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ABSENTEEISM AND PARENTAL INVOLVEMENT IN HOME AND SCHOOL AMONG MIDDLE SCHOOL STUDENTS OF PUBLIC SCHOOL IN NORTHERN MINDANAO, PHILIPPINES: BASIS FOR INTERVENTION

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ABSTRACT

Educational attainment is an important determinant of one's success. Yet, absenteeism among adolescents jeopardizes chances of achieving their educational goals. Absenteeism can lead to an increasing disinterest in school and the chance of dropping out in school. Thus, this study determined how parental involvement affects absenteeism among 60 Middle school students of a public school. Specifically, it tested the extent of absenteeism of the respondents and the extent of parental involvement in school. Also, this study correlates students' absenteeism and parental involvement both at home and school. This study used descriptive–correlational method. A validated researcher-made questionnaire was used to determine the extent of absenteeism, extent of parental involvement and the respondents' perception towards parental involvement. Further, frequency, weighted mean, Pearson R correlation, and t-test for Two Independent Means were used as statistical tools in analyzing the gathered data. The study disclosed that parents were greatly involved at home but were moderately involved in school which contributed to the absenteeism of the students. Parental involvement in school was deemed important in terms of giving support and monitoring their children's attendance and performances in school. The findings revealed that parental involvement in school had a strong negative relationship with absenteeism. This meant that as parental involvement decreased, absenteeism among students increased. With $\alpha=0.05$, there was a significant relationship between parental involvement and absenteeism both at home and in school. Conversely, there was no significant difference on how the students and their parents perceived parental involvement. As gleaned in the data, both parents and students considered parental involvement as one of the important factors that enabled the students to pursue their studies. This study concludes that parental involvement in school and at home is correlated with absenteeism of the Middle school students in a public school. Parental involvement at home enables the parents to take good care of their children and show support in the learners' academic endeavors. Parental involvement in school also provides a big impression to the students. The presence of the parents in school boosts self-esteem and self-worth among their children.

KEYWORDS: Parental involvement, Absenteeism, Middle School Students, Public School, Philippines.

INTRODUCTION

Educational attainment is an important determinant of one's success. Yet, absenteeism among adolescents jeopardizes chances of achieving their educational goals (Siziya, 2007).

Too much student absenteeism can lead to an increasing disinterest in school. Schoenegerger (2011) states in his study that excessive absenteeism increases the chance of the students to drop out from school. The incidence of drop outs can lead to long term consequences such as lower average incomes, unemployment and higher rate of incarceration. It is also asserted that the students who drop out from school face a higher risk of poverty due to their inability to secure quality paying employment due to their lack of education and resources (Obrador, 2014).

Recent statistics from the Department of Education publicized that the overall student absence rate in the Philippines is 4.5%. This means that one in ten school children are classified as "persistently absent". Accordingly, middle schools had a higher rate of persistent absence compared to primary schools. Moreover, unauthorized absence or absenteeism, whether persistent or not, also increased. Hence, surveyors asked children why they skip classes. The respondents enumerated anxiety, depression, bullying and having diminutive interest in the subjects taught in school among others led them to be absent from their classes.

Absenteeism is the tendency, chronic absence, practice or habit of being absent or to be away from school without a good reason. Thus, it has been viewed as an indicator of poor individual performance, as well as an indirect gap-building between students and teachers (Malcolm, 2003).

Absenteeism has become a major and continuous problem among high school students in many countries (Teasly, 2004). Indeed, several studies were conducted to answer why high school students miss classes. He also noted numerous risk factors that contribute to student absenteeism such as family, health, low income, poor school climate, drug and alcohol use, transportation problems, and community attitudes towards education. Furthermore, (Pehlivan , 2006) found that the major reason given by students for their non-attendance at school is that they were bored; they dislike the school and the lessons; they lacked encouragement from friends; and, they lack expectations about education.

Since absenteeism is one of the biggest problems faced in almost all of the public schools and that absenteeism could lead to students' drop-out, the Department of Education adheres to lessen the truancy among students by identifying the possible factors that contributes to absenteeism. Through DepEd Order, they have deepened the analysis of the students' excessive absenteeism from school. This enabled the department to point out some factors which include: teaching strategies, anxiety when at school, lack of interest, economic status, classroom environment, and lastly, the reason considered to be a critical factor is parents who do not value education or lack of parental involvement (Miguel, 2017).

Parental involvement is a combination of a parent's commitment and active participation to the school and to the student (LaBahn, 1995). Parents have the direct contact and

provision to the learners. Hence, parental involvement plays an important role in learning. However, not all parents are active partners and supporters in the education of their children. This is probably due to the fact that schools do not always know what parental involvement really means or simply parents do not know the importance of their role in their children's learning progress.

Thus, several possible reasons can be drawn to deduce the parents' lack of involvement in any school activity. The following reasons are proffered: diverse school experiences among parents, diverse economic and time constraints—parents often do not feel welcome in school, some parents do not believe that they have any knowledge that the school is interested to know especially that they don't have enough and high educational attainment; and diverse linguistic and cultural practices—they do not have great deal of interest in school or in education, and/or they feel embarrassed as they themselves may be illiterate or unable to speak English that could possibly make communication difficult (Finders & Lewis 1994).

Green, et. al. (2007) stated that children education differs significantly when their parents actively participate or involve themselves in school activities compared to those children whose parents do not take part in school activities. In addition, Mcneal (1999) revealed that there is a differential effect of parental involvement across learners' cognitive and behavioral outcomes. These include learners' achievement in school as well as truancy or absenteeism and tendency of dropping out. Thus, it can be considered that parental involvement is a salient factor in explaining both cognitive and behavioral aspects in students learning processes.

With this, the study aimed to show a correlation between absenteeism of middle school students and parental involvement.

METHODOLOGY

The descriptive – correlational method was used in the study. This design was chosen by the researcher to examine the relationship between absenteeism and parental involvement. The descriptive method can describe with emphasis what actually exists such as current conditions, practices, situation, or any phenomenon. Freud (1939) states that any scientific process started with description, based on observation, of an event/s, from which theories may later be developed to explain the observations. Co-relational in other hand is designed to discover relationships among variables and to allow the prediction of future events from present knowledge. Shuttleworth (2008) supported the statement of Freud and he stated that the above-mentioned method will be used to obtain a general view of the research.

In this particular study, the current situation of the respondents defined and disclosed their parents' involvement in school.

Research Locale

This public secondary school is one of the well-known secondary school located the Northern part of Bukidnon. This learning institution started its operation as a Municipal

High School on August 1988. By a resolution of the Municipal Council, the legislation was authorized by Councilors converting the Municipal market into a secondary school.

Respondents of the Study

The respondents of this study were the 60 identified grade 9 students of a public secondary school enrolled in school year 2018-2019 who have chronic and frequent absences and their parent. The students and their parent were purposely chosen by the researcher to correlate absenteeism and parental involvement. The grade level of the students was intentionally chosen because according to the attendance record of the school, it is the identified level that has the most numbered students who are at risk of dropping out. Table 1 indicates the distribution of the respondents.

Table 1: The Respondents

Respondents	Frequency
Students	60
Parents	60
Total	120

Data Gathering Procedure

For gathering data of this study, the researcher has undergone the following procedures. The researcher sent letters to the Schools Division Superintendent, Schools Division Supervisor and School Principal asking permission to conduct the study to the respondents. Since the study uses researcher-made questionnaire, the researcher searched for students who are also in grade 9 level to answer the questionnaires for the validation of instrument. However, the result has the Cronbach's Alpha of 0.77 and 0.85 for absenteeism and parental involvement respectively, which were interpreted as valid.

The questionnaire was given accomplished by the chosen respondents – students and their parents. This includes gathering of information profile of the respondents, attendance record, checklist on possible causes of absenteeism, extent of parental involvement at home and school, and interview for both students and parents. The gathered data were tallied and analyzed using statistical tools.

Research Instrument

The study used an instrument that measures the extent of absenteeism and parental involvement of the student- and parent-respondent respectively. Since the instrument is a researcher-made questionnaire, it was validated (with the Cronbach's Alpha of 0.77 and 0.85) to other grade 9 students who were not chosen as respondents of the study.

The extent of absenteeism questionnaire has three parts. Part 1 is the Learner's Profile which contains the information such as their name (which was optional to maintain confidentiality), gender, age, grade level, parents' educational background, family income and number of days the student present in school. Part 2 contains the survey on the extent of absenteeism among the learners (based on their personal perception and attitude which possibly caused absenteeism). Each question statement is categorized into four namely:

Always, Often, Once in a while, and Never which are to be used in interpreting learners' responses. Part 3 is about parental involvement of respondents' parents both at home and in school. This includes how their parents provide them their daily needs that helps them in their learning development at home and how their parents participate in school activities and monitor them in school with the same category: Always, Often, Once in a while, and Never.

The parental involvement questionnaire is composed of two sets. The first one contains the survey on how extent the parents are being involved on their child's learning development at home. These include the needs of the learner in terms of mental, psychological, financial and health aspects. The second set is the survey on parental involvement in school. These refers to how the parents follow-up the learning growth of their child's, attend meeting in school, and keep updated on the needs and performances of the learner in school. Also, each question statement is categorized into four namely: Always, Often, Once in a while, and Never which are to be used in interpreting parents' responses.

Scoring Procedure

In this research, the researcher used a fair-point scale to categorize and interpret the extent of absenteeism among grade 9 students and the involvement of their parents.

A. Absenteeism

Monthly Absent	Interpretation
10 days absent and above	Evident
Below 10 days absent	Not Evident

B. Extent of Absenteeism

Scale	Range	Level	Interpretation
4	3.26 – 4.0	Always	Great Extent
3	2.51 – 3.25	Often	High Extent
2	1.76 – 2.50	Once in a while	Moderate Extent
1	1.0 – 1.75	Never	Less Extent

C. Parental Involvement

Scale	Range	Level	Interpretation
4	3.26 – 4.0	Always	Greatly Involved
3	2.51 – 3.25	Often	Highly Involved
2	1.76 – 2.50	Once in a while	Moderately Involved
1	1.0 – 1.75	Never	Less Involved

D. Correlation of Absenteeism and Parental Involvement

r – value	Interpretation
-1 to -0.5	Strong Negative Relationship/ Correlation
-0.4 to -0.1	Negative Relationship/ Correlation
0	No Relationship/ Correlation
+0.1 to +0.4	Positive Relationship/ Correlation
+0.5 to +1	Strong Positive Relationship/ Correlation

Statistical Tool

The following statistical tools were used in analyzing and interpreting the data gathered from the survey:

Frequency (F) – This was used to summarize statistical counts and arranged data in categories.

Weighted Arithmetic Mean – This was used to interpret how extent is the absenteeism of the learners and parental involvement of their parents.

$$\text{Formula: } \bar{x} = \frac{\sum wx}{\sum w}$$

Where: \bar{x} - weighted mean

w - rating

x - score

Pearson's R Correlation – This was used in interpreting the relationship between the extent of absenteeism and parental involvement.

$$\text{Formula: } r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

T-test for Two Independent Means – This was used to determine if there is a significant difference in the perception between students and parents on parental involvement.

$$\text{Formula: } t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}, \text{ for equal size}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}, \text{ for unequal size}$$

Where: $df - N_1 + N_2 - 2$

N_1 - number of scores, Group 1

N_2 - number of scores, Group 2

x_1 - mean of Group 1

x_2 - mean of Group 2

S_1 - variance of Group 1

S_2 - variance of Group 2

RESULTS AND DISCUSSION

Profile of the respondents

The profile of the respondents was presented through the use of frequency and percentage distribution. It disclosed the age and gender of the respondents, their parents' educational background, family income as well as the record of their attendance in class.

Table 1 showed the ages of the respondents which ranged between 12 to 19 years old.

Table 1: Frequency and Percentage Distribution of Respondents by Age

Age Range	Frequency	Percent
12-13 years old	6	10.0
14-15 years old	27	45.0
16-17 years old	19	31.7
18-19 years old	8	13.3
Total	60	100.0

As indicated in the table, there were 6 or 10% aged 12-13 years old; 27 or 45% aged 14-15 years old; 19 or 31.7% aged 16-17 years old; and, 8 or 13.3% aged 18-19 years old out of 60 respondents. Furthermore, this figure showed that Middle school students had different age range even though they belonged to the same level. Meanwhile, majority of the respondents were in the age range 14-15 years old expected in a Middle school class. This suggested that students in the class were generally in their right age group when they started first grade in the elementary years. On a note, 6 students whose age ranged between 12-13 years old were tallied due to a discrepancy in their birth record. On the other hand, some students whose age reached 18-19 years old were repeaters and were under the open high school program before proceeding to the next grade level. Manabilang (2015) stated in her studies that students' absenteeism is a problem in school that involves all ages both male and female students.

Table 3 presented the frequency distribution of the respondents according to gender.

Table 2: Frequency and Percent Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	48	80.0
Female	12	20.0
Total	60	100.0

The table revealed that there were more males with 48 or 80% in number compared to the 12 or 20% females reported from the total respondents in this study. This meant that there were more male students who were prone to absenteeism than females. This reflected the findings in the study of Davies (2005) where on average, girls were observed to be more motivated than the boys to perform well in school, at least during elementary school. More male students remained absentee of school compared to female students in the causes of absenteeism sourced from school, students and psychology sub-dimensions.

Table 3: Frequency and Percent Distribution of Fathers' Educational Background

Education Level	Frequency	Percent
Elementary Level	9	15.0
Elementary Graduate	5	8.3
High School Level	21	35.0
High School Graduate	13	21.7
College Level	3	5.0
College Graduate	5	8.3
Others	4	6.7
Total	60	100.0

Table 3 summarized fathers' educational backgrounds of the respondents. There were 9 (15%) respondents who did not finish elementary, 5 (8.3%) were elementary graduates, 21 (35%) reached high school level, 13 (21.7%) were high school graduates, 3 (5%) reached college level, 4 (6.7%) were college graduates and 4 (6.7%) had no education. The findings revealed that almost one half of the respondents who were involved in the study reached high school level. This implied that as the breadwinner or provider in the family, they could not have high-paying jobs because of the lack of higher educational attainment.

On the other hand, mothers' educational background of the respondents was shown in Table 4. It could be gleaned from the table that 11 or 18.3% of the mothers did not finish elementary level. 11 or 18.3% of the total number were elementary graduates.

Table 4: Frequency and Percent Distribution of Mothers' Educational Background

Education Level	Frequency	Percent
Elementary Level	11	18.3
Elementary Graduate	11	18.3
High School Level	10	16.7
High School Graduate	15	25.0
College Level	3	5.0
College Graduate	9	15.0
Others	1	1.7
Total	60	100.0

Further, 10 or 16.7% reached high school level, 15 or 25% were high school graduate, 3 or 5% reached college level, and 9 or 15% were college graduates respectively. It was also noted that there is 1 or 1.7% of the respondents who had no education. As shown, majority of the respondents had attained elementary and high school education. This disclosed that only a few among the mother-respondents reached or finished tertiary education.

A comparative view of both parents' educational attainment revealed that majority of the fathers did not finish high school while majority of the mothers were not able to reach college level. This condition lead to lesser parental involvement in home and/or school since most parents who do not have enough education could not help their children in doing their homework and projects because of the limited and/or lack of knowledge. Also, it could be inferred that they would be ashamed to extend help to their children because they felt they could not relate to school homework. As mentioned by *The Center for Comprehensive School Reform and Improvement* (2005), parents are sometimes uncertain to become involved in school because they can't give good communication regarding school matters. This uncertainty comes in part from their own education history. They

often have had an unsatisfactory experience with their own schooling, and so they don't feel being involved is a good experience.

Moreover, studies have made known that one of the factors contributing to parental involvement was parents' educational background (Pena, 2000). Lee and Bowen (2006) found in their study that parents' higher educational levels had more attendance in meetings and other school activities and could talk more about educational issues with their children. Conversely, parents with low level of education were less involved in school because they lack confidence to talk and discuss school matters with school staff.

In addition, Finders and Lewis (1994), cited in the study of Manabilang (2015), stated that parents often did not feel welcome in school, some parents were not aware that the school was interested in their presence considering that they had not reached very high educational attainment; and diverse linguistic and cultural practices - they did not have great deal of interest in school or in education, or they felt embarrassed because of illiteracy or inability to speak English that could possibly make communication difficult. Reasons also included diverse school experiences among parents, diverse economic and time constraints.

Table 5 illustrated the financial capacity or family income of the respondents.

Table 5: Frequency and Percent Distribution of Monthly Family Income

Income Range	Frequency	Percent
P1,000 below	3	5.0
P1,001 – P5,000	29	48.3
P5,001 – P9,000	18	30.0
P9,001 – P13,000	5	8.3
P13,001 – P17,000	3	5.0
P17,001 – P21,000	2	3.3
P21,001 – P25, 000	0	0.0
Above P25,000	0	0.0
Total	60	100.0

The data disclosed that 3 or 5% of the families had a monthly income P1,000 or below, 29 or 48.3% of the families income ranged between P1,001 to P5,000 per month, 18 families or 30% ranged between P5,001 to P9,000, 5 families or 8.3% fell between P9,001 to P13,000, 3 families or 5% received P13,001 to P17,000, 2 or 3.3% had P17,001 to P21,000 and none of the families had an income of more than P21,000 per month.

The figures in Table 5 clearly delineated the poor financial capacity of the respondents and its significant impact on the attendance of the students in school. Relative to that, the school is far from their respective homes, hence parents failed to provide fare and sustenance for their daily needs. Consequently, most of the students chose not to go to school. Low-income areas suffer the most from chronic absenteeism. Some students felt the need to enter the workforce early to help their families (Scungio, 2016). In addition, parent's income factored in the numerous reasons of their lack of involvement in the students' learning activities at home and in school. They needed to spend time more on working than attending to school activities. They said, "*sayang ang adlawan if mag absent*" (It's a waste of time and money to be absent from work), "*mas priority ang mag trabaho para naay kaonon ang pamilya*" (Work is prioritized so they can buy food for the family), "*usahay walay eplete*" (They can't pay the fare), and "*ang among eplete, amo nalang ipalit ug pagkaon o ipabalon sa among mga anak* (It's better to use the money to buy food instead of spending it for the children's fare)". At home, some of the parents who go home late from work

had no time to help their children do their homework. They could not support their children's school projects due to financial constraints. The reasons "*usahay dili ma budgetan ilahang project*", "*walay ikapalit ug gamit para project*", (There is not enough budget for school requirements), "*ulahi na makauli*" (They reached home very late at night), and "*dili mi kabalo unsaon ilang project*" (They do not know how to help the children with their school projects). These reasons reduced parental involvement in children's school activities at home.

Furthermore, Jafarov (2015) found that high-income parents took part more often in the activities organized by school compared to low-income parents. Furthermore, parents with high socio-economic status tried more effectively to get involved than parents with low socio-economic status (Domina, 2005). Poverty at home was attributed as the main cause of absenteeism (Manabilang 2015).

Table 6 summarized the attendance of the respondents in school from October to December 2018. The filed showed that the 60 students or 100% of the respondents had incurred 10 days or more absences per month. The lowest number of absences recorded was 15 days while the highest was 55 days.

Table 6: Number of Days Absent from October to December

Respondents	Oct	Nov	Dec	Total	Respondents	Oct	Nov	Dec	Total
	Number of school days					Number of school days			
	20	20	15	55		20	20	15	55
	Number of days absent					Number of days absent			
1	12	10	5	27	31	20	20	15	55
2	11	9	3	23	32	11	7	5	23
3	12	12	2	26	33	20	20	15	55
4	13	9	7	29	34	11	10	11	32
5	15	15	10	40	35	13	5	8	26
6	20	15	9	44	36	13	4	6	23
7	10	7	1	18	37	15	7	5	27
8	20	20	10	50	38	15	6	6	27
9	20	19	9	48	39	12	18	13	43
10	10	8	1	19	40	15	7	3	25
11	10	3	2	15	41	20	11	8	39
12	20	20	10	50	42	20	9	9	38
13	20	18	10	48	43	20	9	8	37
14	20	20	15	55	44	13	5	1	19
15	10	10	2	22	45	13	4	6	23
16	10	8	10	28	46	20	20	15	55
17	10	10	10	30	47	20	15	15	50
18	10	2	5	17	48	20	7	7	34
19	16	4	7	27	49	16	7	8	31
20	15	5	2	22	50	13	20	11	44
21	10	5	2	17	51	20	18	2	40
22	12	5	6	23	52	20	3	8	31
23	12	10	15	37	53	12	7	4	23
24	10	5	1	16	54	12	5	4	21

25	12	5	3	20	55	10	2	7	19
26	16	5	6	27	56	10	3	7	20
27	16	5	6	27	57	10	2	5	17
28	18	5	8	31	58	10	3	3	16
29	10	6	1	17	59	10	3	4	17
30	10	2	4	16	60	10	4	6	20

In the given data, one or 1.67% had a record of 15 days absences and four or 7% of students had garnered the highest record of absences of 55 days.

The following information showed the percentage distribution of the respondents whose absences were within 15 to 31 days: 3 students or 5% recorded 16 days; 5 or 8.33% had 17 days; 1 student or 1.67% 18 reached days; 3 students or 5% incurred 19 days; 3 students or 5% got 20 days; 1 student or 1.67% showed 21 days; 2 students or 3.33% recorded 22 days; 6 students or 10% reached 23 days; 1 student or 1.67% 25 days; 2 students or 3.33% had 26 days; 1 student or 1.67% reached 28 days; 1 student or 1.67% had 29 days; 1 student or 1.67% got 30 days; and, 3 students or 5% showed 31 days.

The following figures presented beyond 31 days of absences incurred by the respondents: 1 student or 1.67% got 32 days, 1 student or 1.67% had 34 days, 2 students or 3.33% showed 37 days; 1 student or 1.67% reached 38 days; 1 student or 1.67% had 39 days; 2 students or 3.33% got 40 days; 1 student or 1.67% 43 recorded days; 2 students or 3.33% showed 44 days; 2 students or 3.33% had 48 days; and, 3 students or 5% reached 50 days. These data implied that absenteeism was widespread among the respondents.

According to *Student's School Attendance Monitoring Act of 2016*, absenteeism meant that a student has been absent from school without a valid excuse for 10% or more of the school days in one year from enrollment to the current date. This confirmed that absenteeism existed among Middle school students of public school.

An interview with the respondents revealed that the students with the highest absences missed classes because some of them need to work to provide and sustain their personal and family needs. Another reason, forwarded by some students was the distance between their home and school; the lack of money to pay for the fare and unavailability of passenger vehicles; and the lack of time to prepare the food. Meanwhile, some students who incurred 10 days of absences revealed they just missed classes because they simply felt lazy and had no interest in going to school. Others claimed they were sick or their parents asked be absent to help in their business.

Zhang (2008) stated that the family is an important factor to be considered as one of the motives of the student's absences from school. Scarcity experienced by poor families included poor housing condition which could cause higher incidence of illness among learners. This was mentioned in the study of Manabilang (2015) where the families lived in dire need of basic necessities such as food, electricity and water which kept them from school and pushed them to child labor.

Health-related issues were one of the factors why students tend to absent. This condition included hunger, respiratory illness, dental pain and others. Moreover, students who belonged to the family who have these cases are more likely at risk of dropping out (Henderson and Henderson 2014).

Causes of students' absenteeism

Middle school students offered various reasons to the cause of the absences or their tendency to miss classes. Table 7 presented the level, extent and rank of students' absenteeism in each

indicator. It displayed the level of absenteeism among Middle school students considering the different indicators or causes that affected their absenteeism.

Table 7. Mean Values of the Extent of Absenteeism

Indicators	Mean	Level	Interpretation	Rank
1. I feel tired of going to school because our house is far from the school.	2.43	Once in a while	Moderate Extent	2
2. I feel that it is unsafe to go to school.	1.48	Never	Less Extent	11
3. Nobody accompanies me in going to school since it is far.	1.43	Never	Less Extent	13
4. I am not interested in my studies.	2.33	Once in a while	Moderate Extent	3
5. I feel lazy and I didn't wake up early	2.78	Often	High Extent	1
6. My friends influence me to be absent from my classes.	1.67	Never	Less Extent	8
7. I can't concentrate in my studies.	1.52	Never	Less Extent	10
8. I did not study/make my assignments the night before.	1.53	Never	Less Extent	9
9. I got fond of playing computer games.	1.07	Never	Less Extent	19.5
10. I don't like my teacher because he will just scold me.	1.22	Never	Less Extent	16
11. I am being bullied by my teachers.	1.07	Never	Less Extent	19.05
12. Our classroom is hot and uncomfortable.	1.33	Never	Less Extent	14
13. I have no friends in our classroom.	1.15	Never	Less Extent	18
14. I am being bullied by my classmates	1.23	Never	Less Extent	15
15. My parents did not prepare foods for us before we go to school.	2.02	Once in a while	Moderate Extent	7
16. My parents don't give me money to buy snacks and lunch.	2.30	Once in a while	Moderate Extent	4
17. I'm too pre-occupied with household chores.	2.05	Once in a while	Moderate Extent	5.5
18. My parents ask me to be absent from class.	2.05	Once in a while	Moderate Extent	5.5
19. No one follows me up in school.	1.45	Never	Less Extent	12
20. My parents don't care about my studies.	1.18	Never	Less Extent	17
General Weighted Mean	1.67	Never	Less Extent	

Legend: 1.0-1.75 – Never, 1.76-2.50 – Once in a while, 2.51-3.25 – Often, 3.26-4.0 – Always

The overall data indicated that absenteeism had a general weighted mean of 1.67 which was interpreted as “Less Extent”. The five prominent indicators that contributed to absenteeism of the respondents were as follows: *I feel lazy and I didn't wake up early* ranked first and had a mean of 2.78 interpreted as “High Extent”; *I feel tired of going to school because our house is far from the school* ranked second and had a mean of 2.43 interpreted as “Moderate Extent”; *I am not interested in my studies* ranked third and had a mean of 2.33 interpreted as “Moderate Extent”; *My parents*

don't give me money to buy snacks and lunch ranked fourth and had a mean of 2.30 interpreted as “Moderate Extent; *I'm too pre-occupied with household chores and my parents ask me to be absent from class* ranked fifth and had a mean is 2.05 interpreted as “Moderate Extent”; and, *My parents asked me to absent from class* ranked fifth and had a mean 2.05 interpreted as “Moderate Extent”. The indicators of absenteeism leaned towards the respondents' attitude, home's distance from school and parents' capacity of providing them financial support. First, the primary reason contributing to the students' absences were laziness and failure to wake up early. Most of the students came from far flung and remote areas and they had to be awake at 2 in the morning to catch the only vehicle plying in their area. And for others, waking up so early and walking a long distance from home to school was an everyday struggle and challenge. Most of the respondents missed classes because they were not interested in their studies due to boredom in school, not learning anything in school, and attending school is just a compliance. On the other hand, several respondents stated that the cause of their absences from school were due to their parents' failure to prepare food or the lack of allowance they can use to buy snacks and lunch. They claimed they could not sustain themselves being in school with an empty stomach (*Mu absent kung walay balon*”, “*usahay wala mi plete ug balon maong dili mi mag skwela*). Also, some of them also were absent from school since their parents told them to do so. They were tasked to be the minders of their younger siblings.

On the other hand, other important indicators attributed to absenteeism ranked very low and had an interpretation “Less Extent”, namely: *I don't like my teacher because he will just scold me* ranked 16th and had a mean of 1.22; *My parents don't care about my studies* ranked 17th had a mean of 1.18; *I have no friends in our classroom* ranked 18th and had a mean of 1.15; *I got fond of playing computer games* ranked 19.5th and had a mean of 1.07; and, *I am being bullied by my teachers* ranked 19.5th and had a mean of 1.07.

The indicators which ranked low in the survey and interpreted “Less extent” were viewed by the respondents as something that did not really or seldom caused their absences in school. Only a few of the respondents considered it unsafe to go to school when nobody accompanied them in school. This happened during heavy rainfall when the roads got dangerous in going to school. Peers did not always influence them to miss classes not even computer games since there was only limited access of computers in the place. The inability to finish assignments or concentrate in their studies were never a reason for some respondents to miss classes because they could still attend school even if they had not accomplished their assignments (*gasulod man gyapon mi bisan wala mi assignments*). Teacher-student relationship did not hinder them from attending classes as well. They felt comfortable with their friends in the classroom.

In addition, the lack of parental updates or involvement in their studies were not seen as factors contributing to their absenteeism. According to some of the students, they prefer not to be followed up in school so that they can develop independence among themselves and besides, seeing their parents in school made them uneasy (*mas okay kung wala among ginikanan kay mahadlok mig naa sila kay mabantayan among lihok ug mabal-an among batasan diris skwelahan*”, “*mas tsadag wala sila diri para ma independent mi, makabuhay mis among gusto*”).

The study of Balkis (2015) revealed that student absenteeism was negatively related to academic self-perception, attitudes towards teacher and school, motivation/self-regulation, and academic performance. Results also showed that student absenteeism differed in respect to parents' educational level and income.

Information gathered specifies that disinterest in schooling of some of the respondents, whose home were near from school, makes them skip classes. This was confirmed by Pehlivan (2006) in

which he stated that the major reason given by students for non-attendance is that they were bored at school, they disliked attending school and lessons, they had no encouragement from friends, and they lacked expectations about education.

Additionally, there were respondents who came from remote areas experiencing transportation difficulty. Hence, their parents asked them to be absent from classes specially when they could not give money for fare and for food and allowance. Some of the parents confirmed and expressed their sentiments of having a hard time providing for their children's need for school and in supporting them specially in school activities. Postiglione et.al. (2006) presented that in some cases, high school students contributed to raise their family earnings and did labors which affected their attendance in school.

Extent of students' and parents' perception on parental involvement

There were two ways parents could show their support in their children's studies and be involved at home and in school. It was observed that not all parents had the same level of involvement at home and in school.

Table 8 showed that the general weighted mean of parental involvement in both home and school is at 3.32. The level indicated that the parents' involvement is interpreted as "Greatly Involved" as the level reached the category "Always". The data revealed the top indicators, to wit: *I ensure the good health of my child* which had a mean of 3.70 and interpreted as "Greatly Involved"; *I maintain good relationship in our family especially with my child* had a mean of 3.67 and interpreted as "Greatly Involved"; and, *I pay attention to their emotional and physical needs* had a mean of 3.52 interpreted as "Greatly Involved". On the other hand, the lowest tier showed: *I remind my child to study their lesson and make their assignments and projects at home* with a mean of 3.23 and categorized as "Highly Involved"; and, *I helped them in making their assignments and projects* with a mean of 2.37 and categorized as "Moderately Involved".

At home, parents believed that they were able to provide the necessary and primary needs of their children such as food, money for allowance even in the smallest amount, ensuring security for their children, and attention to their different needs and good relationship were given and maintain by them for their children. According to them, they did their best to support their children with their essential needs at home since it was their duty to be responsible for the necessities of their family ("*among responsibilidad ang among mga anak*" and "*isip ginikanan, among gapaningkamotan mapakaon ug mahatagag pagtagad among anak diri sa balay*"). They tried their best to remind to study their lessons, make their assignments and other school related work. They admitted that they could not help their children to do their homework. Hence, they tried to encourage their children do well so they could live better lives in the future. (*Ang pag remind permanente, pero ang pagtabang dili gyud kay unsa raman among nahuman? Maong maningkamot mi dili sila mapareha namo. Dili mi kasinati unsaon pagbuhat sa uban projects ug assignments sa among bata*). Hence, the data disclosed that the parents are moderately involved in helping their children do their assignments and projects.

Table 8: Extent of Parental Involvement as Perceived by Parents

Indicators	Mean	Level	Interpretation
Home-Involvement			
1. I prepare foods for my child before they go to school.	3.50	Always	Greatly Involved
2. I packed them food to bring and/or give them money to buy foods in school.	3.30	Always	Greatly Involved
3. I ensure that they go and come home from school on time and safe.	3.30	Always	Greatly Involved
4. I remind my child to study their lesson and make their assignments and projects at home.	3.23	Often	Highly Involved
5. I helped them in making their assignments and projects.	2.37	Once in a while	Moderately Involved
6. I pay attention to their emotional and physical needs.	3.52	Always	Greatly Involved
7. I ensure the good health of my child.	3.70	Always	Greatly Involved
8. I maintain good relationship in our family especially with my child.	3.67	Always	Greatly Involved
9. I ask my child "how is he?" as soon as he got home from school.	3.30	Always	Greatly Involved
General Weighted Mean	3.32	Always	Greatly Involved
School-Involvement			
10. I ask my child's teacher about his/her performance in school.	1.47	Never	Less Involved
11. I actively attend meetings in school.	2.67	Often	Highly Involved
12. I ask the subject teachers on the possible and additional intervention to enhance my child's learning abilities.	1.50	Never	Less Involved
13. I ensure that my child has a good relationship with his classmates and teachers.	1.60	Never	Less Involved
14. I monitor my child's attendance in school.	1.98	Once in a while	Moderately Involved
15. I help the teachers in making my child comfortable in their classroom.	1.45	Never	Less Involved
General Weighted Mean	1.78	Once in a while	Moderately Involved

Legend: 1.0-1.75 – Less Involved, 1.76-2.50 – Moderately Involved, 2.51-3.25 – Highly Involved, 3.26-4.0 – Greatly Involved

The general weighted mean of the parents' involvement in school is at 1.78, which reached the level "Once in a While" and categorized as "Moderately Involved". The data revealed that the highest indicator was: *I actively attend meetings in school* with a mean of 2.67 and categorized as "Highly Involved". Meanwhile the other indicators were: *I monitor my child's attendance in school* had a mean of 1.98 and categorized as "Moderately Involved"; *I ensure that my child has a good relationship with his classmates and teachers* showed a mean of 1.6 and categorized as "Less Involved"; *I ask the subject teachers on the possible and additional intervention to enhance my child's learning abilities* yielded a mean of 1.5 and categorized as "Less Involved"; *I ask my child's*

teacher about his/her performance in school showed a mean of 1.47 and categorized as “Less Involved”; and *I help the teachers in making my child comfortable in their classroom* had a mean of 1.45 and categorized as “Less Involved”.

The parents acknowledged their active attendance in meetings to comply with the government’s project of helping children finish their studies. Still, they also said they could not always monitor their children’s attendance in school. Also, they admitted that they had not asked teachers about their children’s academic performance of; inquired from the teachers about their students’ comfort in school; or, ensured a good relationship with their classmates and teachers. They usually hurried back home after parent-teacher’s meeting because they just left their work behind or they had other people take care of their little children back home.

Moreover, being less involved in school contributed to absenteeism of their children. Students with parents who were involved in their school tended to have fewer behavioral problems and better academic performance, and were more likely to complete high school than students whose parents were not involved in their school (Child Trends Data Bank, 2013)

Table 9 indicated the extent of parental involvement as perceived by the students.

Table 9: Extent of Parental Involvement as Perceived by Students

Indicators	Mean	Level	Interpretation
Home-Involvement			
1. My parents prepare foods for us before we go to school.	3.45	Always	Greatly Involved
2. My parents packed us food to bring and/or give us money to buy foods in school.	3.47	Always	Greatly Involved
3. My parents ensure that we go and come home from school on time and safe.	3.17	Often	Highly Involved
4. My parents remind us to study our lesson and make our assignments and projects at home.	2.6	Often	Highly Involved
5. My parents helped us in making our assignments and projects.	2.12	Once in a while	Moderately Involved
6. My parents pay attention to our emotional and physical needs.	3.22	Often	Highly Involved
7. My parents ensure our good health.	3.32	Always	Greatly Involved
8. My parents maintain good relationship in our family especially with us.	3.52	Always	Greatly Involved
9. My parents ask “how are you?” as soon as we got home from school.	3.05	Often	Highly Involved
General Weighted Mean	3.1	Often	Highly Involved
School-Involvement			
10. My parents ask my teacher about my performance in school.	1.92	Once in a while	Moderately Involved
11. My parents actively attend meetings in school.	2.43	Once in a while	Moderately Involved
12. My parents ask my subject teachers on the possible and additional intervention to enhance my learning abilities.	1.57	Never	Less Involved
13. My parents ensure that I have a good relationship with my classmates and teachers.	1.93	Once in a while	Moderately Involved

14. My parents monitor my attendance in school.	1.9	Once in a while	Moderately Involved
15. My parents help my teachers in making me comfortable in our classroom.	1.52	Never	Less Involved
General Weighted Mean	1.878	Once in a while	Moderately Involved

Legend: 1.0-1.75 – Less Involved, 1.76-2.50 – Moderately Involved, 2.51-3.25 – Highly Involved, 3.26-4.0 – Greatly Involved

The table disclosed that the general weighted mean of parental involvement at home as perceived by the students had a mean of 3.1 categorized as “Highly Involved.”

The top objectives were interpreted as “Greatly Involved”, to wit: *My parents maintain good relationship in our family especially with us* had a mean of 3.52; *My parents packed us food to bring and/or give us money to buy foods in school* with a mean of 3.47; and, *My parents prepare foods for us before we go to school* had a mean of 3.4.).

Meanwhile, the following objectives garnered the interpretation “Often” to wit: *My parents ask “how are you?” as soon as we got home from school* with a mean of 3.05; *My parents remind us to study our lesson and make our assignments and projects at home* with a mean of 2.6; and, *My parents helped us in making our assignments and projects* with a mean of 2.12.

Meanwhile, parental involvement in school as perceived by the students had a mean 1.878 interpreted “Moderately Involved”.

The objectives in this table were as follows: *My parents actively attend meetings in school* with a mean of 2.43 showed that they are “Moderately Involved.” This is followed by *My parents ensure that I have a good relationship with my classmates and teachers* with a mean of 1.93; *My parents ask my teacher about my performance in school* with a mean of 1.92; *My parents monitor my attendance in school* with a mean of 1.9. These four objectives showed that the frequency of parents’ involvement in school was rated “Once in while.”

Meanwhile, the following objectives were given an interpretation of “Never”: *My parents ask my subject teachers on the possible and additional intervention to enhance my learning abilities* with a mean of 1.57; and, *My parents help my teachers in making me comfortable in our classroom* with a mean of 1.52 categorized as “Less Involved”.

It can be deduced that parents and students almost had the same perception in terms of parental involvement at home and in school. The data revealed that the students’ perception about their parents’ involvement at home was high. This were evidenced by the parents’ ability to provide the things needed in their day-to-day living which included the provision of food, money, good family relationship, good health and security within the family. They also said that though their parents reminded and supported them in their school tasks, though not all of the parents gave hands-on help in their homework and projects. In addition, the students expressed that their parents were moderately involved in school in terms of asking their teachers about their performance and how to improve it, attending meetings in school, monitoring their attendances and ensuring their good relationship with their teachers and classmates. Furthermore, the respondents believed that their parents never asked their subject teachers on the possible intervention to enhance their learning nor helped their teachers in making them comfortable in their classroom. According to them, they seldom saw their parents coming to school for them. They did not even see their parents talking with their teachers, helping them in coping up with their low grades and asking for intervention to increase their academic performance.

Significant relationship between the extent of absenteeism and parental involvement

Table 10 presented the r – value, decision and the interpretation of the value computed correlating absenteeism and parental involvement.

Table 10: Correlation Coefficient between Absenteeism and Parental Involvement

Variable	r - value	Decision	Interpretation
Absenteeism and Parental Involvement at Home	-0.2977	Reject Null Hypothesis	Negative Relationship
Absenteeism and Parental Involvement in School	-0.5123	Reject Null Hypothesis	Strong Negative Relationship

-1 (Strong) Negative Relationship, 0 No Relationship at All, +1 (Strong) Positive Relationship

The result exhibited the Correlation Coefficient between Absenteeism and Parental Involvement. Parental involvement at home had an r -value of -0.2977 which indicated that parental involvement at home had a negative relationship with absenteeism. Thus, from the gathered data, parents of the respondents were greatly involved at home. On the other hand, parental involvement in school had the r -value of -0.5123 which pointed out that it had a strong negative relationship with absenteeism. Since parental involvement at home and in school had a negative relationship, the null hypothesis was rejected at alpha 0.05. Therefore, there was a significant relationship between the extent of absenteeism and parental involvement. Furthermore, it can be deduced that when parental involvement was low, absenteeism was high. Consequently, if parental involvement increased, absenteeism decreased.

This data further revealed the findings that the parents of the respondents were highly involved at home but were moderately involved in school which contributed to absenteeism of their children. This meant that if parents would not monitor their children in their studies by reminding them to study and make assignments at home as well as monitor their attendance in school, their children would be at risk of missing their classes. According to some parents interviewed, their incapability of not following up their children in school and having less communication with their teachers made their children's absenteeism more extensive. It was noted also, that as much as they desired to participate in school activities, financial constraints hindered and they needed to work.

Moreover, Jafarov (2015) stated in his study that when parents became involved, they would have made a contribution to their children's emotional and behavior development, well-being, social skills and even school attendance. Also, parents' participation in school activities would create connections between teachers and parents that will have had a positive impact on teachers' impressions of and views about student.

Significant difference in the perception between students and parents on parental involvement

Parents and students sometimes had different views and perspective in many things. Table 11 elucidated the t -value, p -value, decision and interpretation between students' and parents' perception on parental involvement.

Table 11: Test Value on Perception between Students' and Parents' on Parental Involvement

Variable	t - value	p – value	Decision	Interpretation
Students' and Parents' Perception on Parental Involvement at Home	1.09	0.29	Accept Null Hypothesis	Not significant
Students' and Parents' Perception on Parental Involvement in School	-0.42	0.68	Accept Null Hypothesis	Not significant
Students' and Parents' Perception on Parental Involvement (in general)	0.31	0.76	Accept Null Hypothesis	Not significant at $p < 0.05$

For students' and parents' perception on parental involvement at home, the t-value was 1.09 and the p-value at 0.29. For parental involvement in school, the t-value was -0.42 and p-value at 0.68. Generally, the students' and parents' perception on parental involvement had the t-value and p-value of 0.31 and 0.76 respectively which were greater than the level of significance. Since the p-value was greater than the alpha, 0.05, the result was not significant at $p < .05$. This meant that the null hypothesis was accepted, to wit, *“There is no significant difference in the perception between students and parents on parental involvement”*.

Both students and their parents perceived parental involvement as one of the most important factors that affected the attendance of the students. Students viewed parental involvement as one of the things that motivated them to be present and to do well in school. Furthermore, parents considered it as their responsibility and right to be involved in the studies of their students that would enable their children to be motivated and inspired in school. But though they perceived it as they were involved, most of the parents still could not perform that responsibility in school because the reasons such as the distance and the need to work hard to provide for their primary needs.

According to Green et. al (2007), family conditions and parents' work situations could be major barriers to parental involvement. Examples would include a solo parent, those with young families, or large families who would find it harder to get involved in parental involvement because of their caretaking responsibilities. When parents were unemployed, money could be an issue as they would not be able to afford to pay babysitters in order to attend to school meetings. For gainfully employed parents, regardless if both parents work, there would be less time available for both home-based and school-based parental involvement.

CONCLUSION

This study arrived at the conclusion that parental involvement in both school and home was correlated to absenteeism of the Middle school students of public school. Parental involvement at home enabled the parents to take good care of their children, follow up their studies, monitor their status and show them support within their capacity. This would also enable the students to be more motivated and inspired in going to school upon knowing their parents' care for them and their studies. Parental involvement in school also gave a big impact to the students. The presence of the parents in school, whether to attend meeting, voluntarily visits them, follow up them boost self-esteem and self-worth among their children. The knowledge students would sense and feel that

their parents gave their time for their studies would motivate and inspire them to do and exert more effort in their studies and make their parents proud.

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