



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**PROJECT SMCP:
STRENGTHENING MULTIPLE CONNECTION THROUGH PARTNERSHIP PROGRAM
BENCHMARKING THE LEARNERS WITH ABSENTEEISM CONCERN IN SAN FRANCISCO
ELEMENTARY SCHOOL**



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ABSTRACT

Student who are chronically absent are more likely than other students to drop out of school. Many schools have goals to reduce student truancy and to help chronically absent students attend school regularly. In this study, data were collected from 78 respondents on rates of chronic absenteeism and on specific family and community involvement activities that were implemented to reduce this serious problem for student learning. Results indicate that school, family, and community partnership practices can significantly decrease chronic absenteeism, even after school level and prior rates of absenteeism are taken into account. In particular, communicating with families about attendance, celebrating good attendance with students and families, and connecting chronically absent students with community mentors measurably reduced students' chronic absenteeism. Also, the school conducted a greater total number of attendance-focused activities were more likely to decrease the percentage of students who missed twenty or more days of school.

This study suggests that school, family, and community partnerships are an important ingredient in schools' efforts to reduce chronic absenteeism. It indicates that poor attendance

strongly predicts students' low achievement and dropping out of school. By collaborating with community partners and keeping families informed about attendance, educators can help more students get to school. In school, students who are presently truant will be safer and more likely to learn the academic material required to succeed.

Keywords: *absenteeism, chronic, truancy, drop out, community partnership*

INTRODUCTION

In spite of the circumstance that we are already in a starting period of face to face classes. The two-year bang due to pandemic creates a learning gap among learners. Most of the time those learners who are falling behind academically and socially tends to find ways to escape the reality by being absent in class. Absenteeism is an important current issue in every school. Class attendance is a crucial determinant of academic outcomes in school, as lectures are still a vital part of the curriculum that engage the listeners in real time for learning and assessment. Dealing with class attendance is not a new occurrence, it has been a problem for years and has yet been extensively studied. Some students only attend class to fulfill the requirements of the school. However, regular attendance accomplishes several significant achievements in school. It stimulates the student to develop their thinking by comparing new ideas. It plays an active role in improving student performance by accelerating teamwork, self-confidence, and understanding of learning of basic concepts in primary years. When pupils are absent from lesson, they miss valuable information and do not clarify their concepts resulting in inadequate learning and compromised academic performance. Higher rate of absence weakens the quality of schooling, reduce parent confidence in school, and tend to decrease student attendance. Students who have frequent unexcused absences are subject to lower grades, and high chances of dropout rate.

In line with the DepEd Order No. 8 S. 2015 a learner who acquires 20% of the prescribed number of class during the school year shall be given a failing grade with the final consent of the school head. When absences cannot be avoided the school must

give the learner alternative methods and materials.

This action research was inspired in a bible story the parable of the lost sheep and its main goal is to bring back the lost sheep in the owner's pasture with more inspiration and self-awareness that they are seen and loved. This also serves as acknowledgment to all learners who felt left behind, unloved, unimportant, insignificant and marginalized. Education is accessible to all even to those who wander away from different path. As a classroom teacher for more than a decade parents still ask me why is it my son or daughter absent in the classroom? Sir what do you think is the reason for it? When I interview one of my pupil he jokingly tells me na Sir Gusto ko nang bumitaw pero ayaw pa ni mama ko. This research study aims to provide solution in improving the attendance rate of pupils with absenteeism concern from grade one to six of San Francisco Elementary School.

Absenteeism of learners is a cumulative process that begins in the primary grades. When students enter school, they begin to establish academic and behavioral performance patterns and form ideas about themselves in relation to school. Research has shown that it is beneficial to identify children at risk of drop out early in their educational careers. Prospects for reengagement later are not good "for children that experience feelings of self-doubt or alienation regarding their academics, exceed the average age of children in their classrooms, receive remedial course placements, tend towards problem behaviors, receive the label of "troublemaker" or exhibit skills far below the standards for their curriculum level. Early intervention can curb dropouts by fostering positive academic and personal development before students settle into negative academic routines.

METHODOLOGY

This research examines the effects of community involvement activities on rates of chronic absenteeism

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Crafting of an observation tool and sending assent letter to parents and respondents to ask permission for the conduct of the study.

Phase II. Data Gathering Stage. Identification of probable respondents of the study. The researcher made various methods for the development of the program. Pre assessment and post assessment form, adviser's pre and post counselling session with parents' involvement

Giving of Monthly Attendance Tracker

Post-observation on the attendance of learners from Grades 1 to 6 with absenteeism concern. Gathering the result of monthly attendance as a basis for the intervention.

Phase III. Data Analysis Stage. Retrieval of all gathered data from the respondents.

Phase IV. Summary and Interpretation Stage. Constructing of research summary using the gathered data.

Phase V. Reporting. Creating and presenting the result.

RESULTS

Figure 1. Result Prior to Intervention

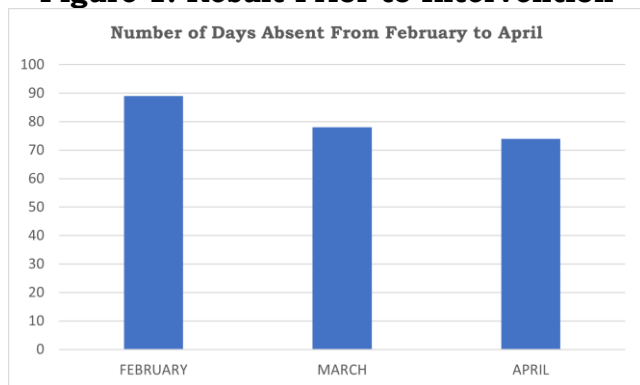


Figure 1 summarized the attendance of the respondents in school from February to April 2023. The filed showed that the 78 respondents had incurred 89 days of

absences in month of February. During March, 78 respondents had 78 days of absences while the lowest number of absences recorded within the three consecutive month prior to the implementation of the program was 74 days during the month of April.

Figure 2. Result During Intervention

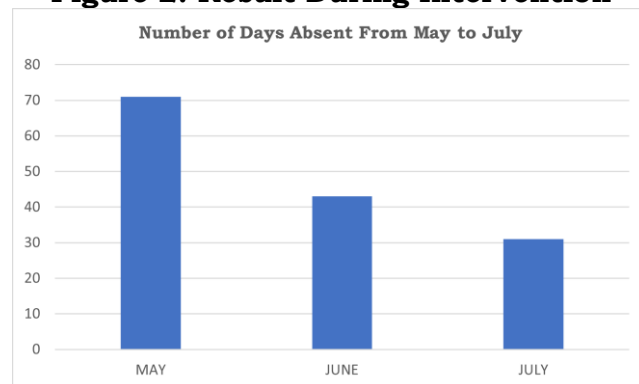


Figure 2 shows that respondents indicated decreased of absences from two shows that respondents viewed both interventions as effective. During the implementation of the program from month of May to July it seems that the total number of absences of the respondents decreased.

Questions	Extremely Effective	Highly Effective	Effective	Moderately Effective	Not At All Effective	No Answer
1. Rate the effectiveness of the program.	60%	30%	0.0%	10%	0.0%	0.0%
2. Do you think the incentives were effective in increasing attendance?	80%	0.0%	0.0%	10%	0.0%	10%
3. Do you think the attendance program increased academics?	60%	10%	20%	0.0%	0.0%	20%
4 Do you think benchmarking was beneficial?	70%	0.0%	10.0%	10.0%	0.0%	10.0%

Figure two shows that respondents viewed interventions as effective. Respondents indicated that the benchmarking helped create positive connections with the learners with absenteeism concern. They also noted that learners seemed excited with the activity of the PUP volunteer students to helped them.

DISCUSSION

The results of the interventions enhanced student attendance and

demonstrated the effectiveness of a reward system and student attendance. Data demonstrated 70% of the students increased attendance during the program. All participants stated they enjoyed the program and wanted the program to continue. Most of the participants stated the incentives were the part of the action research they enjoyed most, but they also enjoyed checking in with the PUP volunteer students.

Most teachers reported finding the program beneficial however, two teachers maintained that attendance is parental responsibility and doubted the effectiveness of the interventions. The survey findings indicated that 60% of the teachers extremely effective for increasing attendance, and the majority (80%) also found the incentives effective. Not only did the interventions improve attendance, but also 90% of the teachers and SAT believed the interventions were effective for improving students' academics. Program feedback indicated the usefulness of the program.

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