



BREAKING THE HABIT: CAUSES AND STRATEGIES FOR REDUCING CYBER-TRUANCY AMONG STUDENTS

Aubrill Faye Cayat

University of Baguio Science High School

ABSTRACT

Truancy is a growing concern that affects the overall performance of students. This descriptive research examines the causes and strategies for reducing cyber-truancy among students. The respondents consisted of a sample of 146 college students and 46 senior high school students 195 students. The results indicated that the respondents agree on the causes of cyber-truancy among late adolescents of the University of Baguio ($M = 2.83$, $SD = .42$). The study also revealed that there is no statistically significant difference in the degree of agreement on the causes of cyber-truancy among late adolescents of University of Baguio considering the school level of the respondents $t(193) = 1.561$, $p = .120$. In terms of strategies, the respondents agree on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio ($M = 3.18$, $SD = .37$). Moreover, the study showed that the degree of agreement on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio in the tertiary level was significantly greater than in the senior high school level $t(193) = 3.409$, $p = .001$. Overall, truancy is unlikely to be resolved by a single approach. Thus, identifying the causes of cyber-truancy can help create intervention strategies.

Keywords: *Cyber-truancy, causes, strategies, senior high school, tertiary level*

INTRODUCTION

Truancy is a key problem among adolescents, with many possible negative consequences (Henry et al., 2012). Archambault et al. (2013) mentioned that attendance and truancy are not difficult to determine in the face-to-face classroom. However, establishing and enforcing truancy at an online school is challenging. Virtual schools have an equal responsibility to ensure that students attend their lessons, progress in their learning, and benefit from instruction. Lack of consensus regarding when and whether a student is truant has posed challenges for obtaining accurate truancy rates and developing and evaluating interventions targeting truancy or attendance (Maynard et al., 2012).

With online learning in place during the Covid-19 pandemic, cyber-truancy presents a unique challenge to be addressed (Amro et al., 2021). During this time of the pandemic, numerous individuals are affected. Teachers and students are not exempted from the challenges and changes brought about by this phenomenon. The main challenges are teaching and learning approaches, protection, and safety. Schools have had to divert to remote learning as they adjust to social distancing measures to confine the spread of the novel coronavirus. Likewise, educators are challenged to teach themselves various software to develop interactive content to help students at home stay engaged, follow along, and keep coming back to their virtual classrooms (Garun, 2020).

Although mandatory attendance is easily determined in a traditional school, monitoring and enforcing attendance and truancy in an online environment perplexes (Archambault et al., 2013). The authors added that despite the challenge, virtual schools must ensure that enrolled students

log on, complete lessons, and "attend" classes online. However, despite the many tools at teachers' disposal, many of their students cannot connect due to a lack of computers, stable internet connections, or support at home to keep them focused on schoolwork. And even when they can log on, students still struggle in various ways to follow along in their new learning environment. In checking the attendance, classmates have helped the teachers call, text, or reach friends through social media channels to confirm whether they have relocated (Garun, 2020).

A large body of literature has given extensive attention to describing possible causes and correlates of school absenteeism. Research indicates several factors that have demonstrated some causal or correlational relationship to truancy. These include individual, family, school, community, and contextual factors (Maynard et al., 2012). Few studies have investigated trends in truancy rates over an extended period, and there is a lack of research examining trends by race/ethnicity, age, and gender. Examining trends in truancy over time can indicate whether policies and programs that have been implemented are having any impact. Furthermore, examining variation in prevalence by race/ethnicity, age, and gender can provide important information about who benefits most – and least – from the policies and programs. This information can inform prevention and intervention efforts.

In the Philippines, Genteroy's (2016) study to determine the effects of absenteeism among fourth-year high school students on learning performance sought to know the common causes and effects of absenteeism and determine the relationship between absenteeism and learning performance and school performance among high school students. The study concluded that respondents believe that self-inquiry is the main reason for students' absences in class. In the study, self-inquiry is identified as a condition of oneself that must be prioritized and adequate to be a basis for absences. Sickness can be a factor in a self-inquired reason for absenteeism. Respondents likewise agree that absenteeism results in poor students' learning and school performance. It was further concluded that there is a significant relationship between absenteeism and students' learning performance and school performance.

In addition to the variety of risk factors, interventions also differ in terms of the settings in which the interventions are implemented. Interventions have been implemented in clinical and community settings, schools, courts, and police agencies. Interventions may be conducted as part of a collaborative effort between community agencies, schools, courts, and police agencies or by a single entity (Maynard et al., 2012). Maynard et al. (2012) added that truancy and attendance interventions could also be described and categorized by the level at which they intervene. Universal interventions targeting attendance are applied to an entire population. Selective interventions are designed to prevent the problem from developing, targeting students who may be at high risk for developing an attendance or truancy problem. Indicated interventions target students who have chronic attendance problems. Overall, numerous behavioral interventions have been developed to reduce truancy among youth. Some of these positively influence school attendance, but there is still a great need to improve interventions.

At the University of Baguio, a policy on absenteeism and tardiness during face-to-face classes exists; however, there is no policy on cyber truancy yet, since no one was expecting this COVID-19 pandemic would affect academic institutions. Although the university has its Policies, Procedures, and Guidelines (PPG) for this time of the pandemic, there are no studies and research recorded yet by the Office of the Students Affairs (OSA) on the percentage of cyber-truancy in the school year 2020-2021 among college and high school students. Thus, this limitation of studies on cyber-truancy and the data gap will serve as the main reason why there is a need to conduct such research.

The researcher's ultimate purpose is to contribute to a limited but important body of research needed to inform interventions seeking both to reduce levels of school truancy and to ward off its potential long-term negative consequences. The findings will provide useful insight into the truancy factors and help administrators understand and gauge the underlying issues that will help create efforts to reduce truancy. The study findings will help all school professionals

value the importance of creating a strong collaboration with families and engaging them in eliminating truancy among the students. Also, the findings will accentuate the importance of a positive school and family relationship to prevent cyber-truancy. In addition, the discoveries will benefit the school personnel to have some rigid systems in place. Lastly, for the benefit of the stakeholders in line with the university's plan, the study will serve as a share in strengthening its research area and capability.

Objectives of the study

The main objective of this study is to examine the causes and strategies for reducing cyber-truancy among students. Specifically, this study sought to understand the following specific objectives:

1. To determine the degree of agreement on the causes of cyber-truancy among students of the University of Baguio.
2. To compare the causes of cyber-truancy among students of the University of Baguio.
3. To determine the degree of agreement on the strategies for reducing cyber-truancy among students of the University of Baguio
4. To compare the strategies for reducing cyber-truancy among students of the University of Baguio

METHODOLOGY

Research Design

The researchers used a quantitative descriptive-survey approach to identify the causes of truancy among students, identify the strategies effective in reducing truancy, and determine the significant difference in the causes and strategies between senior high school and tertiary levels.

Sample/Population of the Study

This study was conducted at the University of Baguio (UB), specifically in the School of Teacher Education and Liberal Arts (STELA) and Science High School (SHS). The respondents in this study were 146 tertiary students from the first to fourth-year level and 49 senior high school respondents who enrolled in STEM, ABM, and HUMSS strands during the first semester of School Year 2021-2022, excluding junior high school students. To ensure a balanced sample of groups, the researcher has taken the data from each stratified group regardless of sex and age through stratified random sampling.

Data Gathering Tools

The researcher used a questionnaire patterned from Akeneme et al.'s (2016) study on Parents' and Teachers' Perceived Strategies for Reducing Truancy among Secondary School Students and Perceived Strategies for Reducing Truancy Questionnaire (PSRTQ). Cronbach's Alpha was used for calculating the reliability of the questionnaire. The reliability value was interpreted by comparing the value of Cronbach Alpha based on Konting et al. (2009). The reliability of the questionnaire was found to be .624 and .670, indicating an acceptable level.

Data Gathering Procedures

In the data gathering procedures, the researcher followed the proper protocol for the study. With the primary approval of the department heads through a communication letter, the researcher gave the target participants written informed and parental consent forms. Once the respondents had submitted their consent forms, they immediately answered the Google Form questionnaire. The researcher assured the participants that participation in the research was voluntary and that they would be free to discontinue participation at any time.

Treatment of Data

The data was arranged and summarized following the objectives of the study. Mean was used to determine the degree of agreement on the causes of cyber-truancy and strategies for reducing cyber-truancy among late adolescents at the University of Baguio. For the second and

fourth objectives, the t-test for unequal variance was used to determine the significant difference between the responses of the degree of agreement on the causes of cyber-truancy and strategies for reducing cyber-truancy between Senior High school and Tertiary Students.

Ethical Considerations

The research underwent an ethics review by the University of Baguio research committee to protect the participants. The researcher presented the questionnaires and informed consent forms to the participants. These forms presented the objectives and purpose of the study for the participants, as well as the forms for the participants and their guardians' written consent. Within the email sent to the respondents, the researchers highlighted that their participation was completely voluntary and that they had the right to withdraw at any time. Additionally, the researchers explained that the respondents' personal information would be protected and not revealed. The method of distribution of the findings will include sending an email directly to the respondents or beneficiaries of the study, publishing project findings, and presenting program results to community groups and stakeholders at local and national conferences.

RESULTS AND DISCUSSION

This section presents the degree of agreement on the causes of cyber-truancy and strategies for reducing cyber-truancy among late adolescents of the University of Baguio and the significant difference in the responses between senior high school and tertiary students.

Table 1

Degree of agreement on the causes of cyber-truancy among late adolescents of the University of Baguio

| Indicators | M | SD | VI |
|---|------|------|----------------|
| 1. Students absent themselves from school to gallivant | 2.40 | 0.80 | Disagree |
| 2. Economic constraints make some students to absent themselves from school | 3.14 | 0.69 | Agree |
| 3. Indiscriminate punishment from teachers for late coming leads to truant behavior | 2.94 | 0.78 | Agree |
| 4. Poor academic achievement leads students into truancy | 2.82 | 0.70 | Agree |
| 5. Fear of punishment from teachers drives some students away from school | 3.05 | 0.71 | Agree |
| 6. Students stay away from school because they dislike their teachers | 2.55 | 0.77 | Agree |
| 7. Students play truant because they lack teachers in their classes | 2.51 | 0.77 | Agree |
| 8. Students stay away from school because they are bullied by other students | 3.27 | 0.81 | Strongly Agree |
| 9. Students stay away from school because their parents want them to work | 2.66 | 0.82 | Agree |
| 10. Students stay away from school because they lack motivation from their parents | 3.01 | 0.83 | Agree |
| Overall Mean | 2.83 | 0.42 | Agree |

Note. M = mean. SD = standard deviation. VI = verbal interpretation.

With an overall mean of 2.83 (SD = 0.42), table 1 shows that the respondents agree on the causes of cyber-truancy among late adolescents of the University of Baguio. The respondents agree that economic constraints, indiscriminate punishment from teachers, poor academic achievement, fear of punishment, dislike towards teachers, work, and lack of motivation from parents are regarded as some of the causes of cyber-truancy among late adolescents, implying that several factors can contribute to truancy. These factors include parental, school, economic, and personal variables, consistent with Gosain (2013), who stated that a particular truant might have problems in only one area or more than one area. However, among the causes, the more dominant area is the experience of bullying, which is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort (APA, 2022).

Further, the respondents strongly agree that cyber-truancy is caused by bullying by other students. This indicates that truancy is potentially associated with bullying, which is in harmony with the study of Mullvain (2016), stating that the frequency of bullying within a school was a significant predictor of achievement levels or attendance rates. This is an important finding in

understanding the causes of cyber-truancy and establishing a school environment free of bullying. Moreover, the respondents disagree that gallivanting is one of the causes of cyber-truancy due to COVID restrictions. This result contradicts the study of Akeneme (2016), stating that some students absent themselves from school to hawk. Given the pandemic, students diligently stay at home and abide by health guidelines to contain the spread of COVID-19.

Table 2
Comparison of the causes of cyber-truancy among late adolescents of the University of Baguio

| Indicators | SHS | | Tertiary | | t | p |
|---|------|------|----------|------|-------|-------------|
| | M | SD | M | SD | | |
| 1. Students absent themselves from school to gallivant | 2.24 | 0.78 | 2.45 | 0.81 | 1.570 | 0.118 |
| 2. Economic constraints make some students to absent themselves from school | 2.92 | 0.67 | 3.21 | 0.69 | 2.606 | 0.010 ** |
| 3. Indiscriminate punishment from teachers for late coming leads to truant behavior | 2.92 | 0.86 | 2.95 | 0.76 | 0.207 | 0.836 |
| 4. Poor academic achievement leads students into truancy | 2.69 | 0.62 | 2.86 | 0.72 | 1.471 | 0.143 |
| 5. Fear of punishment from teachers drives some students away from school | 3.18 | 0.70 | 3.00 | 0.71 | 1.566 | 0.119 |
| 6. Students stay away from school because they dislike their teachers | 2.51 | 0.74 | 2.56 | 0.79 | 0.402 | 0.688 |
| 7. Students play truant because they lack teachers in their classes | 2.35 | 0.69 | 2.57 | 0.79 | 1.754 | 0.081 |
| 8. Students stay away from school because they are bullied by other students | 3.20 | 0.89 | 3.29 | 0.79 | 0.622 | 0.535 |
| 9. Students stay away from school because their parents want them to work | 2.59 | 0.79 | 2.68 | 0.83 | 0.689 | 0.492 |
| 10. Students stay away from school because they lack motivation from their parents | 2.92 | 0.76 | 3.03 | 0.86 | 0.841 | 0.402 |
| Overall Mean | 2.75 | 0.35 | 2.86 | 0.44 | 1.561 | 0.120 |

Note. M = mean. SD = standard deviation. t = t-test for independent samples. p = probability (Sig.) value. ** The difference is significant at 0.01 level (two-tailed).

The table shows that both the SHS students (M = 2.75; SD = 0.35) and the tertiary students (M = 2.86; SD = 0.44) agree on the causes of cyber-truancy among late adolescents of University of Baguio. The table also shows no statistically significant difference (p > 0.05) in the degree of agreement on the causes of cyber-truancy among late adolescents of the University of Baguio, considering the school level of the respondents. Also, the results demonstrated that both SHS and tertiary students agree to the same extent on the causes of cyber-truancy, implying that the causes of truancy are complex, involving a combination of home, school, and individual factors, causing students to skip school. It is important to highlight that this study provides a clear picture of the role of several factors that cause truancy. It serves as the baseline for preventive and intervention programs for the School of Teacher Education & Liberal Arts and Science High School. Through the survey, the following trends were observed:

1st indicator. As the study was conducted during the pandemic period, both SHS respondents (M = 2.24; SD = 0.78) and the tertiary students (M = 2.45; SD = 0.81) disagree that students absent themselves from school to gallivant, which might be caused by the pandemic restrictions requiring students to follow the local and school COVID-19 directives. This contradicts the study of Mansor et al., 2012 stating that when students are not in school, they will find other activities to fill up their time like smoking, loitering, window-shopping, video watching, and other 'fun' activities.

2nd indicator. Both SHS respondents (M = 2.92; SD = 0.67) and the tertiary students (M = 3.21; SD = 0.69) agree that economic constraints make some students to absent themselves from school. This shows that factors such as personal and family status and poverty can also influence students' truancy. This is in harmony with the study of Albert et al. (2018), indicating that economic status is one of the major factors that shape school participation. Also, the study by Garcíá and Weiss (2015) states that poor and somewhat poor students were much more likely to miss school. This implies that truancy is significantly common among economically

disadvantaged students. This can further be corroborated by the existing data on students' socioeconomic status.

3rd indicator. Both SHS respondents ($M = 2.92$; $SD = 0.86$) and the tertiary students ($M = 2.95$; $SD = 0.76$) agree that indiscriminate punishment from teachers for late coming leads to truant behavior. This means punishment is attributed to truant behavior as it only increases truancy rather than preventing it. As punishment is accompanied by negative behavior, this suggests that teachers should employ positive disciplinary techniques paired with positive reinforcement to truancy. This result is in harmony with the study of Paul (2014), stating that using punishments to eradicate truancy in community secondary schools is ineffective since the magnitude of truancy keeps increasing as teachers continue using it. Also, it was revealed in his study that punishments cause fears and low self-confidence for one to continue with schooling. This further implies that punishment forms a gap between teachers and students, resulting in poor student learning.

4th indicator. Both SHS respondents ($M = 2.69$; $SD = 0.62$) and the tertiary students ($M = 2.86$; $SD = 0.72$) agree that poor academic achievement leads students into truancy. This implies that poor academic achievement is a concern that affects the overall students' attendance. Low performance in school can demotivate students from attending classes. This is consistent with the study of Garcíá and Weiss (2015), indicating that higher levels of absenteeism are associated with lower levels of student performance.

5th indicator. Similar to the 3rd indicator, both SHS respondents ($M = 3.18$; $SD = 0.70$) and the tertiary students ($M = 3.00$; $SD = 0.71$) agree that fear of punishment from teachers drives some students away from school. From the results, it is clear that teachers who implement punishment as a consequence of truancy do not help to reduce the behavior. This finding supports Okwakpam and Okwakpam (2012), noting that lack of parents' school communication and involvement and too rigid administration policies cause truancy among secondary students.

6th indicator. Both SHS respondents ($M = 2.51$; $SD = 0.74$) and the tertiary students ($M = 2.56$; $SD = 0.79$) agree that students stay away from school because they dislike their teachers. This implies that the quality of teaching received by students impacted their attendance. This is similar to the analysis yielded by Gershenson (2016), stating that teachers have arguably causal, statistically significant effects on student absences that persist over time. Also consistent with the study by Colen (2022), indicating that children stay away from school because they dislike particular teachers, subjects, or lessons. As the quality of teaching impacts student attendance, teachers may consider their quality of teaching by reviewing their faculty performance evaluation. Therefore, teacher evaluation systems must include multiple measures of teacher effectiveness, including teachers' ability to improve students' attendance and related character skills (Gershenson, 2016).

7th indicator. The SHS respondents ($M = 2.35$; $SD = 0.69$) disagree that students play truant because they lack teachers in their classes, however, the tertiary students ($M = 2.57$; $SD = 0.79$) agree. This could be associated with the ongoing pandemic that has challenged schools in many ways, and this might have caused teacher shortages exacerbated by the COVID-19 pandemic. The lack of teachers in their classes might disrupt students' academic performance. This is an important consideration for policy-makers and educational planners in shifting to remote, distance, flexible, blended, hybrid, or other online learning approaches during the pandemic to provide not only the students but the teachers as well a sense of security from the danger of COVID-19. Amid the COVID-19 situation and to avoid face-to-face interactions, the Philippine Department of Education and Commission on Higher Education opted to adopt flexible, blended, modular, or online learning schemes or modalities in the delivery of instruction (Moralista & Oducado, 2020; Quinones, 2020; Rabacal et al., 2020).

8th indicator. The SHS respondents (M = 3.20; SD = 0.89) agree that students stay away from school because they are bullied by other students, however, the tertiary students (M = 3.29; SD = 0.79) agree more. It becomes an apparent experience that bullying increases the risk of truancy and is a significant predictor of attendance. This finding inspires institutions to review anti-bullying programs. The finding also suggests that even during online setup, bullying remains prevalent. This contradicts the study of Bacher-Hicks et al. (2021), stating that school bullying and cyberbullying dropped 30-35 percent as schools shifted to remote learning in 2020.

9th indicator. Both SHS respondents (M = 2.59; SD = 0.79) and the tertiary students (M = 2.68; SD = 0.83) agree that students stay away from school because their parents want them to work. Therefore, work does have an impact on the number of school students miss. The finding is in harmony with the study of Dahl (2015); in the study, it was mentioned that the combination of attending high school and being employed either part- or full-time led to borrowing time from school to juggle the different areas of their lives. In some cases, holding down a job while attending high school was simply for extra spending money. For others, it seemed to be based on a genuine need for money, particularly if the parents or family could not afford to provide much financial assistance or if the family itself needed financial help from the teen's employment. The study also mentioned that family responsibilities in single-parent homes affected their ability to attend school. In most of these cases, the respondents had talked about assisting at home with childcare, chores, and errands during truancy. The results now provide evidence of how the families play a significant role and how the pandemic led students to work, making attending school less important.

10th indicator. Both SHS respondents (M = 2.92; SD = 0.76) and the tertiary students (M = 3.03; SD = 0.86) agree that students stay away from school because they lack motivation from their parents. This study is supported by Moneva and Logarta (2020), stating that parental motivation has always been essential to every student's school academics. It has constantly been important in the students' progression in their school. It is therefore evident that students who feel their motivational needs are not met miss more school. This is similar to the study of Bill (2010), stating that the amount of time a child is unsupervised after school has a mild impact on truancy. Overall, parental attitudes could affect children's motivation to come to school or aspire to high achievement.

Table 3
The degree of agreement on the strategies for reducing cyber-truancy among late adolescents of University of Baguio

| Indicators | Mean | SD | VI |
|--|------|------|----------------|
| 1. There should be a good rapport between teachers and students | 3.66 | 0.62 | Strongly Agree |
| 2. Reinforcement should be given to students to encourage good behavior | 3.40 | 0.61 | Strongly Agree |
| 3. There should be good communication between teachers and parents | 3.46 | 0.67 | Strongly Agree |
| 4. Teachers should isolate and punish any deviant behavior notices in students | 2.53 | 0.76 | Agree |
| 5. Teachers should plan their lessons very well to interest the students | 3.64 | 0.59 | Strongly Agree |
| 6. Students should be engaged in activities of interest, such as clubs and organizations | 3.32 | 0.69 | Strongly Agree |
| 7. Instructional materials should be used in teaching students | 3.41 | 0.62 | Strongly Agree |
| 8. Teachers should report cases of truancy to parents | 3.12 | 0.71 | Agree |
| 9. Teachers should make a regular roll call if they want to stop students' regular absenteeism | 3.23 | 0.64 | Agree |
| 10. There should be a mentoring and tutoring after-school program help reduce students' truant behavior | 3.13 | 0.65 | Agree |
| 11. Regular open day should be introduced in the school for parents to check the performance of their children | 2.93 | 0.66 | Agree |
| 12. Good parent-teacher rapport helps reduce students' truancy behavior | 3.20 | 0.69 | Agree |
| 13. Schools should have permanent counselors who will be counseling students on appropriate behaviors | 3.44 | 0.65 | Strongly Agree |
| 14. Parent should show very high interest in their children's academics as this will motivate the child to attend school | 3.39 | 0.66 | Strongly Agree |
| 15. Parents as well should report traces of truancy of their children to their teachers | 2.88 | 0.76 | Agree |
| 16. Parents should provide their children with necessary school materials/needs to | 3.36 | 0.60 | Strongly |

| | | | |
|--|------|------|-------|
| enable them to stay in school | | | Agree |
| 17. Law enforcement agencies should be employed to check truants in the street | 2.91 | 0.70 | Agree |
| 18. Parents should help to see that their children do their assignments before the next school day | 2.98 | 0.68 | Agree |
| 19. Parents should provide necessary recreation for their children after class hours | 2.96 | 0.69 | Agree |
| 20. Regular visit to the school by parents is necessary as this will make the child stay in class | 2.60 | 0.77 | Agree |
| Overall Mean | 3.18 | 0.37 | Agree |

Note. M = mean. SD = standard deviation. VI = verbal interpretation.

With an overall mean of 3.18 (SD = 0.37), table 3 shows that the respondents agree on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio. This means that truancy is unlikely to be resolved by a single approach. This further implies that schools that consistently implement more than one attendance improvement strategy help reduce truancy.

The respondents agree with most of the above indicators. Moreover, the respondents strongly agree that there should be a good rapport between teachers and students; Reinforcement should be given to students to encourage good behavior; There must be good communication between teachers and parents; Teachers should plan their lessons very well to interest the students; Students need to be engaged in activities of interest, such as clubs and organizations; Instructional materials must be used in teaching students; Schools should have permanent counselors who will be counseling students on appropriate behaviors; Parents need to show very high interest in their children's academics as this will motivate the child to attend school; Parents should provide their children with necessary school materials/needs to enable them to stay in school. The result implies that parents play a very important role in their children's education. Parents need to take an interest in their children's education and know what they are doing in school. In addition, incorporating a positive school climate to reduce the level of truancy at school is necessary. Considering that students spend a large part of their time communicating with their teachers, it is clear that the support that teachers provide to students is essential. This is in harmony with earlier research showing that individual, family, and school-related conditions influence students' inclination to play truant. Hence, identifying potential risk and protective factors is a relevant task (Ramberg, 2019).

Table 4.

Comparison of the strategies for reducing cyber-truancy among late adolescents of the University of Baguio

| Indicators | SHS | | Tertiary | | t | p |
|--|------|------|----------|------|-------|---------|
| | M | SD | M | SD | | |
| 1. There should be a good rapport between teachers and students | 3.57 | 0.71 | 3.68 | 0.58 | 1.114 | 0.267 |
| 2. Reinforcement should be given to students to encourage good behavior | 3.22 | 0.74 | 3.46 | 0.55 | 2.345 | 0.020* |
| 3. There should be good communication between teachers and parents | 3.31 | 0.77 | 3.51 | 0.62 | 1.833 | 0.068 |
| 4. Teachers should isolate and punish any deviant behavior notices in students | 2.45 | 0.74 | 2.55 | 0.77 | 0.841 | 0.402 |
| 5. Teachers should plan their lessons very well to interest the students | 3.53 | 0.74 | 3.67 | 0.53 | 1.231 | 0.223 |
| 6. Students should be engaged in activities of interest, such as clubs and organizations | 3.24 | 0.75 | 3.34 | 0.67 | 0.856 | 0.393 |
| 7. Instructional materials should be used in teaching students | 3.24 | 0.66 | 3.47 | 0.60 | 2.169 | 0.031* |
| 8. Teachers should report cases of truancy to parents | 2.98 | 0.78 | 3.17 | 0.68 | 1.648 | 0.101 |
| 9. Teachers should make a regular roll call if they want to stop students' regular absenteeism | 2.90 | 0.68 | 3.34 | 0.59 | 4.367 | 0.000** |
| 10. There should be a mentoring and tutoring after-school program help reduce students' truant behavior | 2.94 | 0.69 | 3.20 | 0.63 | 2.444 | 0.015* |
| 11. Regular open day should be introduced in the school for parents to check the performance of their children | 2.65 | 0.72 | 3.03 | 0.61 | 3.256 | 0.002** |
| 12. Good parent-teacher rapport helps reduce students' truancy behavior | 3.06 | 0.66 | 3.25 | 0.69 | 1.684 | 0.096 |
| 13. Schools should have permanent counselors who | 3.31 | 0.80 | 3.48 | 0.59 | 1.622 | 0.106 |

| | | | | | | | |
|--|------|------|------|------|-------|---------|--|
| will be counseling students on appropriate behaviors | | | | | | | |
| 14. Parent should show very high interest in their children's academics as this will motivate the child to attend school | 3.16 | 0.80 | 3.47 | 0.59 | 2.828 | 0.005** | |
| 15. Parents as well should report traces of truancy of their children to their teachers | 2.65 | 0.78 | 2.95 | 0.74 | 2.424 | 0.016* | |
| 16. Parents should provide their children with necessary school materials/needs to enable them to stay in school | 3.35 | 0.72 | 3.37 | 0.55 | 0.232 | 0.817 | |
| 17. Law enforcement agencies should be employed to check truants in the street | 2.67 | 0.77 | 2.99 | 0.65 | 2.763 | 0.006** | |
| 18. Parents should help to see that their children do their assignments before the next school day | 2.88 | 0.73 | 3.02 | 0.66 | 1.281 | 0.202 | |
| 19. Parents should provide necessary recreation for their children after class hours | 2.94 | 0.77 | 2.97 | 0.66 | 0.237 | 0.813 | |
| 20. Regular visit to the school by parents is necessary as this will make the child stay in class | 2.45 | 0.82 | 2.65 | 0.75 | 1.594 | 0.112 | |
| Overall Mean | 3.03 | 0.43 | 3.23 | 0.34 | 3.409 | 0.001** | |

Note. M = mean. SD = standard deviation. t = t-test for independent samples. p = probability (Sig.) value. * The difference is significant at 0.05 level (two-tailed). ** The difference is significant at 0.01 level (two-tailed).

As depicted in table 4, the SHS students ($M = 3.03$; $SD = 0.43$) and the tertiary students ($M = 3.23$; $SD = 0.34$) agree on the strategies for reducing cyber-truancy among late adolescents of University of Baguio. The table also shows a statistically significant difference ($p < 0.05$) in the degree of agreement on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio, considering the school level of the respondents. This means that SHS and tertiary students agree to a different extent on the strategies for reducing cyber-truancy. This suggests that the causes of truancy should be determined based on each department. This indicates that strategies that promote consistent attendance by addressing the risk factors that lead to truancy reduce problem behaviors. Importantly, the results provide mechanisms and strategies that encourage students to attend school regularly. Through the survey, the following trends were observed:

1st indicator. Both SHS respondents ($M = 3.57$; $SD = 0.71$) and the tertiary students ($M = 3.68$; $SD = 0.58$) strongly agree that there should be a good rapport between teachers and students. This implies that students with strong rapport and teacher engagement improve outcomes, including attendance. Teachers building rapport with students during virtual classes is an excellent way to combat truancy and could significantly increase the participation of students. This is in harmony with the study of Mokhtari et al. (2021), stating that the new generation is more inclined to use educational technologies. In the present study, online classes increased students' active classroom participation. During these unprecedented times, teachers continue to build a connection with students through building community norms, ensuring all students contribute and feel part of a class community.

2nd indicator. SHS respondents ($M = 3.22$; $SD = 0.74$) agree in the second indicator while the tertiary students ($M = 3.46$; $SD = 0.55$) strongly agree that reinforcement should be given to students to encourage good behavior. This shows that contingent and continuous teacher reinforcement can contribute to students' positive behavior and engagement in class. Various positive reinforcement strategies can shape positive behavior. Still, in using reinforcements, it is how the teachers show interest in the students. This is in line with the findings of Senyamator et al. (2020), stating that external reinforcement may be important to get pupils' behavior started, like ensuring the regularity of school attendance. Still, more natural reinforcers should be employed to take over after pupils gain basic competence and concepts in new behavior being learned.

3rd indicator. Both SHS respondents ($M = 3.31$; $SD = 0.77$) and the tertiary students ($M = 3.51$; $SD = 0.62$) strongly agree that there should be good communication between teachers and parents. This means that communication is a critical factor when it comes to truancy. Teachers set up a social media classroom page in the virtual world and host a virtual meeting to provide parents with relevant information. This further implies that teachers ensure numerous ways to open and consistent communication with parents. This finding is in congruence with the study of

Archambault et al. (2013), which says that communication becomes a vital component with personnel who can monitor student progress. The study has found that keeping track of student progress online allows for early intervention. At times, this means notifying a parent/guardian.

4th indicator. SHS respondents ($M = 2.45$; $SD = 0.74$) disagree while the tertiary students ($M = 2.55$; $SD = 0.77$) agree that teachers should isolate and punish any deviant behavior notices in students. For the senior high school respondents, this implies that punitive strategies are ineffective in addressing student truancy adequately. In contrast, tertiary level students believe that absenteeism's consequences may help reduce truancy. Therefore, rather than punishment, establishing non-punitive and restorative solutions like counseling, conferences, and positive behavioral interventions are often useful in reducing truancy. As logic would suggest, holding a student out of class suspension for frequent unexcused absences creates a situation where the student is even further behind than when the school intervened to address the truant behavior (Teasly, 2014).

5th indicator. Both SHS respondents ($M = 3.53$; $SD = 0.74$) and the tertiary students ($M = 3.67$; $SD = 0.53$) strongly agree teachers should plan their lessons very well to interest the students. This implies that teachers should give thought to their strategies for engaging students. This finding is similar to the study by Mahoney (2015), noting that teachers contribute to students' lack of interest in learning and an increase in absenteeism. The finding is in harmony with Desalegn et al. (2014) reported that one of the main reasons students for missing classes is the lack of interest in the teaching style. This further implies that the characteristics of the teachers and the teaching methods are effective in reducing truancy.

6th indicator. SHS respondents ($M = 3.24$; $SD = 0.75$) agree while the tertiary students ($M = 3.34$; $SD = 0.67$) strongly agree that students should be engaged in activities of interest, such as clubs and organizations. This implies that overall school experience can help students obtain healthy attendance habits. To encourage effective and positive change toward a decrease in student absenteeism, it is imperative to listen to the student voices and develop programs, incentives, and interventions that address their immediate concerns (Sullivan, 2018).

7th indicator. The SHS respondents ($M = 3.24$; $SD = 0.66$) agree that instructional materials should be used in teaching students, however, the tertiary students ($M = 3.47$; $SD = 0.60$) strongly agree. This may be associated with the motivation of students to attend their classes. This finding, however, contradicts the study by Conel (2022). The study stated that subject-related reasons for absenteeism include the availability of lessons on the internet and classmates' notes. Also, Desalegn et al. (2014) state that students miss class because of the ease of understanding the subject without guidance. Finally, Mokhtali et al., 2021 e-learning makes it possible for students to tailor the educational content to their learning styles with visual media, charts, digital content, interactive videos, or web-based interactions.

8th indicator. Both SHS respondents ($M = 2.98$; $SD = 0.78$) and the tertiary students ($M = 3.17$; $SD = 0.68$) agree that teachers should report cases of truancy to parents. This implies that students consider teachers accountable for creating a safe learning environment for students by tracking attendance and communicating with parents and guardians, guided by the student handbook. This is in harmony with the study of Monobe and Baloyi (2012), who mentioned that college is responsible for providing instruction and informing parents when their child is absent.

9th indicator. The SHS respondents ($M = 2.90$; $SD = 0.68$) agree while the tertiary students ($M = 3.34$; $SD = 0.59$) strongly agree that teachers should make a regular roll call if they want to stop students' regular absenteeism. This shows that a regular roll call is necessary for teachers to discover truants. Besides this method, teachers need to observe and apply updated ways of checking attendance in a virtual set-up as there are plenty of applications and Learning Management Systems (LMS) that are used to monitor students' attendance and engagement in both synchronous and asynchronous classes, which is congruent with Archambault (2013) stating

that difficulty lies in being able to apply an outdated compulsory attendance law to an online environment.

10th indicator. Both SHS respondents (M = 2.94; SD = 0.69) and the tertiary students (M = 3.20; SD = 0.63) agree that there should be a mentoring and tutoring after-school program help reduce students' truant behavior. This is consistent with the study of Conel (2022), stating that if the school is committed to caring and is open to the needs of students, it will increase the feeling of belongingness, and students will attend regular classes.

11th indicator. Both SHS respondents (M = 2.65; SD = 0.72) and the tertiary students (M = 3.03; SD = 0.61) agree that regular open day should be introduced in the school for parents to check the performance of their children. This implies that both departments are accountable for ensuring that all policies, including attendance expectations, are clear, consistent, and well communicated to parents and guardians during the orientation session. Currently, both departments conduct orientation sessions with parents and guardians that help create a sense of connection and commitment to combat attendance issues.

12th indicator. Both SHS respondents (M = 3.06; SD = 0.66) and the tertiary students (M = 3.25; SD = 0.69) agree that good parent-teacher rapport helps reduce students' truancy behavior. This shows that building good relationships with parents and guardians is essential in combating truancy. Similar to the study of Der Wal (2020), it was mentioned that setting a firm foundation of positive interactions, strong communication, and truly meaningful partnerships will set children up for success for years to come.

13th indicator. Both SHS respondents (M = 3.31; SD = 0.80) and the tertiary students (M = 3.48; SD = 0.59) strongly agree that schools should have permanent counselors who will be counseling students on appropriate behaviors. This implies that school counselors are integral in delivering special education services to students. This finding supports the study of Mahoney (2015), stating that possible student interventions to increase attendance may include addressing anxiety or fear-based concerns through counseling efforts, cognitive behavioral therapy techniques, and group interventions that include parents, which is currently being practiced in both departments.

14th indicator. SHS respondents (M = 3.16; SD = 0.80) agree while the tertiary students (M = 3.47; SD = 0.59) strongly agree that parent should show very high interest in their children's academics as this will motivate the child to attend school. This implies that students whose parents are consistently involved in their education tend to demonstrate higher attendance. This is in line with Monobe and Baloyi's (2012) views. They indicated that parental neglect is a common cause of truancy, adding that many parents of truant learners do not even know what their children are doing.

15th indicator. Both SHS respondents (M = 2.65; SD = 0.78) and the tertiary students (M = 2.95; SD = 0.74) agree that parents as well should report trace of truancy of their children to their teachers. This implies that parents must reach out to teachers to establish a shared understanding of strategies for improving attendance. Indeed, truancy can take a particular toll on parents and families, especially as parents are responsible for ensuring that their children attend school and incur punishments if they fail to deal with persistently truant children (Colechin, 2012). This further implies that a clear orientation for reporting a trace of truancy is beneficial for parents and teachers to prevent behavior that might lead to truancy.

16th indicator. Both SHS respondents (M = 3.35; SD = 0.72) and the tertiary students (M = 3.37; SD = 0.55) strongly agree that parents should provide their children with necessary school materials/needs to enable them to stay in school. This shows that providing abundant educational materials reinforces students' academic goals. This is congruent with the study of Ceka and Murati (2016), stating that offering educational support to students from their parents concerning

issues such as preparing their homework, on the other hand, creates the so-called habits of the everyday routine of action in the learning process.

17th indicator. Both SHS respondents ($M = 2.67$; $SD = 0.77$) and the tertiary students ($M = 2.99$; $SD = 0.65$) agree that law enforcement agency should be employed to check truants in the street. The results confirm the importance of schools working in partnership with various agencies and creating a culture of learning within a school community to combat poor attendance. Interventions focused on specific and identified risk groups can influence the degree of truancy among adolescents that both departments can consider. It is also emphasized that this work should be carried out at the school and the national level by implementing stronger and clearer guidelines and policies to counteract truancy (Ramberg, 2018).

18th indicator. Both SHS respondents ($M = 2.88$; $SD = 0.73$) and the tertiary students ($M = 3.02$; $SD = 0.66$) agree that parents should help to see that their children do their assignment before the next school day. This revealed that the respondents see the importance of parental supervision and involvement in fostering positive attendance outcomes. Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. Specifically, if parents attend teacher conferences, accept phone calls from the school, and read and sign messages from school, their children will benefit academically more than children whose parents do none (Durisic & Bunijevac, 2017).

19th indicator. Both SHS respondents ($M = 2.94$; $SD = 0.77$) and the tertiary students ($M = 2.97$; $SD = 0.66$) agree that parents should provide necessary recreation for their children after class hours. This implies that recreation is essential for all levels and significant in combating truancy. Moreover, providing students with recreational information and resources available will help reduce truancy.

20th indicator. SHS respondents ($M = 2.45$; $SD = 0.82$) disagree while the tertiary students ($M = 2.65$; $SD = 0.75$) agree that regular visit to school by parents is necessary as this will make the child to stay in class. This implies that the SHS respondents agree that parent visitation combats truancy. However, regular school visits are not encouraged by the tertiary respondents. Overall, various strategies can be employed to encourage good attendance and deal with truancy. This finding supports Colechin (2012), stating that what is clear is that truancy is a complex phenomenon, adding that at the individual, family, and school levels, various levels of help will be needed to overcome it.

CONCLUSION AND RECOMMENDATIONS

This study examined the causes of cyber-truancy and strategies for reducing cyber-truancy among late adolescents of the University of Baguio. The current study revealed that the respondents agree on the causes of cyber-truancy among late adolescents of the University of Baguio. This allows the conclusion that several factors contribute to truancy, including parental, school, economic, and personal variables. Clearly, the main conclusion that can be drawn is that bullying is the most influential factor that makes students stay away from school. Nevertheless, gallivanting is not a predictive cause of cyber-truancy. The study also revealed no statistically significant difference in the degree of agreement on the causes of cyber-truancy among late adolescents of the University of Baguio, considering the school level of the respondents. Overall, this study strengthens the idea that factors contributing to truancy are complex and multifaceted and likely vary from department to department.

In terms of strategies, this study established that respondents agree on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio. Collectively, truancy is unlikely to be addressed by a single approach. As a range of factors can cause truancy, the broad implication of the present study indicates that joint initiatives by various stakeholders aimed at reducing the incidence of truancy among students can make appropriate intervention

strategies to overcome attendance barriers to reduce truancy effectively. Moreover, the study showed a statistically significant difference in the degree of agreement on the strategies for reducing cyber-truancy among late adolescents of the University of Baguio, considering the school level of the respondents. In its totality, a consistent collaboration of school personnel, parents, and the local community is necessary.

In this regard, given the various causes of cyber-truancy and its potential negative consequences on students, the researcher put forward the following recommendations:

- Through the information gathered, both SHS and STELLA departments may create a seamless system that can better address truancy issues, sustain school attendance and create academic engagement for students that can be included in the department's handbook and disseminated during the parents' and students' orientation.

- In like manner, the school community may adopt and enforce a comprehensive and consistent school policy on truancy. To be effective, the policy must be followed consistently by school personnel.

- Considering that bullying is the leading cause of truancy, it is ideal for both departments to reinforce the institutional antibullying campaign by reevaluating pre-pandemic antibullying campaigns that can help combat truancy.

- As there is no single cause for truancy, both departments and parents could identify the cause for each student by engaging in an individual or group discussion to identify and understand the specific attendance barrier experienced by the student. The department should use the data in a strategic and ongoing way to identify truant students and then monitor efforts to improve their attendance by investing in technology to ensure the availability of reliable attendance metrics.

- Greater efforts are required from parents to monitor their children's academic activities consistently. In addition, parents need to establish a good working relationship with the school regardless of the child's level. By sustaining effective communication and collaboration, parents can further help their children.

- Furthermore, interventions should be a collaborative effort from the school personnel, parents, and the local community. Both departments need to form a multidisciplinary partnership between the government agencies, private organizations, and the local community, whose involvement impacts truancy.

- Ultimately, future researchers may consider examining truancy with qualitative or mixed methods approaches may be carried out in other departments of the university. Further research on truancy and bullying experienced by students can be examined in future research.

REFERENCES

- Albert, J. R. G., David, C. C., Vizmanos, J. F. V. (2018). *Barriers and bottlenecks to school attendance: An update*. Philippine Institute for Development Studies. <http://hdl.handle.net/11540/9539>.
- Akeneme, I. N., Nwosu, E. N., Sunday, E. G., Uloh-Bethels, A. N., Nwosu, P. O., Robinson, A., Ekwealor, F. N. (2016). Parents' and teachers' perceived strategies for reducing truancy among secondary school students: implication for students' behavior modification. *Medwell Journals: The Social Sciences*, 11(14), 3426-3433. <http://dx.doi.org/10.3923/sscience.2016.3426.3433>
- Alayande, E. (2016). Perceived indices of truancy among selected adolescents in Oyo town: implications for behavioural change. *Journal of Education and Practice*, 7(16): 42-45. <http://files.eric.ed.gov/fulltext/EJ1105332.pdf>.
- American Psychological Association. (n.d.). *Bullying*. American Psychological Association. Retrieved June 26, 2022, from <https://www.apa.org/topics/bullying>

- Amro, S. B., Hosani, M. A., & Alolabi, Y. A. (n.d.). *Cyber-truancy in vocational training institutes: Students characteristics and perceptions*. Review of International Geographical Education Online. <https://rigeo.org/submit-a-menuscrypt/index.php/submission/article/view/3771>
- Archambault, L., Bender, S., & Kennedy, K. (2013, March 25). *Cybertruancy: Exploring issues of attendance in the online classroom*. CyberTruancy: Exploring Issues of Attendance in the Online Classroom - Learning & Technology Library (LearnTechLib). <https://www.learntechlib.org/p/48761/>
- Archambault, L., Kennedy, K., & Bender, S. (2013). Cyber-truancy. *Journal of Research on Technology in Education*, 46(1), 1–28. <https://doi.org/10.1080/15391523.2013.10782611>
- Bacher-Hicks, A., Goodman, J., Green, J., & Holt, M. (2021). The COVID-19 pandemic disrupted both school bullying and cyberbullying. <https://doi.org/10.3386/w29590>
- Ceka, A., & Murati, R. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice*, 7(2222-288X), 61–64.
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the Coronavirus Pandemic: Students' Perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Conel, E. (2022). Factors affecting absenteeism among junior high school students in a public school. *International Journal of Studies in Education and Science (IJSES)*, 3(2), 105- 118.
- Dahl, P. (2015). Factors associated with truancy. *Journal of Adolescent Research*, 31(1), 119–138. <https://doi.org/10.1177/0743558415587324>
- Der Wal, L. V., (2020). *Parent-teacher relationships and the effect on student success*. NWCommons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1247&context=education_masters
- Durisic, M., & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, 7, 137-153.
- Garcia, E., & Weiss, E. (2018). *Student Absenteeism: Who Misses School and How Missing School Matters for Performance*. Economic Policy Institute. <https://eric.ed.gov/?id=ED593361>
- Garun, N. (Apr 29, 2020). *Online schooling has a tech issue that no apps can fix as classes move online, many students aren't coming with them*. The Verge. <https://www.theverge.com/2020/4/29/21239567/remote-school-distance-learning-digital-internet-tech-gap-devices-access>
- Genteroy, E. C. (2016). Effect of Absenteeism among Fourth Year High School Students to School and Individual Learning Performances: Basis for a Conference Dialogue. *Asia Pacific Journal of Education, Arts and Sciences*, 3(3), 41-47
- Gershenson, S. (2016). Linking teacher quality, student attendance, and student achievement. *Education Finance and Policy*, 11(2), 125–149. https://doi.org/10.1162/edfp_a_00180

- Finning, K., Ukoumunne, O. C., Ford, T., Danielson-Waters, E., Shaw, L., Romero De Jager, I., Stentiford, L., & Moore, D. A. (2019). Review: The association between anxiety and poor attendance at school - a systematic review. *Child and adolescent mental health, 24*(3), 205–216. <https://doi.org/10.1111/camh.12322>
- Henry, K. L., Knight, K. E., & Thornberry, T. P. (2012). School disengagement as a predictor of dropout, delinquency, and problem substance use during adolescence and early adulthood. *Journal of youth and adolescence, 41*(2), 156–166. <https://doi.org/10.1007/s10964-011-9665-3>.
- Mansor, A. N., Wong, K. E., Rasul, M. S., Mohd Hamzah, M. I., & A. Hamid, A. H. (2012). Effective classroom management. *International Education Studies, 5*(5). <https://doi.org/10.5539/ies.v5n5p35>
- Maynard, B. R., McCrea, K. T., Pigott, T. D., & Kelly, M. S. (2012). Indicated truancy interventions: Effects on school attendance among chronic truant students. *Campbell Systematic Reviews, 8*(1), 1–84. <https://doi.org/10.4073/csr.2012.10>
- Mokhtari, S., Nikzad, S., Mokhtari, S., Sabour, S., & Hosseini, S. (2021). Investigating the reasons for students' attendance in and absenteeism from lecture classes and educational planning to improve the situation. *Journal of Education and Health Promotion, 10*, 221. https://doi.org/10.4103/jehp.jehp_1112_20
- Moneva, J. & Logarta, T. M. (2020). Students' vision and parental motivation. *Asia Pacific Journal of Academic Research in Social Sciences, 5* (1), 35-41.
- Monobe, R. J., & Baloyi, K. (2012). An Investigation Into Some of the Major Causes of Truancy in the Venda Technical College in the Limpopo Province. *US-China Education Review, (1548-6613)*, 84–89.
- Moralista, R. B., & Oducado, R. M. F. (2020). Faculty perception toward online education in a state college in the Philippines during the coronavirus disease 19 (COVID-19) pandemic. *Universal Journal of Educational Research, 8*(10), 4736–4742. <https://doi.org/10.13189/ujer.2020.081044>
- Mullvain, P. M. (2016). *Examining the Relationship Between Bullying, Attendance, and Achievement in Schools*. Walden University. Retrieved April 15, 2022, from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3717&context=dissertations>
- Okwakpam, I. N., & Okwakpam, I. O. (2012). Causes and levels of truancy among secondary school students: A case study of rivers state, Nigeria. *Problems of Education in the 21st Century, 45*(1), 51–62. <https://doi.org/10.33225/pec/12.45.51>
- Paul, L. (2014). *The effectiveness of corporal punishment on eradicating truancy in secondary schools: Case of community secondary schools in Magu District*. CORE. Retrieved April 15, 2022, from <https://core.ac.uk/download/pdf/33424561.pdf>
- Quinones, M. T. (2020). DepEd clarifies blended, distance learning modalities for SY 2020-2021. *Philippine Information Agency*. <https://pia.gov.ph/news/articles/1046619>
- Rabacal, J. S., Oducado, R. M. F., & Tamdang, K. A. (2020). COVID-19 Impact on the Quality of Life of Teachers: A Cross-Sectional Study. *Asian Journal for Public Opinion Research, 8*(4), 478–492. <https://doi.org/10.15206/AJPOR.2020.8.4.478>

- Ramberg, J., Brolin Låftman, S., Fransson, E., & Modin, B. (2018). School effectiveness and truancy: A multilevel study of Upper Secondary Schools in Stockholm. *International Journal of Adolescence and Youth*, 24(2), 185–198. <https://doi.org/10.1080/02673843.2018.1503085>
- Senyamator, D. F., Nkrumah, K., & Donkor, K. (2020). Impact of positive reinforcement on pupils' absenteeism: A case study at Felicomfort Junior High School (JHS), Amamoma in Cape Coast, Ghana. *Journal of Education and Practice*, 4(2), 53–69. <https://doi.org/10.47941/jep.436>
- School Quality Improvement System*. CORE Districts. (2020, September 10). <https://coredistricts.org/our-improvement-data/school-quality-improvement-system/>
- Sullivan, L. (2018). *Absenteeism: A descriptive study of student and staff perceptions*. Goucher College. <https://mdsoar.org/handle/11603/10997>
- Vaughn, M. G., Maynard, B. R., Salas-Wright, C. P., Perron, B. E., & Abdon. (2013). Prevalence and correlates of truancy in the US: Results from a national sample. *Journal of Adolescence*, 36(4), 767–776. <https://doi.org/10.1016/j.adolescence.2013.03.015>

