

# Exploring the Lived Experiences of Students Engaged in Class Absenteeism in Elementary Grades: A Phenomenological Study

Regine Gulay Amplayo<sup>1</sup>, Jocelyn Artiaga Ayento<sup>1</sup>, Leonavil Duyaguit Ayuban<sup>1</sup>, Honelyn Cajés Parajenog<sup>1</sup>

<sup>1</sup>*School of Advanced Studies, Bohol Island State University, Philippines*

*Corresponding Author: regineamplayo15@gmail.com*

**Abstract:** Class absenteeism remains a profound problem faced in elementary education. It affects students' learning progress and development. This qualitative phenomenological study aims to explore the lived experiences of students who are chronically absent at one elementary school in the Philippines. Ten (10) students were identified as having chronic absenteeism based on their attendance records, with the help of the teachers and guidance staff. The researchers gathered data carefully through in-depth, semi-structured interviews that included open-ended questions, while maintaining participants' confidentiality. Three main themes emerge from the analysis: (1) Socioeconomic burdens; students mentioned challenges like poverty, lack of school supplies, food insecurity, and overwhelming household duties beyond young age; (2) Emotional distress; students felt sadness, guilt, loneliness, envy, and shame because they could not attend school regularly and compared themselves to better-supported peers; (3) Repercussions on student success; frequent absences led to missed lessons, incomplete assignments, low grades, and a loss of interest or motivation in school. The study revealed that student class absenteeism is not just about disinterest or misbehavior; it is about the personal, familial, and social difficulties they face that result in their disengagement from school. The study highlights the need for holistic interventions that prioritize empathy, emotional support, and collaboration among schools, families, and communities. By addressing these challenges, schools should take action to help students reconnect with their learning journey holistically. In line with UN Sustainable Development Goal 4: Quality Education, this research study promotes inclusive and equitable educational environments where every child feels empowered to learn and succeed, regardless of background and socio-economic standing.

**Keywords:** absenteeism, elementary education, phenomenological study, socioeconomic burdens, emotional distress, repercussions on student success.

## 1. Introduction

One of the challenges Philippine education faces today is class absenteeism, particularly in public schools, where students often face economic, social, and emotional hardships. Consistent school attendance during the early grades is critical for laying the foundation for academic achievement, social development, and lifelong learning. On the other hand, many

children are engaged in chronic absence due to some reasons like poverty, unstable family, health issues, and lack of motivation. Jabar, Garcia, and Valerio (2020) show that a family's socioeconomic status and participation in government assistance programs such as the Pantawid Pamilyang Pilipino Program (4Ps) significantly influence parental involvement at home and in school, which, in turn, profoundly affects student attendance. The study showed that limited financial resources often struggle to support their children's education, which can lead to students becoming less involved in school. Moreover, Grepon and Cepada (2021) found a significant relationship between parental involvement and absenteeism. Students engage more in school when their parents provide full support.

Additional research has underscored the multifaceted causes and effects of absenteeism in Philippine elementary schools. Dimaisip (2019) identified family issues, health problems, and long travel distances as major factors to absenteeism, with poverty being the most significant. This points to the urgent need for community-based education and awareness about the importance of consistent school attendance. In addition, Duatin et al. (2019) show that natural disasters such as flooding and heavy rain are also contributing factors that hinder students' motivation to attend school daily; they lower their engagement in school and motivation to succeed in one of the schools in Catoocan City. These problems often resulted in poor academic performance and behavioral issues, including tardiness and inattentiveness in school. Balucan, Sawragal, and Tambis (2019) note that June had the highest absenteeism rate in the Island Garden City of Samal. This study suggested that schools use attendance data to plan timely interventions, such as conducting parent orientations before peak absenteeism periods, to address the challenges they face.

Meanwhile, Dammang (2025) notes that health-related issues, such as frequent illness and malnutrition, are also key contributors to class absenteeism in the Jolo III District of Sulu. These resulted in irregular school attendance. Thus, this study proposed integrating school-based health initiatives, such as DepEd's Oplan Kalusugan, with regular feeding programs and medical check-ups to address these challenges more effectively.

These interventions help students engage more in their studies and develop a strong interest in attending school regularly. Overall, these studies emphasize the need for effective solutions that seek to address academic, health, environmental, and economic factors that affect students' absenteeism.

However, despite these existing studies, there is still a significant gap in understanding absenteeism from the first-hand experiences of the students themselves- very few studies explore directly with elementary students, which is the most crucial stage in students' growth and development. Thus, this study aims to fill this gap by exploring students' lived experiences with both internal and external factors that contribute to their absenteeism and disengagement in school. The results of this study may benefit educators, guidance counselors, and school administrators in implementing more effective and efficient strategies to help students reconnect with learning and engagement in school. Furthermore, the findings of this study could support the UN Sustainable Development Goal 4: Quality Education, which promotes inclusive and equitable educational environments where every child feels empowered to learn and succeed, regardless of background and social status.

## 2. Methodology

### A. Research Design

This study employed a qualitative phenomenological research design to deeply explore and understand the lived experiences of elementary students who are chronically absent from school. The phenomenological approach was selected because it allows the researchers to gather students' thoughts, feelings, and experiences that contribute to their absenteeism, focusing not only on what happens, but on how students deal with their experiences.

### B. Research Environment

The study was conducted in one of the public elementary schools in Bohol, Philippines. The researchers observe that the school has learners from different socio-economic backgrounds, with many students coming from unprivileged households where family wages often depend on everyday labor, informal work, or limited farming. The school has 108 enrollees in 7 classrooms. Most students live in nearby barangays, where distance, stable income, and basic social services can be challenging.

Due to the society's socio-economic situation, the school often experiences high rates of habitual absence among learners experiencing family and financial distress, or who need to take on household responsibilities at an early age. Teachers and staff are aware of these situations but face constraints in fully addressing them due to limited income sources and a lack of dedicated welfare support.

This research environment was chosen because it reflects many of the real-life barriers that contribute to student

absenteeism in public elementary schools in Bohol, Philippines, making it an appropriate context for capturing the authentic lived experiences of students affected by habitual absences.

### C. Participants of the Study

The respondents in this study were selected elementary students enrolled in a Public Elementary School in Bohol, Philippines, who were identified as having frequent or habitual absences during the current school year. A total of 10 student respondents participated in the study.

These students were intentionally selected by their class advisers and guidance personnel, who helped identify learners with notable patterns of habitual absence and who could meaningfully share their lived experiences. The selected students came from various grade levels within the elementary cycle to offer different perspectives on the reasons, emotions, and academic consequences of school absence.

In this study, basic demographic information, including age, grade level, family background, and living situation, was collected to understand each respondent's situation better. Participation was entirely voluntary, and both parental consent and student approval were secured to ensure ethical standards were met.

### D. Research Instruments

For this phenomenological study, the researchers gathered in-depth qualitative data about the students' experiences with absenteeism. The chosen research instrument was a semi-structured interview guide specifically developed by the researchers. To freely share their personal stories, thoughts, and feelings about why they are frequently absent from school, how this affects their emotions, and what impact it has on their academic performance. The interview guide consisted of open-ended questions designed to encourage respondents. The questions were carefully crafted to be age-appropriate, clear, and non-threatening to make young learners feel comfortable and safe while sharing sensitive information.

### E. Data gathering Procedure

For this phenomenological study, the researchers employed a semi-structured interviewing technique with open-ended questions to enable participants to share their experiences freely. To maintain confidentiality and minimize distractions, the interviews were arranged at convenient times and conducted in peaceful, private spaces on the school grounds. To foster a relaxed, comfortable environment, rapport was built with each participant before the interviews. The researchers actively listened during each session and meticulously documented field notes, including non-verbal clues such as body language, tone of voice, and facial expressions, in addition to verbal responses.

Following each interview, the researchers summarized the participants' responses and asked them to verify the accuracy of their accounts. They then transcribed the responses from their notes and carried out member checking. This made sure that every student's opinion was accurately reflected in the research. Before thematic analysis, all data were anonymized using

pseudonyms and securely stored.

#### F. Ethical Considerations

To ensure the highest ethical standards, this study prioritized the safety, rights, and well-being of all participants. Written informed consent was obtained from parents or guardians, and child-friendly assent was secured from each student before any data were collected. Participation was strictly voluntary, and students and parents were informed that they could withdraw at any time without any consequence. Confidentiality and anonymity were maintained by using pseudonyms and securely storing all interview transcripts. Interviews were conducted in a safe, non-threatening setting, with care taken to avoid causing any emotional distress. If a participant became uncomfortable or upset, the interview was paused or stopped and support was offered, including referrals to the school guidance counselor if needed. Participants were also given the chance to validate their statements to ensure their experiences were accurately represented. The entire research process complied with the school's policies, DepEd guidelines, and national ethical standards for research involving children.

### 3. Results and Discussion

Three themes emerged from the empirical data analysis regarding the noteworthy real-life experiences of students engaged in class absenteeism. As illustrated in the figure, the three main themes that resulted from the examination of the key informants' combined statements of their challenges as students with chronic class absenteeism (i) socioeconomic burdens, (ii) emotional distress; and (iii) repercussions on student success.

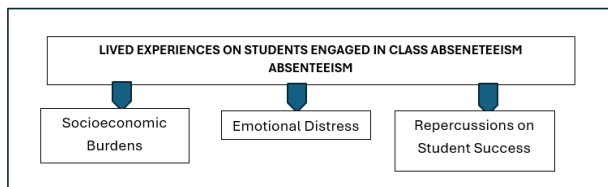


Fig. 1.

#### A. Socioeconomic Burdens

Reasons for students' absenteeism involved family instability, emotional and mental struggles, poverty, and age-inappropriate responsibilities. These lived experiences usually lead to burdens that negatively affect students' attendance, full concentration in class, and general well-being. For many adolescents, school becomes an additional stressor they must bear alongside challenging life situations, rather than a safe place for growth. Their daily lives are often influenced by the desire to fulfill adult responsibilities, help out around the house, or deal with parental absence and adversity rather than the developmental tasks of childhood.

Student 1, Sa bata pako kaayo, gibiyaan mes among papa. Sukad niadto, pirme na lang magtrabaho ang akong mama para makapalit ug bugas. Ako ang mo luto para namo ug mo-atiman sa akong mga manghod. Usahay, mura kog walay ginikanan

kay murag ako nalang perme, kapoy kaayo. Ang eskuylahan mura rang dugang nga bug-at, ug pirme kog gikapoy. Maong mawad an ko gyud og kusog nga mu-eskwela. *(When I was young, my father left. My mother has had to work so much ever since, and I hardly ever see her. I cook for us and look after my younger siblings. I sometimes feel like I don't have parents. School feels like an added burden, and I'm always exhausted.)*

This student's story highlights the emotional strain and role reversal that often occur in low-income households. At a very young age, Student 1 has assumed parental-like responsibilities, such as cooking and caring for younger siblings, which deprives them of the time, energy, and emotional capacity required for learning. The sense of being "parentless" despite having a living mother working hard is a manifestation of emotional neglect due to economic survival priorities. School, rather than a refuge, is seen as an additional burden that exacerbates emotional burnout. This finding corresponds with Dimaisip (2019), who emphasized that financial hardships and family dysfunction are major contributors to absenteeism in public elementary schools, particularly in urban poor communities. Similarly, World Vision (2023) reported that Filipino children in rural areas frequently cite household duties and emotional exhaustion as reasons for disengaging from school, showing how early adultification of children disrupts their educational journey.

Student 2 expressed, Ingnan kos akong mama nga absent sa kay nangani me/mananom. Walay mubantay sa imong manghud. Kasabot kos kalisod namo, mam pero di malikayan nga kapoy na kaayu. *(My mother told me to be absent because no one will babysit my younger siblings... I missed school often just to survive.)*

Student 2's experience reveals how, for many poor families, making ends meet often comes before going to school. When a parent tells a child to stay home to help in the fields or watch over younger siblings, it isn't out of neglect — it's an act of survival. In many rural communities, this kind of work becomes part of daily life because families have few choices. For a child, carrying such responsibility so early wears them down, both emotionally and mentally. Over time, it pulls them further from school, making it even harder to attend regularly and keep up with their studies.

This narrative is supported by Duatin et al. (2019), who found that parental decisions—especially those rooted in economic needs—are significant contributors to chronic absenteeism. Likewise, data from the Philippine Statistics Authority (2019) shows that more than 1 million children aged 5–17 are engaged in labor, many of whom skip school to contribute to the family's income or daily survival. This supports the claim that child labor is a widespread issue, particularly in the rural Philippines.

Similarly, Student 10 noted, Maowaw ko moeskwela ma'am kay wala koy bawon, mao mo absent ko, unya mokuyog ko sa amoang silingan manguha ug isda sa sapa para naay sud an namo ig uli sa balay, para naa me makaon kay lisod kaayu me. *(I skip school because we don't have money, and I feel*

*embarrassed without lunch. I usually go fishing with the neighbors to help feed my family.)*

Student 10's story reveals how poverty, shame, and the need to survive are deeply connected. Skipping school isn't only about not having money — it's also about the embarrassment that comes with it. For some kids, the thought of going to class without lunch or basic supplies is so humiliating that they'd rather stay home. Instead, they go fishing with neighbors to help put food on the table. This shows how financial hardship can build invisible walls that push children to choose short-term dignity over finishing their education.

This is supported by Dammang (2025), who found that hunger and poor nutrition are major reasons why students in rural Mindanao often miss school. The World Bank (2021) also points out that undernutrition affects children's physical strength and ability to concentrate, which makes them more likely to drop out. In line with this, Maslow's Hierarchy of Needs (cited in McLeod, 2023) reminds us that when basic needs like food and safety aren't met, children struggle to focus on learning or building social connections at school. A study by Fernandez and Abocejo (2014) also emphasized that school attendance among children in Regions VII and X is significantly affected by the need to work or assist in domestic labor, particularly in low-income families. This reinforces the systemic nature of educational marginalization caused by poverty.

These students' stories paint a clear picture of how heavy financial burdens often lead to chronic absences, especially when kids are expected to take on adult responsibilities, look after siblings, or help earn money for the family. What they share echoes what many studies have found in the Philippines — poverty, hunger, family problems, and lack of school support all go hand in hand. This points to how urgently schools and communities need to step in through feeding programs, counseling, and educating parents, along with local support to ease the load on children and help them stay in school (UNESCO, 2023; World Vision, 2023).

### B. Emotional Distress

Emotional distress appeared as a dominant theme among students who were frequently absent from school. These learners often scuffled with intense internal struggles such as sadness, guilt, loneliness, confusion, envy, embarrassment, and self-pity. Their emotional difficulties were deeply rooted in challenging family circumstances, socioeconomic hardship, and the psychological burden of missing out on the social and academic aspects of schooling. The absence of emotional support systems—both at home and at school—often intensifies their feelings of isolation and disconnection.

Student 1 shared: *Magool ko kay daghan kog ma miss nga activity, di kasunod sa leksyon, unya maawahe jud kos mga klasmet nako. (Every time I am absent, I feel worried because I miss activities in school and I feel left out by my classmates.)*

This statement illustrates the social exclusion and emotional impact of absenteeism. Missing class not only results in

academic delays but also reduces participation in peer activities, which reinforces a sense of disconnection. Frequent absences from school can weaken a student's connection to the school environment, which plays a vital role in both emotional health and academic achievement (Balfanz & Byrnes, 2012). When students miss school often, they may begin to feel excluded, which can lower their self-confidence and drive, ultimately leading to even more absences.

Wentzel (1998) notes that feeling accepted by friends and a sense of belonging are key motivators of student engagement. Without these social connections, students are more likely to disengage and develop a negative view of their academic abilities.

Moreover, Goodenow and Grady (1993) found that students who feel out of place in school are more prone to emotional struggles and are more likely to drop out. Overall, building a strong sense of belongingness in school is crucial for reducing absenteeism and supporting student success.

Student 2 said: *Gusto man unta kong skwela mam, pero no choice ko kay way magbantay sa akong mga manghud. (I really want to go to school and study, but because of my situation, I feel confused about what is most important—to study first or to help my family.)*

The student's statement divulges a deep internal conflict between pursuing education and fulfilling family responsibilities. Being forced to make such difficult decisions at a young age can lead to overwhelming emotions such as guilt, anxiety, and stress. Lubienski et al. (2014) explain that children from economically disadvantaged backgrounds often assume adult roles early in life, which can create internal disruptions that negatively affect both their schooling and emotional health. These struggles are not due to a lack of ambition, but rather to the harsh limitations imposed by poverty. In support of this, Evans and Kim (2013) note that persistent stress from financial hardship and family obligations can disrupt a child's emotional regulation, making it harder to focus and succeed academically. Jensen (2009) adds that children living in poverty frequently endure emotional uncertainty, which can undermine brain development, memory, and self-control—further challenging their ability to stay engaged in school.

Student 7 added: *Malooy kos akong kaugalingon mam kay pobre kaayu wala me pangpalit ug mga gamit sa skwelahan, usahay di pajd ka afford ug pangkaon. (I feel self-pity because my classmates have complete school supplies and food, and I don't have mine.)*

This feeling reflects the emotional burden that stems from poverty and economic inequality in school environments. The student's sense of whining is influenced by comparing their own situation to that of classmates, making the gap between their conditions more apparent. Dimaisip (2019) notes that learners from underprivileged backgrounds often feel ashamed and inferior, which can reduce their willingness to participate in class and negatively affect their attendance. If these emotions are not properly managed, they may lead to behaviors such as chronic absenteeism, which may cause students to avoid

situations where they feel judged or embarrassed.

Maslow's Hierarchy of Needs (1943) also explains this behavior. If students' basic physiological and safety needs are unmet, such as having food, clothing, and school materials, it becomes difficult for them to focus on higher-level needs like learning and achievement. Emotional distress in this context is not just a byproduct of poverty but a barrier that blocks cognitive and academic functioning. Furthermore, Luthar and Zelazo (2003) argue that without supportive environments, children exposed to adversity are less likely to develop resilience. The absence of strong emotional anchors—whether from teachers, peers, or caregivers—means these children are more likely to internalize negative emotions, leading to chronic absenteeism as an escape from daily stressors.

### C. Repercussions on Student Success

Frequent absenteeism significantly affects students' academic achievement in this study. Participants consistently shared that missing school led to falling behind in lessons, missing deadlines for projects and assessments, receiving low grades, and having difficulty catching up on class discussions. These learning setbacks often lead to declines in academic performance, which result in lowered motivation, increased anxiety, and loss of confidence, and sometimes lead to school refusal. The lack of continuity in learning due to repeated absences disrupted the students' comprehension of lessons and hindered their performance in assessments and classroom activities. Students internalized their academic struggles as personal failures, which further intensified their reluctance to attend school.

Student 1 reflected, *Maka apekto jud sya sa akong learning kay ma awahe ko perme ,maglibog sad kos leksyon. (It really affects my learning, especially when my teacher discusses a specific topic. I feel confused and out of place.)*

This student's experience demonstrates how absenteeism disrupts the thinking and learning process. They may find it difficult to catch up in understanding even after missing a few courses, especially in areas that develop gradually (e.g., science, math, and reading). It is more difficult for the student to interact and engage in learning when they reenter the classroom because they feel disoriented and alienated, or "confused and out of place." Chronic absenteeism results in substantial learning deficits that accumulate over time, leading to academic disengagement and increasing the risk of school dropout, according to Gottfried (2014).

Student 3 said, *Di ko ka connect sa leksyon kay absent manko d ko gane kapasa ug mga projects kay wa pd ko pangplait ug gamit para sa project. Maong gamay rko grado. (Because of my absences, I was not able to pass my projects and activities on time. My grades dropped.)*

This demonstrates the clear link between school attendance and academic performance. Physically absent students are unable to turn in graded assignments on time, which causes them to lag on tests. In addition to academic repercussions,

repeated failure to meet expectations can lead to a loss of self-efficacy and a decline in effort. According to Henry and Huizinga (2007), children are more likely to stop attending school if they consistently fail. Thus, absenteeism not only reduces academic opportunities but also weakens the student's sense of competence.

Student 8, *Dako jud ag epekto sa absent nako mam sa akona grado kay sauna honor studentko karon wala na kay dghan nako mga behind activities samot nag mga quiz. (It significantly affects my school performance because I was an honor student previously, but due to my absenteeism, my grades have dropped, and I am no longer an achiever.)*

This situation illustrates how students who experience chronic absence lose their sense of academic identity. These students, who once excelled, saw their academic standing decline, leaving them frustrated and powerless. The consistency needed to sustain academic performance was jeopardized, but their potential was not necessarily reduced.

Chang and Romero (2008) found that when absenteeism becomes a daily occurrence, even students who had previously performed well can experience severe setbacks, emphasizing the significance of regular attendance in maintaining performance. Similarly, students who were previously high performers tended to lose motivation and confidence when they missed too many tests, performance assignments, and group projects due to excessive absences, according to Anecio, Evangelio, and Capuno (2019). These students frequently felt left behind and developed learned helplessness, believing that even if they returned, it would be impossible to catch up. In a related local context, Elis (2016) showed that high-performing students may get demotivated and perhaps give up on previous academic goals as a result of the gradual loss of academic distinction and emotional stress. Students in Elis' study also reported withdrawing from leadership roles and extracurricular activities after repeated absences, further weakening their academic engagement.

Together, these testimonies confirm that absenteeism disrupts academic rhythm, creating performance gaps that grow over time. The participants' narratives illustrate how missing school—even for reasons beyond their control—can jeopardize their educational goals, lower their morale, and ultimately threaten their chances for long-term academic success.

## 4. Conclusion

This study demonstrates that absenteeism among elementary students is far from merely a matter of (dis)interest or discipline. It is deeply rooted in profound personal, family-related, and community issues that children must cope with at a very young age. Seeing these truths in the voices of students—stories of poverty, broken homes, emotional stress, hunger, and overwhelming household responsibilities, which reflect lives burdened by circumstances beyond a child's control. It is an eye-opener for all; no one can judge a student by who they are

in the classroom, because behind it all is a story to tell and an eye looking for help. Teachers have the capacity to empower students not just by teaching subjects but also by touching the lives of every student, especially those who are in need. Thus, it is important to create a safe and inclusive learning environment that assures learning and motivates students to succeed. Moreover, educators must be trained in psychological aspects to provide early intervention and child protection. Working together among school faculty and staff, community leaders, and support organizations is essential to developing sustainable approaches that address absenteeism among students. Educators have an important role in assuring a child's right to education. In line with this role, contribute directly to the realization of United Nations Sustainable Development Goal 4: Quality Education, ensuring that all learners—especially the most vulnerable—have equal opportunities to learn, thrive, and succeed. To respond to absenteeism with kindness and actions, we will succeed in our mission not only for teachers but also as advocates for every child's future.

### 5. Contributions of Authors

The researchers indicate equal contribution to each section.

### 6. Funding

The work received no funds from any agency.

### 7. Conflict of Interests

We declare no conflict of interest.

### 8. Acknowledgment

We acknowledge Bohol Island State University, particularly the School of Advanced Studies, for providing this opportunity to publish this work.

### References

- [1] Ancio, J. P., Evangelio, A. M., & Capuno, G. T. (2019). The effect of chronic absenteeism on the academic performance of senior high school students in Cebu City. *Cebu Normal University Journal of Education*, 15(1), 22–35.
- [2] Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Johns Hopkins University Center for Social Organization of Schools. Retrieved from [http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf)
- [3] Balucan, J., Sawragal, K., & Tambis, M. C. (2019). Pattern of absenteeism in the elementary school in Island Garden City of Samal [Undergraduate thesis, University of Mindanao]. University of Mindanao Repository. Retrieved from <http://repository.umindanao.edu.ph/handle/20.500.14045/254> UMIR
- [4] Damang, N. A. (2025). Determinants of absenteeism among elementary school pupils at Jolo III District, Division of Sulu. *Journal of Education and Academic Settings*, 2(1), 1–20. <https://doi.org/10.62596/7adkm805Scribd+3jeas.stratworksresearch.com+3Studocu+3>
- [5] Dimaisip, E. (2019). Factors affecting absenteeism in Philippine public elementary schools. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2D). Retrieved from <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/9938ResearchGate+2jeas.stratworksresearch.com+2Scribd+2Philstar+7AAREsearchIndex+7AAREsearchIndex+7>
- [6] Duatin, M. L., Fernandez, C. P., & Corpuz, A. D. (2019). Parental involvement and pupil absenteeism in public elementary schools. *Journal of Humanities and Education Development*, 1(7), 324–330.
- [7] Duatin, A. R., Duatin, A. P. R., Montes, A. J., Nagamos, B. D., Sescar, J. T., & Tandoc, M. A. A. (2019). Causes and effects of absenteeism among Grade VI pupils: Towards a guide at Caloocan North Elementary School, Caloocan City. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1). Retrieved from <https://ojs.aaresearchindex.com/index.php/aasgbcipjmr/article/view/1227>
- [8] Elis, M. R. (2016). Academic disengagement and declining achievement among absentee public-school students in rural Mindanao. *Journal of Philippine Education Studies*, 11(2), 45–58.
- [9] Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, 7(1), 43–48. <https://doi.org/10.1111/cdep.12013>
- [10] Fernandez, R. C. C., & Aboejo, F. T. (2014). Child labor, poverty, and school attendance: Evidence from the Philippines by region. *CNU Journal of Higher Education*, 8(1), 114–127.
- [11] Goodenow, C., & Grady, K. E. (1993). The relationships among school belonging, friends' values, and academic motivation among urban adolescent students. *The Journal of Experimental Education*, 62(1), 60–71. <https://doi.org/10.1080/00220973.1993.9943831>
- [12] Grepon, B. G. S., & Cepada, C. M. (2021). Absenteeism and parental involvement in home and school among middle school students in public schools in Northern Mindanao, Philippines: Basis for intervention. *Qeios*. <https://doi.org/10.32388/CJL6SC.2> [jeas.stratworksresearch.com+1ResearchGate+1](https://jeas.stratworksresearch.com+1ResearchGate+1)
- [13] Lubienski, C., Scott, J., & DeBray, E. (2014). The politics of education policy: The struggle for equity and access in education. *Educational Policy*, 28(2), 145–165. <https://doi.org/10.1177/0895904813510779>
- [14] Luthar, S. S., & Zelazo, L. B. (2003). Research on resilience: An integrative review. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 510–549). Cambridge University Press. <https://doi.org/10.1017/CBO9780511615788.023>
- [15] Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
- [16] McLeod, S. (2023). Maslow's hierarchy of needs. *Simply Psychology*. <https://www.simplypsychology.org/maslow.html>
- [17] Philippine Statistics Authority. (2024, November 20). Press release: Working children situation in 2023 [PDF]. [https://batangmalaya.ph/wp-content/uploads/2024/11/Press-Release\\_PSA-Special-Release-on-Working-Children-Situation-2023.docx.pdf](https://batangmalaya.ph/wp-content/uploads/2024/11/Press-Release_PSA-Special-Release-on-Working-Children-Situation-2023.docx.pdf)
- [18] Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417–453. <https://doi.org/10.3102/00346543075003417>
- [19] UNESCO. (2023). Leave no child behind: Addressing school absenteeism in Southeast Asia.
- [20] Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202–209. <https://doi.org/10.1037/0022-0663.90.2.202>
- [21] World Bank. (2021, January 30). Undernutrition in the Philippines: Scale, scope, and opportunities for nutrition policy and programming. Retrieved from <https://www.worldbank.org>
- [22] World Vision Philippines. (2023). Filipino children: Hunger is a challenge, a problem.