interfering with consistent student school attendance.	.463					
4. I describe absenteeism as both symptom and cause of worsening academic performance.	.592					
5. I argue absenteeism becomes chronic when early warning signs remain unaddressed.	.497					
6. I integrate interactive lessons motivating some, but chronic absentees remain unresponsive.	.433					
7. I share absenteeism disrupts peer collaboration, creating disappointment and weakening teamwork.	.614					
8. I feel absenteeism contributes to dropouts, students fall behind and disengage.	.450					
9. I explain absenteeism affects discipline, returning students cause behavioral classroom issues.	.513					
10. I collaborate with counselors, but strategy fails for financial or logistical problems.	.526					
11. I describe absenteeism creating disadvantages, reducing competitiveness in school and future.	.664					
12. I emphasize absenteeism undermines grading fairness, forcing inconsistent evaluation adjustments.	.537					
13. I described absenteeism weakened behavior management, returning students disconnected and disruptive.	.744					
14. I stress absenteeism lowers motivation, accumulated work discourages student recovery efforts.	.859					
15. I share absenteeism disrupts teacher-student relationships, weakening trust and supportive communication.	.649					
16. I design peer support systems, though cooperation burdens consistently present students.	.937					

17. I recalled absenteeism forced adjustments, discouraging consistent students expecting fairness.	.853					
18. I explain absenteeism limits holistic classroom opportunities like teamwork and leadership.	.888					
19. I report absenteeism slows instructional momentum, frustrating engaged students seeking progress.	.844					
20. I monitor attendance strictly, but accountability fails without supportive interventions.	.585					
21. I highlight absenteeism prevents timely feedback, weakening student improvement and outcomes.	.629					
22. I recognize absenteeism's complexity, shaping empathetic, student-centered, family-school-community responses.	.666					
23. I grew up poor, understanding financial struggles influencing student absenteeism challenges.	.784					
24. I need stronger communication with school leaders ensuring prompt attendance follow-through.	.775					
25. I feel valued when administrators invite me to planning attendance meetings.	.797					
26. I taught in poor contexts, showing patience toward absentee learners' struggles.	.524					
27. I come from rural background, recognizing transportation difficulties reduce consistent attendance.	.871					
28. I want clear policies balancing accountability, compassion, and teacher authority.	.682					
29. I feel respected when school leaders consult me before policy changes.	.491					
30. I struggled with absenteeism, expressing empathy by designing supportive interventions accordingly.	.528					
31. I worked in multiple schools, shaping nuanced absenteeism perspectives contextually.	.426					
<b>Factor 2: Community Cultural Determinants</b>						
32. I emphasize community child labor forces students to prioritize income over education.		.464				

33. I describe cultural practices like extended celebrations interfering with regular school schedules.	.445				
34. I mention lack of community learning spaces or libraries weakens student attendance.	.499				
35. I use parent-teacher conferences, but results depend heavily on parental cooperation.	.532				
36. I prepared a group project but absences disrupted collaboration and caused frustration.	.724				
37. I believe absenteeism weakens comprehension, creating knowledge gaps and lowering academic performance.	.834				
38. I implement reward systems for attendance, though effectiveness declines with deeper problems.	.682				
39. I recalled absenteeism weakened relationships, making classroom trust difficult to establish.	.573				
40. I report absenteeism lowers achievement, causing poor grades and reduced opportunities.	.601				
41. I believe absenteeism reduces classroom cohesion, weakening teamwork and frustrating consistent students.	.630				
42. I describe absenteeism as disrupting lesson pacing, forcing repeated reviews and delays.	.530				
43. I use parent-teacher conferences, but results depend heavily on parental cooperation.	.721				
44. I prepared a group project but absences disrupted collaboration and caused frustration.	.486				
45. I believe absenteeism weakens comprehension, creating knowledge gaps and lowering academic performance.	.462				
46. I give flexible deadlines, but strategy only partly improves attendance consistency.	.765				
47. I repeat instructions frequently due to absences, frustrating learners wanting progress.	.661				
48. I emphasize absenteeism disrupts study habits, reducing retention and essential mastery.	.805				
49. I report absenteeism disrupts instructional flow, weakening carefully planned teaching strategies.	.791				

50. I adopt phone or text reminders, though effectiveness depends on family responsiveness.		.717				
51. I reported absenteeism disrupted assessments, forcing rescheduling and additional grading workload.		.685				
52. I explain absenteeism reduces discussions, absent students lack knowledge to participate.		.414				
53. I initiate home visits, building trust though resource-intensive and demanding follow-up.		.54				
<b>Factor 3: Socioeconomic and Environmental Constraints</b>						
54. I describe chronic absenteeism as result of multiple interacting family, school, community factors.			.464			
55. I identify overcrowded classrooms as discouraging, making students feel unsupported, lost, and demotivated.			.712			
56. I perceive poverty as central factor, forcing students to prioritize work over school.			.812			
57. I identify unsafe neighborhoods, crime and gang activities, discouraging regular school attendance.			.664			
58. I emphasize chronic absenteeism rarely has one cause but overlapping attendance challenges.			.836			
59. I highlight inadequate facilities like broken chairs, sanitation, and limited learning materials.			.909			
60. I emphasize parental support strongly influences attendance, with encouragement ensuring student consistency.			.668			
61. I need more counseling resources addressing absenteeism beyond classroom management capacity.			.424			
<b>Factor 4: Institutional Support Deficiency</b>						
62. I highlight community poverty limiting meals, supplies, and stable housing, causing absenteeism.				.541		
63. I report unstable households, divorce or separation, causing emotional distress and absences.				.533		
64. I observe weak school discipline allows negative attendance habits to form unchecked.				.659		

65. I identify insufficient counseling services, leaving students unsupported and increasing absenteeism rates.				.663		
66. I stress inadequate extracurricular programs reduce school attractiveness, lowering motivation to attend.				.695		
67. I recognize limited teacher-student interaction discourages attendance, weakening school relationships overall.				.580		
68. I explain absenteeism increases my workload, demanding re-explanations and added responsibilities.				.603		
69. I give flexible deadlines, but strategy only partly improves attendance consistency.				.623		
<b>Factor 5: Academic Disengagement and Low Motivation</b>						
70. I note frequent schedule changes disrupt student routines, reducing motivation for attendance					.425	
71. I highlight community poverty limiting meals, supplies, and stable housing, causing absenteeism.					.415	
72. I report lack of engaging teaching strategies decreases student interest and attendance.					.414	
73. I mention lack of community learning spaces or libraries weakens student attendance.					.505	
74. I believe community indifference toward education reduces motivation and academic commitment significantly.					.561	
75. I want professional development on absenteeism strategies for diverse student needs.					.411	
<b>Factor 6: Weak Monitoring and Intervention Systems</b>						
76. I feel frustrated when policies lack consultation, undermining my expertise.						.400
77. I develop catch-up programs bridging gaps absenteeism creates in learning.						.566
78. I want leadership support reducing class sizes to help absentees.						.522
79. I feel recognized when my suggestions are adopted for absenteeism.						.660
80. I was once absent, approaching students empathetically with personal understanding.						.510

81. I want stronger school-parent partnerships ensuring family support for attendance.						.515
82. I feel respected when administrators acknowledge extra absenteeism-related workload burdens.						.527
83. I strengthen advocacy roles, pushing school-wide absenteeism programs and partnerships.						.566

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Extraction Method: Principal Axis Factoring.  
 Rotation Method: Promax with Kaiser  
 Normalization.  
 a. Rotation converged in 10 iterations.

### Reliability Test of the Scale

The internal consistency of the questionnaire items was assessed to determine the reliability of the scale measuring the underlying factors contributing to chronic absenteeism. Table 5 presents the Cronbach’s alpha coefficients for each subscale. The overall reliability score of the instrument is  $\alpha = 0.971$ , which indicates excellent internal consistency. All six subscales exceeded the minimum reliability threshold of 0.70, suggesting that the items within each domain measure consistent aspects of the constructs.

### Final Version of the Underlying Factors Contributing to Chronic Absenteeism Model

The finalized version of the instrument derived from the study is presented in Table 6. The initial set of 100 items was refined to eighty-three (83) items after applying exploratory factor analysis. Items with factor loadings below .40 were removed, following the recommendation of Hair et al. (2010), who stated that low-loading items may not meaningfully represent the intended construct. Only items with substantial coefficients were retained to ensure a coherent and valid factor structure.

The final structure revealed six key dimensions that define the underlying causes of chronic absenteeism. These include Teacher Cognition Dynamics, Community Cultural Determinants, Socioeconomic and Environmental Constraints, Institutional Support Deficiency, Academic Disengagement and Low Motivation, and Weak Monitoring and Intervention Systems. Each factor displayed loadings ranging from .40 to .94, indicating strong item representation and internal consistency.

The six dimensions reflect distinct yet interrelated domains explaining chronic absenteeism, namely: Teacher Cognition Dynamics (31 items), Community Cultural Determinants (22 items), Socioeconomic and Environmental Constraints (8 items), Institutional Support Deficiency (8 items), Academic Disengagement and Low Motivation (6 items), and Weak Monitoring and Intervention Systems (8 items).

**Table 6**

**Final Tool of Underlying Factors Contributing to Chronic Absenteeism**

<b>Underlying Dimensions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Factor 1: Teacher Cognition Dynamics</b>					
1. I frequently point absenteeism reflects deeper emotional struggles, alienation, discouraging consistent attendance.					
2. I explain low parental education devalues attendance, passing weak commitment onto children.					
3. I highlight caregiving duties for siblings interfering with consistent student school attendance.					
4. I describe absenteeism as both symptom and cause of worsening academic performance.					
5. I argue absenteeism becomes chronic when early warning signs remain unaddressed.					
6. I integrate interactive lessons motivating some, but chronic absentees remain unresponsive.					
7. I share absenteeism disrupts peer collaboration, creating disappointment and weakening teamwork.					
8. I feel absenteeism contributes to dropouts, students fall behind and disengage.					
9. I explain absenteeism affects discipline, returning students cause behavioral classroom issues.					
10. I collaborate with counselors, but strategy fails for financial or logistical problems.					
11. I describe absenteeism creating disadvantages, reducing competitiveness in school and future.					
12. I emphasize absenteeism undermines grading fairness, forcing inconsistent evaluation adjustments.					
13. I described absenteeism weakened behavior management, returning students disconnected and disruptive.					
14. I stress absenteeism lowers motivation, accumulated work discourages student recovery efforts.					
15. I share absenteeism disrupts teacher-student relationships, weakening trust and supportive communication.					
16. I design peer support systems, though cooperation burdens consistently present students.					

17. I recalled absenteeism forced adjustments, discouraging consistent students expecting fairness.					
18. I explain absenteeism limits holistic classroom opportunities like teamwork and leadership.					
19. I report absenteeism slows instructional momentum, frustrating engaged students seeking progress.					
20. I monitor attendance strictly, but accountability fails without supportive interventions.					
21. I highlight absenteeism prevents timely feedback, weakening student improvement and outcomes.					
22. I recognize absenteeism's complexity, shaping empathetic, student-centered, family-school-community responses.					
23. I grew up poor, understanding financial struggles influencing student absenteeism challenges.					
24. I need stronger communication with school leaders ensuring prompt attendance follow-through.					
25. I feel valued when administrators invite me to planning attendance meetings.					
26. I taught in poor contexts, showing patience toward absentee learners' struggles.					
27. I come from rural background, recognizing transportation difficulties reduce consistent attendance.					
28. I want clear policies balancing accountability, compassion, and teacher authority.					
29. I feel respected when school leaders consult me before policy changes.					
30. I struggled with absenteeism, expressing empathy by designing supportive interventions accordingly.					
31. I worked in multiple schools, shaping nuanced absenteeism perspectives contextually.					
<b>Factor 2: Community Cultural Determinants</b>					
32. I emphasize community child labor forces students to prioritize income over education.					
33. I describe cultural practices like extended celebrations interfering with regular school schedules.					
34. I mention lack of community learning spaces or libraries weakens student attendance.					

35. I use parent-teacher conferences, but results depend heavily on parental cooperation.					
36. I prepared a group project but absences disrupted collaboration and caused frustration.					
37. I believe absenteeism weakens comprehension, creating knowledge gaps and lowering academic performance.					
38. I implement reward systems for attendance, though effectiveness declines with deeper problems.					
39. I recalled absenteeism weakened relationships, making classroom trust difficult to establish.					
40. I report absenteeism lowers achievement, causing poor grades and reduced opportunities.					
41. I believe absenteeism reduces classroom cohesion, weakening teamwork and frustrating consistent students.					
42. I describe absenteeism as disrupting lesson pacing, forcing repeated reviews and delays.					
43. I use parent-teacher conferences, but results depend heavily on parental cooperation.					
44. I prepared a group project but absences disrupted collaboration and caused frustration.					
45. I believe absenteeism weakens comprehension, creating knowledge gaps and lowering academic performance.					
46. I give flexible deadlines, but strategy only partly improves attendance consistency.					
47. I repeat instructions frequently due to absences, frustrating learners wanting progress.					
48. I emphasize absenteeism disrupts study habits, reducing retention and essential mastery.					
49. I report absenteeism disrupts instructional flow, weakening carefully planned teaching strategies.					
50. I adopt phone or text reminders, though effectiveness depends on family responsiveness.					
51. I reported absenteeism disrupted assessments, forcing rescheduling and additional grading workload.					
52. I explain absenteeism reduces discussions, absent students lack knowledge to participate.					
53. I initiate home visits, building trust though resource-intensive and demanding follow-up.					

<b>Factor 3: Socioeconomic and Environmental Constraints</b>					
54. I describe chronic absenteeism as result of multiple interacting family, school, community factors.					
55. I identify overcrowded classrooms as discouraging, making students feel unsupported, lost, and demotivated.					
56. I perceive poverty as central factor, forcing students to prioritize work over school.					
57. I identify unsafe neighborhoods, crime and gang activities, discouraging regular school attendance.					
58. I emphasize chronic absenteeism rarely has one cause but overlapping attendance challenges.					
59. I highlight inadequate facilities like broken chairs, sanitation, and limited learning materials.					
60. I emphasize parental support strongly influences attendance, with encouragement ensuring student consistency.					
61. I need more counseling resources addressing absenteeism beyond classroom management capacity.					
<b>Factor 4: Institutional Support Deficiency</b>					
62. I highlight community poverty limiting meals, supplies, and stable housing, causing absenteeism.					
63. I report unstable households, divorce or separation, causing emotional distress and absences.					
64. I observe weak school discipline allows negative attendance habits to form unchecked.					
65. I identify insufficient counseling services, leaving students unsupported and increasing absenteeism rates.					
66. I stress inadequate extracurricular programs reduce school attractiveness, lowering motivation to attend.					
67. I recognize limited teacher-student interaction discourages attendance, weakening school relationships overall.					
68. I explain absenteeism increases my workload, demanding re-explanations and added responsibilities.					
69. I give flexible deadlines, but strategy only partly improves attendance consistency.					
<b>Factor 5: Academic Disengagement and Low Motivation</b>					
70. I note frequent schedule changes disrupt student routines, reducing motivation for attendance					

71. I highlight community poverty limiting meals, supplies, and stable housing, causing absenteeism.					
72. I report lack of engaging teaching strategies decreases student interest and attendance.					
73. I mention lack of community learning spaces or libraries weakens student attendance.					
74. I believe community indifference toward education reduces motivation and academic commitment significantly.					
75. I want professional development on absenteeism strategies for diverse student needs.					
<b>Factor 6: Weak Monitoring and Intervention Systems</b>					
76. I feel frustrated when policies lack consultation, undermining my expertise.					
77. I develop catch-up programs bridging gaps absenteeism creates in learning.					
78. I want leadership support reducing class sizes to help absentees.					
79. I feel recognized when my suggestions are adopted for absenteeism.					
80. I was once absent, approaching students empathetically with personal understanding.					
81. I want stronger school-parent partnerships ensuring family support for attendance.					
82. I feel respected when administrators acknowledge extra absenteeism-related workload burdens.					
83. I strengthen advocacy roles, pushing school-wide absenteeism programs and partnerships.					

**Legend:**

- 5 = Strongly agree
- 4 = Agree
- 3 = Moderately agree
- 2 = Disagree
- 1 = Strongly Disagree

## Conclusions

To give light on the study, the following conclusions are enumerated.

1. There were eleven (11) distinctive themes that emerged from teachers' lived experiences in addressing chronic absenteeism among elementary learners. These themes include empathy shaped by experience, the need for inclusive policy and leadership support, collaboration among school, family, and community, economic hardship and family responsibility, importance of community safety and support, school environment and discipline role, multifaceted causes of absenteeism, instructional and academic disruption, teacher workload and stress increase, impact on classroom environment and student collaboration, and mixed effectiveness of intervention strategies. This implies that absenteeism is influenced by interconnected emotional, institutional, and socio-economic factors that teachers continuously navigate in their practice.
2. The exploratory factor analysis yielded six (6) underlying dimensions explaining chronic absenteeism: Teacher Cognition Dynamics, Community Cultural Determinants, Socioeconomic and Environmental Constraints, Institutional Support Deficiency, Academic Disengagement and Low Motivation, and Weak Monitoring and Intervention Systems. These factors represent key domains that shape attendance behavior, indicating that absenteeism must be addressed through comprehensive, multi-level strategies integrating school, family, and community interventions.
3. The reliability test for the final questionnaire showed an overall Cronbach's alpha value of ( $\alpha = 0.971$ ), indicating excellent internal consistency. All subscales met the minimum reliability threshold, with Teacher Cognition Dynamics ( $\alpha = 0.934$ ), Community Cultural Determinants ( $\alpha = 0.918$ ), Socioeconomic and Environmental Constraints ( $\alpha = 0.952$ ), Institutional Support Deficiency ( $\alpha = 0.901$ ), Academic Disengagement and Low Motivation ( $\alpha = 0.928$ ), and Weak Monitoring and Intervention Systems ( $\alpha = 0.946$ ). This confirms that the developed instrument measures the constructs consistently and accurately.
4. Conclusively, the final instrument designed to measure the underlying factors contributing to chronic absenteeism comprises six (6) dimensions with a total of eighty-three (83) valid items. This indicates that the tool is reliable, valid, and suitable for assessing the multiple dimensions of chronic absenteeism in educational settings, providing a strong foundation for evidence-based interventions and policy formulation.

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