**EFFECTIVENESS OF ADMIT TO CLASS SLIP IMPLEMENTATION TO KING THOMAS LEARNING ACADEMY INC.**

A Research paper presented to the faculty of

King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur.

In partial fulfillment of the requirements for the

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Abrera, Piolo Pascual B.

Aguilar, Phoebe Jeriel A.

Dapa, Lovely Joy V.

Furto, Kian C.

Litan, John Ivan T.

Peña, Shane F.

Rodriguez, Cathrice Anne A.

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**CERTIFICATE OF APPROVAL**

The research paper attached hereto, titled “**EFFECTIVENESS OF ADMIT TO CLASS SLIP IMPLEMENTATION TO KING THOMAS LEARNING ACADEMY INC.**” prepared and submitted by PIOLO PASCUAL B. ABRERA, PHOEBE JERIEL A. AGUILAR, LOVELY JOY V. DAPA, KIAN C. FURTO, JOHN IVAN T. LITAN, SHANE F. PEÑA, CATHRICE ANNE A. RODRIGUEZ. In partial fulfillment of the requirements for the subject Inquiries, Investigation, and Immersion, is hereby accepted and approved by the Board of Panel whose signature appears below.











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Initials of the Researchers

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**EFFECTIVENESS OF ADMIT TO CLASS SLIP IMPLEMENTATION TO KING THOMAS LEARNING ACADEMY INC.**

2024

**ABSTRACT**

The "Admit to Class Slip" policy aims to improve student attendance and promote punctuality. Admit to Class Slip is a crucial tool for schools to improve student attendance and reduce tardiness. The study evaluates its impact on attendance rates, instructors' perception, and general reception. It provides insights into alternative educational interventions, raises student participation, and suggests ways to improve attendance regulations. . The research analyzes grade 12 students to assess its effectiveness. The study reveals that Admit-to-Class (ATC) is effective in reducing absenteeism and tardiness among students at King Thomas Learning Academy Inc. It addresses factors like transportation, financial status, time management, injuries, and diseases. Higher attendance is linked to better grades, but there is no significant relationship between ATC implementation and attendance among Grade 12 students. The policy encourages students and promotes obedience to school regulations. It requires documentation, collaboration, financial literacy, time management, patient support, open communication, and ease-of-use issues. Enforcing penalties for persistent tardiness and absenteeism contributes to a supportive learning environment. Addressing these difficulties is crucial for student attendance and academic success.

(Should be composed only of 200-250 words)

(Single-spacing, no indention)

Keywords: Keywords should be italicized

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**CHAPTER I**

**INTRODUCTION**

Attendance in educational institutions is crucial for student engagement and academic performance. Regular attendance promotes involvement, ongoing learning, and thorough understanding of the material. However, teachers face challenges in maintaining attendance, especially in senior high school. Tardiness and absenteeism are prevalent issues in educational environments, hindering students' overall academic achievement. Effective attendance management is essential for student success and institutional efficiency. The implementation of an "Admit to Class Slip" system at King Thomas Learning Academy Inc. is a significant step towards enhancing organizational efficiency and ensuring smooth academic operations. In Grade 12 settings, regular attendance can significantly impact academic performance and engagement.

King Thomas Learning Academy Inc., a school renowned for its high-quality education, has addressed a concerning trend of Grade 12 students attending classes irregularly. As high school graduation approaches, it is important for students to attend regularly to prepare for exams and post-secondary studies. The effective management of student attendance is a crucial component of any educational institution, as it directly influences the learning environment and academic performance. To address this issue, King Thomas Learning Academy Inc. introduced the "Admit to Class Slip" policy, requiring students to show a signed slip before entering their classes. This policy aims to improve student accountability and promote timeliness. The "Admit to Class Slip" program is based on the belief that regular interventions can improve students’ behavior, particularly attendance. The school aims to reduce disturbances from unapproved absences and late arrivals by requiring an official slip for reentry, fostering a more organized learning environment. The regulation also aims to discourage students from consistently being late or absent, emphasizing the importance of time management and responsibility.

This study explores how the implementation of the Admit to Class Slip affects students' adherence to school policies, helps improve the learning environment, and supports the academic goals of King Thomas Learning Academy Inc. This study evaluates the impact of the "Admit to Class Slip" policy on Grade 12 students' attendance at King Thomas Learning Academy Inc., assessing whether it has significantly improved attendance rates and fostered a punctual and responsible culture. It also investigates how instructors and students perceive the policy, evaluate its general reception, and identify any issues or advantages since its implementation.

The research provided insights into alternative educational interventions, raised student participation and academic achievement, and suggested ways to improve attendance regulations. It also highlights the impact of administrative rules on student conduct and the importance of fostering a school climate that values attendance and active learning, ultimately contributing to a larger conversation about student participation and academic achievement. It provides insights and recommendations on how to optimize the implementation of the system, ensuring it aligns with the academy's educational objectives and contributes positively to the institution’s operational effectiveness.

**Statement of the Problem**

This study aims to delve into the impact of the Admit to class (ATC) slip implemented at the institution of King Thomas Learning Academy Inc. to the grade 12 students' attendance. By doing so, the respondents need to answer the following questions:

1. What is the level of effectiveness of the implementation of the admit to class slip for the grade 12 students?
2. What are the factors influencing the level of absenteeism and late record of the Grade 12 students?

A. Transportation

B. Financial Status

C. Time Management

D. Health Issues

3. What are the factors that affect the student's attendance record?

A. Absenteeism

B. Tardiness

4. Is there any significant relationship between the effectiveness of admit to class slip implementation and the attendance of the grade 12 students of King Thomas Learning Academy Inc.?

5. Is there any significant relationship between the effectiveness of admit to class slip implementation and the factors that influence the level of absentees and late record?

**Objectives of the Study**

The following objectives will guide the study:

1. Determine the level of effectiveness of the implementation of admit to class slip to the grade 12 students.

1. Identify the factors that prompt the class absences and late record.
2. Identify the factors that affect the students' attendance record.
3. Evaluate the relationship between the effectiveness of the admit to class slip and the attendance of the grade 12 students.
4. Evaluate the relationship between the effectiveness of admit to class slip implementation and the factors that influence the level of absentees and late record.

**Scope and Limitations**

The study evaluates the "Admit to Class Slip" implementation at King Thomas Learning Academy Inc., focusing on its impact on student attendance, school management, and other factors that influence the level of absenteeism and tardiness. It explores the system's role in promoting better communication between the school, parents, and students. The study will focus on grade 12 students at King Thomas Learning Academy. The grade 12 learners are the graduating students in the high school department, who need to consider the importance of being present at school. Their absence and late records will reflect in their credentials and might give them difficulties in applying for college admissions. This specific group is analyzed to determine how the Admit to Class (ATC) policy impacts their attendance rates. This period is specified to assess both short-term and potentially longer-term effects. The study used a checklist to gather data on the effectiveness of the ATC policy. The research is limited to King Thomas Learning Academy Inc., located in Malubago, Sipocot, Camarines Sur., and does not extend to other institutions.

**Significance of the Study**

Scrutinizing the impact of ATC implementation on the grade 12 students is beneficial for the following:

**Student**. Studying the effectiveness of the ATC slip implementation on the learner's attendance promotes awareness of the responsibilities and behavioral expectations of the students, allowing them to be mindful of the regulations of the school.

**Teachers.** This study is beneficial to teaching staff, as they're the ones who record student academic performance as well as its attendance. Having this research supports the faculty in recording more accurate data on the students' attendance.

**Parents or Guardians.** This research benefits the parents or guardians of the students, enabling open communication towards the participation in classes of their children. Furthermore, with this research, the factors of absenteeism and tardiness are identified, and with that, the guardians and parents will be aware of the causes of the absence and lateness of the students.

**Discipline Office.** This research highlights the potency of the ATC slip implemented by this office. Therefore, it helps this sector to see the perspective of the student, which they can use to foster the rules of this institution, supporting the development of handling disciplinary situations and thus allowing them to assess the situation more effectively.

**Curriculum Maker.** This research benefits curriculum makers by helping them design programs that are relevant and timely. Attendance can greatly influence a student's academic performance. By establishing the ATC slip rule as a curriculum, the number of absences and tardiness might lessen, reinforcing discipline for the learners.

**Schools and Institutions.** The insights that this study shows can help provide valuable resources that other schools and institutions could use for them to achieve better attendance management and practices, thus allowing them to nourish their regulation system.

**Future Researchers**. This research contributes to understanding the importance of regulating the student's behavior on campus; other researchers must acknowledge how implemented rules at a school affect the learners. Furthermore, delving into this matter challenges individuals to seek out new knowledge and discoveries.

**Local Government.** This study examines how student absenteeism and tardiness are affected by transportation; with that, this impacts the system of the local government, allowing scrutinized opinions that will show how essential proper coordination between the local government and the schools is, identifying the weak points of the system and suggesting ways and tactics to create a better environment for the students.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE AND STUDIES**

The study reviewed and introduced relevant studies and literature that are relevant to the current state of knowledge-gathering. The researchers gained valuable and worthwhile knowledge to support the study from the clear understanding and ideas obtained from this review.

**Review of Related Literature**

The article Exploring the Determinants of Student Tardiness in Educational Settings by Gano et al. (2024) provides a detailed analysis of student tardiness in educational settings, highlighting its multifaceted nature and its impact on academic success. It discusses societal norms and values surrounding punctuality, its importance in effective learning outcomes, and factors contributing to tardiness, such as personal habits, parental influence, and institutional policies. The article emphasizes the need for proactive measures to address underlying causes and promote a culture of punctuality. It also highlights the role of parental involvement in shaping students' attitudes towards punctuality and the impact of institutional policies on student attendance. The article also highlights the behavioral implications of tardiness and its correlation with academic performance, emphasizing the need for targeted interventions to support students at risk of chronic tardiness. This literature is the one example that shows that study about attendance of students is very important to give attention to. Same with the researcher's study that absenteeism is the one factor that can affect the performance of the student. This study can relate to the researcher because it's all about the attendance of the student.

The article Student Absenteeism and Ecological Agency by Kipp, A. L., et al. (2022) is to address student absenteeism through the theoretical lens of ecologic dual agency and to encourage the use of ecological agency in a school setting to address student absenteeism more holistically. Observing absenteeism through the lens of ecological agency provides an alternative, unique viewpoint giving insight into the process of how students choose to engage in absenteeism based on their ecological factors. The article also intends to illustrate pragmatic use of viewing absenteeism through the lens of ecological agency by providing a sample of interventions that are used to resolve contextual factors and improve student attendance. By considering the complex interplay of factors within the student's ecological context, educators can design interventions that are more likely to address the root causes of absenteeism and improve student attendance and engagement.

According to the Examination of the Student Training for a Restorative Outlook for Needed Growth (STRONG) Program to Decrease Student Tardiness by Robertson, C. B. (2022), the program combines self-paced learning modules with positive restorative practice components, addressing growth mindset, goal setting, timeliness, and organizational abilities. The program aimed to encourage students to arrive on time for class by encouraging self-improvement and boosting punctual behavior. The study found that students would prefer a positive, alternative late program that encouraged self-improvement over the current punitive tardy detention policy. The Strong Program was found to be beneficial and successful in imparting knowledge to students. In connection with the study shows that both studies focus on the overlying issues in students’ attendance, and they shared a goal in improving punctuality and tardiness of their students.

According to Combating Chronic Absenteeism: Utilizing an Attendance Intervention in Schools by Major (2020), that is to address the growing issue of student absenteeism in schools across America. The study found that students missed over 57 million school days during the 2009-2010 school year. Chronic absenteeism is defined as a student's absence from school at least 10 days in a single year. The study aimed to determine if effective communication with families regarding their students' attendance would impact student attendance rates. The study found no significant differences in student attendance rates pre-to post-intervention. In connection with the study, it's important to consider that communication strategies might need to be combined with other approaches to effectively address chronic absenteeism. Communication is crucial, but transportation, resource access, and family circumstances also impact student attendance. Interventions like admit-to-class slips may be more effective when combined with systemic issues.

According to Teachers' Perceptions of Student Attendance of a Newly Implemented Tardy Policy by Sejkora (2015), improving student attendance has been a major focus in school districts all over the country. Students cannot be taught if they are not present. There are three factors that are crucial to the issue of students being tardy to class: the requirements of state laws, the importance of the first minutes of class, and the interference with others' instruction. The tardy policy in schools could improve student attendance and create a better learning environment. By helping students be present and ready to learn, the school hopes to boost academic success. In connection to this study, both the tardy policy and the admit-to-class slip implementation aim to enhance student attendance and engagement.

**Review of Related Studies**

Based on the study conducted by ANEES, M., et al. (2019), a student is expected to be regular and punctual. It is believed that the success of a student depends upon the regularity of attending all the meetings of the classes in which the student is enrolled. The attendance is a significant contributor to the student course grades (Hidayah & Sarah, 2018). The term absenteeism mentions a situation where the learner is not present or available in the study area for the whole day. Absenteeism is increased when a learner does not appear in the classroom or the clinical learning area due to a variety of reasons like deficiency of suitable resources, lack of the academic staff, or shortage of any equipment, etc. This study will be used as a basis to show that punctuality and presence in class are essential for a student's academic performance. This study tackles the topic of learners' attendance records, which is a significant topic in delving into the effectiveness of ATC policy on grade 12 attendance.

According to Policies and Procedures Perceived by School Leaders to Reduce Truancy in a Public Charter School by Desulme, A. (2019), the study investigated the reasons behind student truancy and the strategies employed by a public charter school (CSS) to address it. By interviewing eight school leaders, researchers explored the effectiveness of CSS's truancy policies and the factors influencing attendance rates. The study found that positive reinforcement, strong collaboration between school leaders, teachers, and parents, and consistent student monitoring are crucial in reducing truancy. The research utilized incentive theory and family systems theory as frameworks to understand the problem. Key findings include the positive impact of non-punitive approaches and the importance of a supportive school environment. This study relates in a way that they explore school policies and strategies to combat the students’ attendance issues in the school.

In a study, The Impact of Class Absenteeism on Student’s Academic Performance using Regression Models, conducted by Nurhafizah, A., et al. (2018), absence from classes among students nowadays is a global issue that not only occurs in Malaysia. Various research on absenteeism only focused on absenteeism but lacked the relationship between students’ class attendance and academic performance. Thus, this study aimed to find the relationship between class attendance and the academic performance of the students. This study reveals significant differences between class attendance and academic performance, which can help universities plan for timely graduations and raise awareness about the negative effects of non-attendance. The research could use regression models to determine the impact of interventions on student attendance and academic performance.

According to Enhancing Higher Education Student Attendance Through Classroom Management by Al-Shammari (2016), classroom management is crucial for boosting student attendance in higher education, which is positively correlated with student achievement. However, higher education still lacks effective classroom management techniques designed to enhance student attendance and their correlation with student achievement. The study found that the use of classroom management techniques, CAMTs and CARs, significantly enhanced student attendance and on-time class arrival, with more on-time attendance found among experimental groups. These enhancements were positively correlated with improved student achievement. Therefore, higher education institutions should implement CAMTs and CARs to enhance student attendance. Future research could explore these techniques on a higher education-wide basis for more social validity. In connection to this study, both effective classroom management and the "admit to class slip" strategy rely on building a positive relationship between teachers and students. This helps create a sense of responsibility and accountability, which can lead to improved attendance.

According to A Comprehensive Approach to Improving Student Attendance by Bradley (2015), the factors affecting student attendance in an urban elementary school district from parents' perspectives. Through qualitative interviews, the researchers identified several barriers to attendance, including lack of transportation support and limited access to resources and childcare. Solutions reported by parents included additional transportation support, increased parental involvement, and improved communication between home and school. Future research should compare responses from single-parent households to two-parent households to identify barriers and potential solutions. This will help districts better understand the needs of both types of households and provide a better understanding of how to address student attendance. The study relates to Major (2020), which explored the effectiveness of admit-to-class slips on student attendance by highlighting the broader context of family challenges. Bradley's research suggests that addressing the root causes of absenteeism, like families not having reliable ways to get to school, might be more effective than just focusing on communication methods.

**Synthesis**

Up until this contemporary time, tardiness and absenteeism are still crucial topics that schools must look into in order to improve growth and development in their institution. The similarities between the study and literature of Sejkora (2015), Al-Shammari (2016), and Desulme, A. (2019), and Robertson, C.B. (2022)—extends to the content of rules and regulations that they suggest reducing the issue of absenteeism. It is stated that to increase attendance and on-time arrival to students, schools must implement reinforcement for the betterment. These studies and articles explored the effectiveness of such reinforcement to the learners—thus providing a healthier behavior towards attendance and a good environment for the pupils.

The difference between the study of ANEES, M., et al. (2019) and Kipp, A. L., et al. (2022) is that ANEES, et al. (2019) states that students’ absenteeism and tardiness affect a student’s academic performances, and that such absenteeism and tardiness occur because of various reasons such as personal and environmental reasons. On the other hand, Kipp et al. (2022) elaborated that a decrease in student attendance is affected by ecological factors—focusing on how the environment varies a student's attendance.

This study is unique since this research aims to provide a quantitative analysis of the relationship of the Attend to Class (ATC) slip rule to the graduating student's attendance at King Thomas Learning Academy Incorporated. This study will unveil how students perceive ATC slip and its effects on the behavior that they show because of such reinforcement, thus incorporating the factors why absenteeism and tardiness happen despite the implementation of ATC.



**Theoretical Paradigm**

The following theories served as the basis for this study:

Operant Conditioning in Psychology. B.F. Skinner in 1938 presented a very significant theory that goes to show how people act and behave depending on the scenario. He conducted an experiment called the Skinner Box, where he tested if a rat would get rewarded by pressing the lever on the operant chamber that he designed. The test examines how individuals create specific responses in situations through operational conditioning, involving reinforcement, punishment, and shaping, considering potential outcomes and desired outcomes. In connection with this study, "ATC," or admit to class slip, represents a punishment that students must deal with if they make an absence or arrive late to class. This reinforcement shapes the students to critically choose what action they should take and avoid.

Theory of Planned Behavior. Ajzen 1991, humans react and behave rationally depending on their attitudes, subjective norms, and perception of behavioral control. These variables are not often intentionally examined during decision-making; they provide a backdrop for the process instead, which implies that individuals could not express an attitude, yet it may still affect their decisions. In this study we can consider punctuality as the desired behavior; attitudes towards avoiding absenteeism and tardiness. Subjective norms can be considered the beliefs that an individual's need to obtain having a good academic performance as a student, especially in grade 12, thus avoiding absence in class, could help learners in their performance. The perceived behavioral control involves the person's discipline and self-awareness not to be late or absent. The more favorable the three factors are, the more likely the intention and action are to occur.

The Self-Determination Theory. Richard Ryan and Edward Deci 1985 focus on human motivation and personality. The individual who believes they can handle themselves properly would find more interest and be motivated in doing whatever task they wish to accomplish. In connection with this study, students who feel more comfortable in their learning environment, who accomplish tasks, and feel connected with their teachers and other students are more likely to attend classes frequently and arrive at school on time. The schools that create supportive learning environments can reduce tardiness and absenteeism by increasing students’ motivation and interests.

Mindset Theory. Carol Dweck, 2006: There are two main mindsets we can navigate life with: growth and fixed. A fixed mindset is a belief that our abilities are innate and cannot be changed. It is characterized by the belief that our intelligence and abilities are fixed, like a set amount we were born with, and that there is nothing we can do to change this. A growth mindset encourages practice, learning from mistakes, and adapting to challenges. It views setbacks as learning opportunities and inspires success through others' success. In connection with the study, people can change their behavior because of their environment. Students need to adjust to show compliance with the regulations. The ATC is a regulation that the student must follow. In this theory, it can be shown that the student is able to change in a short time because it is necessary, especially since it is a school regulation.



**Conceptual Paradigm**

The implementation of the "Admit to Class Slip" system is expected to have an impact on the attendance rates of Grade 12 students at KTLA, according to the conceptual paradigm for researching the system's effectiveness on student attendance. With the support of theoretical frameworks for student behavior and administrative interventions, this paradigm shows the connections between system implementation and attendance changes.

The **input** presents the problem statement, which focuses on the effectiveness of admit-to-class slip implementation at King Thomas Learning Academy Inc.

The **process** highlights the actions taken by the researchers to gather data from the grade 12 students of KTLA. This stage consists of the following steps: formulation of a checklist questionnaire, validation of the checklist, selection of respondents, gathering of data, tally of the response, and evaluation of the collected information. Researchers seek to boost knowledge, broaden comprehension, or solve real-world issues in their field of study through this method.

The **output** shows the results of the problem statement that focuses on the implementation of the admit-to-class slip to King Thomas Learning Academy Inc.

**Definition of Terms**

Conceptual and operational definitions of the term were given to clarify the meaning of the following terms that were used in this study.

***Absenteeism*.** Chronic absence. In this study, it is defined as the instance in which a student misses scheduled class time within a given time frame, as noted in attendance logs.

***ATC Slip.*** Admit to Class slip. In this study, it is defined as a formal process by which a student is authorized to join and participate in a scheduled class session.

***Attendance.*** The act or fact of attending something or someone. In this study, it is defined as the record of students who attend and participate in class regularly.

***Grade 12 Students.*** The students who are in their final year of high school or secondary education. In this study, it is defined as the most important year level in secondary education.

***Implementation.*** The process of making something active or effective. In this study, it is defined as the strategy to execute the planned solution in school issues.

***Lateness*.** Coming or remaining after the due, usual, or proper time. In this study, it is defined as showing up for class more than ten minutes after the scheduled start time.

***Scrutinize.*** Examine or inspect closely and thoroughly. In this study, it is defined as a way of analyzing and observing the attendance record of the students.

**Assumption of the Study**

This study is based on the following assumptions:

1. This study will determine how students perceive the implementation of the admit to class (ATC) slip policy.
2. This study will delve into the causes of absenteeism and tardiness in grade 12 students.
3. This study will scrutinize the attendance records of the learners.

**Hypothesis**

There is no significant relationship between the effectiveness of admit-to-class slip implementation and the attendance of the grade 12 students of King Thomas Learning Academy Inc.

There is a significant relationship between the effectiveness of admit-to-class slip implementation and the factors that influence the level of absenteeism and late record.

**CHAPTER III**

**METHODOLOGY**

This chapter describes the study's research design and instrument; additionally, it contains the respondents, research setting, data-gathering procedure, statistical treatment, and more information and understanding.

**Research Design**

This study used quantitative methods and evaluative-descriptive methods to analyze the effectiveness of admit-to-class slip implementation for students’ attendance of grade 12 learners of King Thomas Learning Academy Inc. The use of a quantitative method research design to assess the efficacy of introducing an admit-to-class slip system is probably going to yield objective, fact-based data that can guide choices and suggestions on how to raise student attendance among students. Evaluative-descriptive research design helped the researchers to describe and analyze the level of effectiveness and the factors that affect the students' attendance record.

**Research Setting**

The researcher conducted the study at King Thomas Learning Academy Inc., where the respondents are enrolled and admit to class slip (ATC) policy being effectively implemented. King Thomas Learning Academy Inc. is an institution that offers education from preschool learners to college. This school is located at Malubago, Sipocot, Camarines Sur. Approximately 3.3 km away from the public market of Sipocot, Camarines Sur. It will take a 7-minute ride using public transportation, including a jeep or tricycle.

**Research Respondents**

The respondents of this study are Grade 12 students of King Thomas Learning Academy Inc. In this study, stratified random sampling was used as the sampling technique, wherein all the students were given a chance to answer the checklist, but the researchers set the limit only to 82 respondents. The researchers used Slovin’s formula, which is calculated as n = N/(1+Ne^2), to come up with the total number of respondents.

**Table 1. *Respondents of the Study***

| **Strand** | **Number of Respondents** |
| --- | --- |
| STEM | 35 |
| HUMSS | 18 |
| GAS | 14 |
| ABM | 6 |
| TVL | 9 |
| **Total** | **82** |

**Research Instrument**

In this study, the researchers used a survey questionnaire checklist to gather data from the respondents. The use of a checklist helped the researchers to evaluate the effectiveness and the factors of the implementation of admit-to-class slips on students’ attendance. The survey questionnaire checklist is divided into 2 parts. The first part is about the effectiveness of the implementation of the admit to class slip. The second part is about the factors that influence the level of the students’ attendance record.

**Validity and Reliability**

This study's validity is ensured by consulting the research adviser and knowledgeable teachers familiar with the topic. Moreover, the research data and methods used to obtain accurate and well-aligned results to the research objectives. The sampling method and careful planning used in gathering information from the most appropriate individuals. Prioritizing obtaining diverse perspectives from a representative sample of the 82 respondents, chosen from the total population of 446 Grade 12 students.

To ensure the reliability of the findings, a stratified random sampling technique was used. To ensure that various sections within the population are proportionally represented. The researchers formulated simple and concise questions to prevent any confusion among the 82 respondents who will participate in the study and requested validation from the research adviser.

**Statistical Treatment**

**Frequency Count:** In this study, this was used as a tool to delve into the factors that impact a learner’s class record, specifically its absences and late records.

**Weighted Mean:** In this study, it is used to determine the level of effectiveness of the admit-to-class slip implementation for the grade 12 students. This can also be utilized to identify the factors that cause absenteeism and tardiness in a learner that impact its attendance record.

**Pearson Product Moment Correlation and T-Test:** This examines the association of two variables, thus delving into their nature and relationship. It analyzes if there is a significant relationship between the implementation of ATC and a grade 12 student's attendance. Furthermore, it also evaluates the correlation between the effectiveness of admit-to-class slip implementation and the factors that influence tardiness and absenteeism.

**Data Gathering Procedure**

Once the research instrument is validated, the researcher seeks permission from the school administrator of King Thomas Learning Academy Inc. to conduct a survey and gather the attendance record of the respondents. This involves obtaining a written permit that must be signed by the school administrators and the discipline office, the responses from the survey participants, and the student records that provide the necessary data for the research. After receiving permission, the researchers proceed with administering the survey to the 82 respondents, specifically 35 from the STEM strand, 18 from the HUMSS strand, 9 from the TVL strand, 14 from the GAS strand, and 6 from the ABM strand. The data was collected using a survey questionnaire that includes the respondent’s name, age, and gender. Moreover, every respondent's attendance record is checked to be used as a guide in creating a designated fishbowl from the student that has more records of absenteeism or tardiness to the student that has a clean record in order to give a fair chance to both pupils to answer the survey questionnaire. Finally, following data collection, the completed forms were reviewed, tallied, interpreted, and analyzed.

**CHAPTER IV**

**RESULTS AND DISCUSSION**

This chapter presented the results and findings, analysis, and interpretation of data gathered by letting the respondents answer the survey checklists. The findings derived from the analysis of the data are examined for the understanding of the topic discussed.

**Table 2. *Effectiveness of the implementation of the admit to class slip for the grade 12 students.***

| **Statement** | **Weighted Mean** | **Rank** | **Interpretation** |
| --- | --- | --- | --- |
| 1. Admit-to-class slip prompt improvements to my punctuality. | 2.99 | 7 | Agree |
| 2. I obey the rule of ATC slip consistently. | 3.06 | 4 | Agree |
| 3. Admit-to-class slip implementation guides me to be more responsible for my own presence in class. | 3.15 | 2 | Agree |
| 4. Admit-to-class slip implementation prevents me from engaging in tardiness and absenteeism. | 3.00 | 6 | Agree |
| 5. I manage my time more because of the ATC implementation. | 3.04 | 5 | Agree |
| 6. I find the admit-to-class slip process efficient and easy to follow. | 2.91 | 8 | Agree |
| 7. I experience challenges or issues that negatively affect me because of the implementation of ATC. | 2.45 | 10 | Agree |
| 8. I think that ATC implementation could cause students to participate in absenteeism or tardiness. | 2.61 | 9 | Agree |
| 9. I find the implementation of ATC is effective in managing class attendance and discipline. | 3.11 | 3 | Agree |
| 10. I think that admit-to-class slip system helps in tracking student attendance and tardiness. | 3.24 | 1 | Agree |
| **General Weighted Mean** | **2.96** |  | **Agree** |

**Legend:**

**3.25 – 4.00 Strongly Effective**

**2.45 – 3.24 Effective**

**1.75 – 2.44 Ineffective**

**1.0 – 1.74 Strongly Ineffective**

Robertson (2022) presented an Examination of the student training for a restorative outlook for needed growth (STRONG) program to decrease student tardiness, which then shows that student thinks that positive reinforcements is effective to reduce student tardiness; that result aligned to the outcome of our study. Based on all collected evidence, the effectiveness of admit-to-class slip implementation falls under “effective”, with WM (2.96). It implies that the ATC slip policy is perceived as effective by the respondents. The rank 1 belongs to the “effective” range, with 3.24 weighted mean. The statement means that the ATC slip system is useful in tracing class records, specifically the absence and tardiness record. This highlights how the ATC slip system shows students that this policy is highly maintained and implemented. Furthermore, at “effective” with 3.14 weighted mean, the second to the ranking shows that the ATC rule is beneficial for students as it guides them to be more responsible for their attendance. This emphasizes that the rule impacts the students; this reinforcement contributes to a good behavior of the student. The rank 3, with weighted mean of 3.11 lies along the “effective” range. The statement means that the implementation of ATC is effective in managing class attendance and discipline.

**Table 3. *Transportation as a factor that affects the student's attendance record.***

| **Statement** | **Weighted Mean** | **Rank** | **Interpretation** |
| --- | --- | --- | --- |
| 1. I sometimes engage in absenteeism and tardiness because of unavailable transportation vehicles. | 2.5 | 9 | Agree |
| 2. I observed there are students that live far from the school that could experience hardships because of some transportation problems. | 3.30 | 1 | Strongly Agree |
| 3. I noticed that absenteeism and tardiness is caused by the use of transportation vehicles. | 2.85 | 5 | Agree |
| 4. I observed that tardiness and absenteeism can be caused by delays or disruptions in transportation to school. | 3.11 | 2 | Agree |
| 5. Sometimes, transportation costs could be too high for me or other students causing student's absenteeism and tardiness. | 2.55 | 10 | Agree |
| 6. I have a reliable and efficient transportation system available to students. | 2.6 | 8 | Agree |
| 7. I observed many transportation-related challenges that students face every day that causes their absenteeism and tardiness. | 2.91 | 4 | Agree |
| 8. Alternative transportation options are accessible for me when I encounter issues with their primary mode of transportation. | 2.71 | 6 | Agree |
| 9. I noticed that there is a system in place to monitor and address transportation-related absences and tardiness. | 2.67 | 7 | Agree |
| 10. I observed that weather conditions or traffic congestion are taken into consideration when analyzing attendance patterns related to transportation. | 3.11 | 3 | Agree |
| **General Weighted Mean** | **2.84** |  | **Agree** |

**Legend:**

**3.25 – 4.00 Strongly Agree**

**2.45 – 3.24 Agree**

**1.75 – 2.44 Disagree**

**1.0 – 1.74 Strongly Disagree**

The gathered data shows that transportation as a factor that affects a student’s attendance record has a WM (2.84), which belongs to the “agree” range. The rank 1 statement with the WM (3.30), lies along the “strongly agree” range. It shows that students that live far from school could experience hardships because of transportation problems. With a weighted mean of 3.11, the statements that ranked second falls along “agree”. It states that (1) tardiness and absenteeism is caused using transportation vehicles; and (2) It states that weather conditions or traffic congestions are taken into consideration when analyzing attendance patterns related to transportation. These statements highlight that student encounter delays because of their means of transport; and these delays are believed to be a cause of traffic and weather conditions, prompting them to arrive at school late or even causing them to be absent. The statement in rank 3, has a WM (2.91) which belongs to “agree” range. This statement implies that respondents observed that many transportation-related challenges that students face every day that causes their absenteeism and tardiness. According to Mugoro (2014) study explain the impact of transportation to the attendance and performance of a student. It is critically important since students who miss school or skip subjects miss out on carefully planned sequences of instructions. The results of study show a significant finding with the researcher study that transportation has an impact on late and absenteeism records. This further proved that transportation is a relevant factor that affect the student's attendance record.

**Table 4. *Financial Status as a factor that affects the student's attendance record.***

| **Statement** | **Weighted Mean** | **Rank** | **Interpretation** |
| --- | --- | --- | --- |
| 1. I observed that insufficiency in the financial aspect could affect the students' attendance. | 3.02 | 3 | Agree |
| 2. I noticed that students save money, like by walking, when they face financial crisis prompting lateness of students. | 3.22 | 1 | Agree |
| 3. I think that students lose the interest to attend class when they experience financial problems. | 2.98 | 4 | Agree |
| 4. I believe that poor financial management also happens when students do not have discipline in their budgeting and spending money. | 3.1 | 2 | Agree |
| 5. I think that financial situation affects your ability to attend school. | 2.95 | 6 | Agree |
| 6. I believe that financial insufficiency decreases the willingness of students to participate and attend class. | 2.83 | 8 | Agree |
| 7. Financial challenges contribute to my ability to arrive in school in time. | 2.6 | 9 | Agree |
| 8. I observed that there are students facing financial difficulties that may impact their attendance. | 2.98 | 5 | Agree |
| 9. There are support services available for me when experiencing financial constraints. | 2.48 | 10 | Agree |
| 10. I believe that additional costs such as transportation fees or school supplies have been identified as barriers to attendance for some students. | 2.87 | 7 | Agree |
| **General Weighted Mean** | **2.90** |  | **Agree** |

**Legend:**

**3.25 – 4.00 Strongly Agree**

**2.45 – 3.24 Agree**

**1.75 – 2.44 Disagree**

**1.0 – 1.74 Strongly Disagree**

Financial status as a factor that affects the student's attendance record has a WM (2.90), which lies along the “agree” range. The rank 1 statement has a WM (3.22), which belongs to the “agree” range. It shows that students save money when they face financial hardship, like by walking, causing them to engage in tardiness. This implies that being frugant when encountering financial shortage could also affect a student's ability to attend school. The rank 2 statement has a WM (3.1), at “agree”. It states that poor financial management also happens when students do not have discipline in their budgeting and spending money habits. This statement shows that respondents think that lack in financial management could be caused by overspending or improper budgeting. Rank 3, with WM (3.02) that belongs to the “agree" range. The statement implies that insufficiency in financial aspects could affect the student's attendance. These findings align with Conel (2022), which explores how external factors or environmental factors such as financial constraints, like the inability of students to afford transportation can pose significant barriers to students’ attendance. Conel emphasizes that financial constraints can often lead to difficult decisions among the students prioritizing their basic needs rather than consistent attendance, which increases the number of late records and Absenteeism of the students that will affect their academic performance. This highlights that financial shortage has an impact on a student’s ability to attend classes, as it can later cause students to engage in tardiness or absenteeism.

**Table 5. *Time Management as a factor that affects the student's attendance record.***

| **Statement** | **Weighted Mean** | **Rank** | **Interpretation** |
| --- | --- | --- | --- |
| 1. I believe that tardiness was caused by improper time management. | 3.01 | 8 | Agree |
| 2. Unmanageable scheduling and over workload affect my absence and/or lateness. | 3.01 | 9 | Agree |
| 3. My time management skills affect my ability to get to school on time. | 2.96 | 10 | Agree |
| 4. I observed that students who are not proficient in time management tend to have higher rates of absentees and late records. | 3.1 | 4 | Agree |
| 5. I think that there are specific strategies in place to help students balance academic and personal commitments. | 3.09 | 5 | Agree |
| 6. I have a clear understanding of how to prioritize their academic responsibilities and manage their time effectively. | 3.13 | 2 | Agree |
| 7. I think that improvement in the way of managing time will positively affect student attendance. | 3.12 | 3 | Agree |
| 8. I observed that students that are not properly organizing their time and priorities engage more to tardiness and absenteeism. | 3.02 | 7 | Agree |
| 9. I think that parents are involved in training the students to develop time management skills to improve attendance. | 3.04 | 6 | Agree |
| 10. I noticed that being able to know the class schedule will help the students to go to school on time. | 3.30 | 1 | Strongly Agree |
| **General Weighted Mean** | **3.08** |  | **Agree** |

**Legend:**

**3.25 – 4.00 Strongly Agree**

**2.45 – 3.24 Agree**

**1.75 – 2.44 Disagree**

**1.0 – 1.74 Strongly Disagree**

Time management as a factor that affects a student's record has a weighted mean of 3.08, which lies along the “agree” range. The statement on the rank 1, at “strongly agree” with 3.30 weighted mean, shows that the respondents believe that knowing class schedules can help students be able to arrive at school on time. This implies that by allowing the students to monitor their schedules, it could help the students to lessen the engagement to tardiness of even absenteeism. The rank 2 with the weighted mean of 3.13 lies along the “agree’’ range. The statement shows that most of the students understand how to prioritize academic responsibilities and effective time management. This means that the students are highly aware of the importance of being able to allot their time to important things such as academic responsibilities. The statement on the rank 3 belongs to the “agree”, with the weighted mean of 3.12. It states that improvement in time management could positively affect student attendance. Studies show students benefit from programs promoting self-improvement, goal setting and time management skills. Strong program (Robertson,2022) is related to the time management that significantly impacts on student attendance. This program successfully encourages punctuality and reduced tardiness to value growth mindset and organizational skills. Both studies highlight the crucial role of time management in improving student attendance and reducing absenteeism and tardiness. This emphasized that time management could directly impact a student's attendance; this means that if time management is poorly handled, it could cause students to engage in absenteeism and tardiness.

**Table 6. *Health Issues as a factor that affects the student's attendance record.***

| **Statement** | **Weighted Mean** | **Rank** | **Interpretation** |
| --- | --- | --- | --- |
| 1. I noticed that injuries contribute to a student's tardiness. | 3.02 | 8 | Agree |
| 2. I observed that people usually engage in absenteeism of the students because of diseases. | 3.1 | 6 | Agree |
| 3. I think that injuries can affect a student’s academic performance. | 3.15 | 3 | Agree |
| 4. I believe that injuries or illnesses, such as chronic conditions, impact the frequency with which a student is absent or late. | 3.28 | 1 | Strongly Agree |
| 5. Health problems influence my punctuality and tardiness to class. | 3.05 | 7 | Agree |
| 6. Health issues or injuries can affect my school attendance. | 3.24 | 2 | Agree |
| 7. Injuries or disease contribute to my absence from school. | 3.11 | 4 | Agree |
| 8. I have access to programs that support students recovering from injuries or managing health conditions. | 2.65 | 10 | Agree |
| 9. I am educated about the importance of reporting health issues that could impact their attendance. | 3.11 | 5 | Agree |
| 10. I experience engaging in tardiness because of diseases. | 3.01 | 9 | Agree |
| **General weighted Mean** | **3.07** |  | **Agree** |

**Legend:**

**3.25 – 4.00 Strongly Agree**

**2.45 – 3.24 Agree**

**1.75 – 2.44 Disagree**

**1.0 – 1.74 Strongly Disagree**

Health issues as a factor that affect the student’s attendance record has a WM (3.07) which belongs to “agree”. This emphasized that respondents highly believe that diseases and injuries could serve as a hindrance for students to participate and attend class. The statement that ranked first has a WM (3.28), which lies along “strongly agree”. It states that Injuries or illness, such as chronic conditions can affect a student’s academic performance. Rank 2, with WM (3.24) belongs to the “agree” range. The statement shows that health issues or injuries can affect a student's attendance record. This highlights the possibility of engaging in tardiness or absenteeism because of health complications. The statement in rank 3 belongs to the “agree” range. It states that injuries can affect a student's academic performance. According to Kiriakidis (2024) study explores the impact of an attendance policy requiring medical documentation for chronic health-related absences on elementary school absenteeism in a rural public school district. The study uses the Social Ecological Model to understand health-related behaviors. Results show a significant decrease in absenteeism, potentially contributing to leadership knowledge in education and healthcare. Additionally, according to Doremus, (2018) chronic absenteeism significantly impacts academic success and can lead to school dropouts and long-term health issues. To address this, it is crucial to identify root causes and involve school nurses in attendance teams. They provide expert guidance on student health, safety, and social-emotional factors, contributing to individualized intervention plans and equitable policies. This implies that respondents believe that injuries usually hinder the student's ability to attend and participate in school efficiently.

**Table 7. *Late and Absenteeism Record.***

| **August and September** | **Frequency** |
| --- | --- |
| Absenteeism | 101 |
| Late | 82 |

Moldero, et. al (2024) created a study that analyzed factors contributing to students' tardiness and absences using a quantitative research approach. The result shows that students, and their attendance was significantly influenced by the classroom environment and geographical factors. In our study, the gathered data focuses on two key aspects of attendance: absenteeism and lateness. The numbers presented represent the frequency or count of each occurrence for two months. Specifically, there were 101 instances of students being absent from school and 82 instances of students arriving late. This data likely forms part of a larger study analyzing student attendance patterns and their potential impact on academic performance or other related factors. The table's simplicity allows for a quick understanding of the overall attendance issues during the specified period.

**Table 8. *Relationship between the effectiveness of admit to class slip implementation and the attendance of the grade 12 students.***

| **Factors** | **r** | **Interpretation** | **Tt** | **Tc** | **Decision** | **Interpretation** |
| --- | --- | --- | --- | --- | --- | --- |
| Absenteeism | -0.09 | Very Low Correlation | -0.84 | 0.20 | Accept Ho | Not Significant |
| Late | -0.16 | Very Low Correlation | -1.51 | 0.06 | Accept Ho | Not Significant |

**Range of Pearson r Value Interpretation**

0.90 to 1.00 (-0.90 to -1.00) - Very High Positive (Negative) Correlation

0.70 to 0.90 (-0.70 to -0.90) - High Positive (Negative) Correlation

0.50 to 0.70 (-0.50 to -0.70) - Moderate Positive (Negative) Correlation

0.30 to 0.50 (-0.30 to -0.50) - Low Positive (Negative) Correlation

0.00 to 0.30 (-0.00 to -0.30) - Very Low Correlation

According to Sejkora (2015), student attendance is a very crucial topic, and that tardy policy in schools could improve attendance and create a better learning environment. for students. But in contrast with that, this study proved that a tardy policy, specifically ATC policy, is not effective to reduce tardiness or even absenteeism. Table 8 shows that the calculated Tt (t-test statistic) is lower than the recorded Tc whereas Tt is at -1.51 and Tc is at 0.06. That indicates that the null hypothesis (Ho), where no significant relationship between the effectiveness of admit to class slip implementation and the attendance of the grade 12 students, is accepted. This goes to show that the ATC slip Implementation does not reflect on the attendance records of the grade 12 students.

**Table 9. *Relationship between the effectiveness of admit to class slip implementation and the factors that influence the level of absentees and late record.***

| **Factors** | **r** | **Interpretation** | **Tt** | **Tc** | **Decision** | **Interpretation** |
| --- | --- | --- | --- | --- | --- | --- |
| Transportation | 0.51 | Moderate Positive (Negative) Correlation | 5.42 | 1 | Reject Ho | Significant |
| Financial Status | 0.58 | Moderate Positive (Negative) Correlation | 6.41 | 1 | Reject Ho | Significant |
| Time Management | 0.70 | Moderate Positive (Negative) Correlation | 8.77 | 1 | Reject Ho | Significant |
| Health Issues | 0.49 | Low Positive (Negative) Correlation | 5.07 | 1 | Reject Ho | Significant |

**Range of Pearson r Value Interpretation**

0.90 to 1.00 (-0.90 to -1.00) - Very High Positive (Negative) Correlation

0.70 to 0.90 (-0.70 to -0.90) - High Positive (Negative) Correlation

0.50 to 0.70 (-0.50 to -0.70) - Moderate Positive (Negative) Correlation

0.30 to 0.50 (-0.30 to -0.50) - Low Positive (Negative) Correlation

0.00 to 0.30 (-0.00 to -0.30) - Very Low Correlation

Kipp, A. L, et al. (2022), states that, to effectively scrutinize student attendance, the ecological lens must be looked at, in order to determine the root causes of tardiness and absenteeism. Our study proved that ecological factors such as Transportation and Financial status are both directly related to student attendance as deficiency on both matters could cause a higher rate of tardiness and absenteeism. The relationship between the effectiveness of admit to class sip implementation and transportation as a factor that influences the level of absentees and late record is significant as the Tt (t-test statistics) recorded was 5.42 which is higher than the calculated Tc at 1 indicating that the hypothesis (Ho) is rejected. Furthermore, the relationship between the effectiveness of admit to class sip implementation and financial status as a factor that influences the level of absentees and late record is significant as the Tt calculated was 6.41 which is greater than the Tc at 1 which allows to reject the hypothesis (Ho).

Conel, E. (2022), states that student attendance is hampered by both internal and external factors such as personal choices, illness, and learning environment. Our research proved that personal reasons, specifically time management and health issues are relevant factors of tardiness and absenteeism. The relationship between the effectiveness of admit to class sip implementation and time management as a factor that influences the level of absentees and late record is significant and the null hypothesis (Ho) is rejected as the recorded value for Tt (8.77) is greater than the Tc (1). Moreover, with a calculated value of Tt at 5.07 and Tc at 1, which show that the Tt is higher that the Tc, the null hypothesis (Ho), which shows no significant relationship between the effectiveness of admit to class sip implementation and Heath issues as a factor that influences the level of absentees and late record is significant, is rejected. indicating a significant relation between the two variables.

To sum that all up, the given factors such as Transportation, Financial status, Time management, and health issues are all connected to the effectiveness of the attendance to class slip implementation.

**CHAPTER V**

**SUMMARY, CONCLUSION, AND RECOMMENDATION**

This chapter presents the summary findings, conclusions, and recommendations of the study. From the findings, conclusions were drawn from which the recommendations were based.

**Summary**

This study delved into the Effectiveness of Admit to Class Slip Implementation to Student Attendance of Grade 12 Learners in King Thomas Learning Academy, Inc. As the researchers scrutinized this multifaceted topic, they ought to answer the questions: (1) What is the level of effectiveness of the implementation of the admit-to-class slip for the grade 12 students. (2) What are the factors influencing the level of absenteeism and lateness of the Grade 12 students. A. Transportation B. Financial Status C. Time Management D. Health Issues. (3) What are the factors that affect the student's attendance records. A. Absenteeism B. Tardiness (4) Is there any significant relationship between the effectiveness of admit to class slip implementation and the attendance of the grade 12 students of King Thomas Learning Academy Inc. (5) Is there any significant relationship between the effectiveness of admit to class slip implementation and the factors that influence the level of absentees and late records.

This research is a non-experimental study that evaluates the effectiveness of the ATC slip implementation on Grade 12 student attendance at King Thomas Learning Academy, Inc. The researchers utilized statistical instruments to analyze the data to provide valuable insights and results. To understand the performance of the ATC policy and student attendance records, the weighted mean was utilized to assess the impact of different factors influencing attendance and gauge how well students perceive the policy. The weighted mean provided a comprehensive evaluation of the effectiveness of student attendance, alongside all the variables affecting attendance statistics. To assess tardiness and absenteeism, frequency and percentage were examined to determine the impact they have on attendance records. Using the t-tests and Pearson's product-moment correlation method, the effectiveness of ATC implementation and attendance records were examined to measure the correlations between variables. These investigations evaluated the effect of ATC slip implementation on specific factors impacting attendance and assessed whether attendance rates before and after the implementation of ATC slips differed statistically significantly.

**Problem 1**

***What is the level of effectiveness of the implementation of the admit to class slip for the grade 12 students?***

**Findings**

The study revealed that ATC implementation is effective for the students in King Thomas Learning Academy Inc. Since it is effective, ATC implementation has a big factor in students’ attendance and tardiness records. Students must be accountable in their attendance to maintain a good performance. In some ways ATC implementation helps the student performance in academics knowing that this policy has consequences. This kind of implementation is important to help students grow as human beings.

**Conclusion**

In conclusion, ATC implementation has a factor in student attendance and tardiness records. This kind of implementation can lead to a good performance of a student. ATC implementation is not about consequences but to help the students in preventing absenteeism. It is a good thing to follow this implementation because it has many benefits as a student.

**Recommendation**

Documenting the process in detail and making sure it is widely disseminated are crucial for encouraging other schools to adopt the "Admit to Class Slip" system. One strategy is to carry out thorough documentation when the Admit to Class Slips are distributed to each student, noting significant outcomes and procedures to make replication easier at other educational institutions. In order to guarantee that all students, parents, and staff are aware of the procedure and its advantages, information about the system can also be efficiently disseminated through the student handbook and displayed on school bulletin boards. A 20-minute homeroom meeting before the first subject each day might help to further solidify the message. During this time, teachers can make announcements, remind students, and answer any questions they may have about the Admit to Class Slip procedure. This thorough communication approach helps clear the path for the system's successful adoption at other educational institutions and guarantees that the system is appropriately understood and accepted by the school community.

**Problem 2**

***What are the factors influencing the level of absenteeism and late record of the Grade 12 students?***

**Findings**

Based on all gathered data, it is proven that absenteeism and tardiness are caused by such factors as transportation, financial status, time management, injuries, and diseases. In deep delving into the causes of tardiness and absenteeism, transportation is a relevant factor that affects a student's records. It is revealed that different aspects of transportation, including the availability of the actual vehicle, the distance, traffic congestion, and the weather condition, could cause delays that prompt students to engage in absenteeism and tardiness. Moreover, the financial status of a student also impacts its attendance and tardiness records in some ways. This study shows that individuals who face financial insufficiency—caused by either lack of self-discipline by overspending or lack of financial capacity—could both affect a student's ability to competently attend school, as improper budgeting and inadequate financial support for students can result in students participating in tardiness and even absenteeism. Furthermore, injuries and diseases could directly cause student tardiness and absenteeism. This study revealed that illness and injuries could impact the student's academic performance and their attendance record. It reveals that when students experience diseases and other malfunctions in their bodies, it more likely forces them to not attend school or delays them from arriving on time. On the other hand, time management is essential to maintaining a well-balanced school environment. Based on all collected data, awareness of the class schedule, proper prioritization of academic responsibilities, and precise time management can positively affect a student's record. In addition to that, this shows that students are highly aware of the importance of time management and that they can focus on discipline, avoiding them from engaging in such absenteeism and tardiness. All that implies that transportation, financial status, and injuries and diseases negatively impact student records, while time management is already practiced by most of the students—promoting less tardiness and absenteeism.

**Conclusion**

The study reveals that transportation, financial status, time management, injuries, and diseases are all linked to absenteeism and tardiness in students. External factors like bad weather, traffic, and distance to classes contribute to delays or absences. To improve student attendance and academic success, these difficulties must be addressed. Financial errors, such as lack of income, poor management, or mismanagement of funds, can be costly. Budget and measurement also play a significant role in delays and absenteeism. The study emphasizes the importance of understanding the curriculum, encouraging academic tasks, and having strong time management skills to reduce academic delays and absenteeism. Health problems, such as accidents, illnesses, and chronic conditions, significantly affect students' attendance and punctuality. Addressing health issues can help students continue to benefit from effective and enjoyable learning. By implementing a positive approach towards these factors, the rate of tardiness and absenteeism could be reduced.

**Recommendation**

1. First, by collaborating, local governments and school systems may enhance public transportation networks and give children an innovative and efficient way to travel to school. Schools may think about lowering their attendance standards for absences in specific situations, in addition to travel concerns. It is always possible for students to be compelled to leave school without it having an impact on their academic standing. To enable them to seek help right away and find solutions to mobility issues, students must also be informed about the local transportation options and assistance that is available.

2. Considering how economic position affects student attendance, a few suggestions can be made. First, designing workshops or seminars with students in mind might motivate educational institutions to enhance their financial literacy educational programs, focusing on how students can handle debt, save money, and budget. Furthermore, creating a classroom environment in which students feel comfortable discussing their financial struggles may inspire them to seek assistance, thereby enhancing their performance and attendance in the long run.

3. Even though time management is already practiced by the student, it is recommended that strengthening time management in students, it involves encouraging them to break down tasks into smaller steps and prioritize based on deadlines and importance. Additionally, adopting time-blocking techniques and setting realistic deadlines fosters accountability. Recognizing and rewarding their progress reinforces positive habits. Overall, developing effective time management skills takes time and practice, so patience and support are essential.

4. To reduce the number of illnesses and injuries among students in the classroom, schools must improve their patient support systems. This specialized service includes an on-campus medical service that can provide appropriate medical and psychological advice to help students improve their well-being. When examining school policies, attendance limits that allow pupils to continue their education should be considered. As a result, struggling students should have an equal opportunity to compensate for their lost tasks without facing further consequences. General health education programs should be provided in schools to promote both physical and mental well-being and encourage people to seek help when they have health problems. Lastly, when children feel comfortable talking to teachers and administrators about their health issues, it fosters an environment of empathy and understanding.

**Problem 3**

***What are the factors that affect the student's attendance record?***

**Findings**

The findings of this study revealed that absenteeism and tardiness has significantly impacted students’ attendance and their academic performance. Absenteeism creates learning gaps that make it hard for students to be engaged in class, while tardiness disrupts classroom activities and reduces any learning opportunities. Both issues hinder students’ consistent attendance, and it obstructs their learning opportunities. Furthermore, the findings show that higher attendance is often linked to better grades. These results highlight the importance of attendance as a key factor in academic success and emphasize the need for institutions to foster environments that encourage regular participation.

**Conclusion**

Absenteeism and Tardiness have a significantly negative impact on students’ attendance, as they reduce the reliability and consistency of students being present in class. Frequent regular absences will lead to missed lessons that will disrupt their academic development. Similarly, tardiness also interrupts the flow of the class causing delays on everyone in the class. These behaviors hinder the importance of being on time and attending class regularly, overall contributing to poor academic performance, this emphasizes the important intervention to improve students’ attendance and students’ academic success.

**Recommendation**

1. The school should educate students about the long-term academic consequences of absenteeism through classroom discussion and school assembly. Furthermore, regularly monitor the attendance records of the students to identify the students that have recurring absences and tackle the root of the issue by having one-on-one counseling.

2. Student tardiness disrupts classroom learning and limits academic opportunities. Open communication between parents, teachers, and counselors is crucial to identify and address the root causes of tardiness. Collaborative efforts can create a supportive environment and improve students' time management skills. Providing targeted support, such as mentoring or time management, can further help students improve their attendance.

**Problem 4**

***Is there any significant relationship between the effectiveness of admit to class slip implementation and the attendance of the grade 12 students of King Thomas Learning Academy Inc.?***

**Findings**

The study did not find a significant relationship between the effectiveness of admit-to-class slip implementation and the attendance of Grade 12 students at King Thomas Learning Academy Inc. The data shows that admit-to-class slip implementation is not enough to mark improvements in their punctuality and overall attendance. The requirements to present a slip before entering class served as not an effective deterrent against tardiness and absenteeism. Additionally, the system is not contributing to help increase students' awareness of regular attendance.

**Conclusion**

The evidence does, however, indicate that the introduction of the admit-to-class slip does not affect formerly students’ attendance as well as absenteeism and onset of tardiness submission of late excuse letters. It is accepted that the ATC has a beneficial aim of promoting the importance of attending classes, but the current implementation may fail to adequately address the causes of the challenges. This warrants a broader approach to managing attendance that is complementing but not limited to the application of technology.

**Recommendation**

To understand the reason behind absentee students and delay in record keeping, it is equally pertinent to carry out a root cause analysis of the problems faced by the learners. There is room for workshops to address the communication gaps on importance of attending classes and how the incentive programs can help in the first place for the students to show up in class.

Furthermore, support mechanisms such as counseling and mentorship should be put in place to assist students in dealing with their internal or external barriers to learning and academic performance. Institutional practices such as regular evaluation of attendance patterns and giving feedback messages to the students and faculty will create a sense of responsibility among those two sections of the institution.

Finally, addressing the ease-of-use issues regarding admit-to-class slip implementation will contribute towards bettering the program in increasing attendance rates and decreasing absenteeism rates. Crucially, stronger reinforcement from the discipline office, including consistent and fair application of existing policies, is needed to deter habitual absenteeism and tardiness. This combined approach will create a more supportive and accountable learning environment.

**Problem 5**

***Is there any significant relationship between the effectiveness of admit to class slip implementation and the factors that influence the level of absentees and late record?***

**Findings**

The findings revealed that there is a significant relationship between the effectiveness of admit-to-class slip implementation and the factors that influence the level of absenteeism and late record. The admit-to-class slip policy was found to be effective in addressing the key factors, such as transportation, financial status, time management, injuries, and disease. The implementation interacts with these factors though encouraging students and promoting obedience to school regulations. Overall, the admit-to-class slip implementation has proven to be a valuable tool in addressing the factors that are contributing to absences and late records among the students.

**Conclusion**

To sum up, the results of this study show a strong correlation between the variables affecting tardiness and absenteeism and how well admit-to-class slips are implemented. The data shows that by fostering accountability and punctual attendance, a well-designed and regularly implemented admit-to-class slip policy can help lower absenteeism and tardiness. Additionally, factors such as transportation, financial status, time management, and injuries and diseases play a crucial role in shaping attendance behaviors.

**Recommendation**

To increase the effectiveness of admit-to-class slip implementation and lower tardiness and absenteeism, institutions should take a comprehensive approach. This involves describing the system precisely, making sure that it is understood and applied consistently across departments, carrying out routine monitoring, addressing underlying causes such as family responsibilities, transportation problems, and academic disengagement, providing rewards for punctuality and good attendance, and enforcing penalties for persistent tardiness or absence. For the system to continue being fair, open, and sensitive to changing demands, regular input from educators and students is also essential. Improved student attendance and punctuality may result from this strategy.

**APPENDICES**

**APPENDIX A**

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**APPENDIX B**

**COMMUNICATION LETTER**

**APPENDIX C**

**SAMPLE QUESTIONNAIRE**

**APPENDIX D**

**STATISTICAL COMPUTATIONS**

**APPENDIX E**

**DOCUMENTATION**

**APPENDIX F**

**CURRICULUM VITAE**