



# ADDRESSING CLASSROOM ABSENTEEISM AMONG IDENTIFIED GRADE 10 STUDENTS THROUGH PROJECT LOVE (LISTENING, OVERSEEING, VISITING, AND EVALUATING)

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## **Addressing Classroom Absenteeism among Identified Grade 10 Students through Project LOVE (Listening, Overseeing, Visiting, and Evaluating)**

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### **Abstract**

This study aimed to determine the extent of impact brought about by the innovation Project LOVE on the manifested level of absenteeism by the identified Grade 10 students of Laureano Salusod National High School during the Second Quarter of School Year 2022-2023 and the researcher was using the DepEd SF 2 (DO 11, S. 2018- Daily Attendance of Learners) in gathering the data which reflects the actual daily attendance of the research participants employed absenteeism survey, in a tabular form survey instrument, to assess the level of absenteeism displayed by two groups of identified Grade 10 students: the control group and the experimental group. This research study utilized a quantitative research design. This design divides participants or subjects into two distinct and unrelated groups. Each group receives a different treatment, condition, or level of the studied independent variable. Afterward, measurements or observations are taken on both groups to compare their means. The results showed a significant improvement in the manifested level of absenteeism by the identified Grade 10 students after implementing Project LOVE. The study concluded that Project LOVE was an effective intervention in addressing absenteeism. Based on the findings, the study recommends disseminating the results to school administrators, parents, and teachers, and for the purpose of evident implementation of training programs for school administrators and teachers.

**Keywords:** *absenteeism; Project LOVE; quantitative research design*

### **Acknowledgment**

The researcher was humbly honored to express his deepest gratitude to all dignified individuals who have contributed to the successful completion of this research project. First and foremost, to the Almighty God for extending His arms of guidance and unfading love that made this study possible. With this, the researcher would like to vouch his hundred folds of thanks also to the brain of intelligence, the Senior Program Specialist for Planning and Research, Ma'am Daria Gay M. Mariquit, the Public Schools District Supervisor in the person of Dr. Sarah A. Lumabo for her exceptional wisdom extended to the research study, the present Public Schools District Supervisor, Dr. Maria Socorro M. Orion in her immeasurable power of motivation and support, the District Research Coordinator for Secondary, Dr. Wingie A. Languido – HT-III, and the District Research Coordinator for Elementary, Sir Florencio S. Cais Jr. - MT-II, for their valuable suggestions, corrections and commendable instructions throughout the duration of the study.

The researcher also bowed his utmost respect to the magnanimous school administrators spearheaded by the School Principal II in the person of Dr. Pedro B. Languido Jr., the present Principal IV- Sir Quirino A. Paitan Jr., Mr. Bernabe B. Baguia- HT-III, Mrs. Melita R. Ybañez – HT-II, for their brilliant leadership extended particularly instructional and technical supervision, the guidance counselor in the person of Mrs. Vesa R. Balios – HT- I for the strong management and passion at work, and the diligent school registrar designate, Mrs. Maritess B. Panuncillon for the helping hands in assisting the researcher in giving the data of attendance, the cooperative class advisers of the identified grade 10 students, fellow competent teachers that visited the students for the fulfillment of the assigned task, and to the identified grade 10 students and their supportive parents in sharing their open books of experiences and thoughts and making their doors at home open for the maximum insights of the study.

The researcher is always grateful also in his family, his wife, Mrs. Rinalyn B. Tanlangit and his son, John Reynolds B. Tanlangit who are always at his side that sustained his burning passion on fire in his teaching profession, and all other concerned persons who participated in this study and shared significant and relevant ideas into the absenteeism level manifested by the identified Grade 10 students in their daily studies. He also acknowledged the superb guidance and splendid support provided by his research advisor and colleagues who assisted him throughout the research process.

Lastly, he expressed his heartfelt and utmost appreciation to the funding agency for supporting this research and making it possible to gather and analyze the data needed to address his research questions.

REYNOLD S. TANLANGIT, EdD.  
Researcher/T-III

## **Context and Rationale**

Students learn best when they actively love to participate in the learning process and when they are engaged with the ability to achieve commendable performance at school. By virtue of DepEd Order No. 034, s. 2022, stipulating the School Calendar and Activities for the School Year 2022-2023 should comprise 203 school days, or as may be decided by additional announcement(s) in the event that the school calendar is altered as a result of unanticipated events, and with this, the student's regular attendance must be closely monitored for them to sustain best learning experiences and commendable academic achievements at school.

With the passion of teaching children, the problems of students learning habits will be addressed with the consistency of looking forward for the best of their care. One of these concerns is absenteeism or the irregularity of attending classes at school.

One of the primary obstacles preventing educational institutions from reaching their objectives is still student absenteeism (Akkus and Cinkir 2022). The researcher is also compelled by this reality to carry out the study in order for the school to keep serving students to the best of its ability and offering an inclusive learning environment.

As Dr. Jose Rizal stated, "Youth is the hope of the motherland", the hope to continue generating the values of good character for brighter tomorrow and this will not be possible unless a concern like this study will be given immediate response.

Anchored on DO 11, s. 2018, the Daily Attendance of Learners served as a guide in using the DepEd SF2 for the months of November to January last School Year 2022-2023. With these months, 32 out of 49 (approximately 65%) fall under the high level of absenteeism, with an absence range of 11 and above. These number of students are coming from the identified Grade 10 students of Laureano Salusod National High School that has the highest number of absences, suggesting a significant level of absenteeism among the learners. This pressing concern encourages the researcher to conduct the study to address the problem's cause and implement effective intervention strategies.

## **Innovation, Intervention, and Strategy**

School heads, principals, TIC's, teachers, and other school leaders must consistently initiate productive rooms for improvements in order for our identified Grade 10 students capacitate themselves to address concerns, issues and challenges they may encounter and by one way or another, they will gradually be effective and efficient in classroom tasks and activities designed for them to perform in the world of face-to-face classes.

With the power of optimism, the researcher created an intervention entitled Project LOVE or short for Listening, Overseeing, Visiting, and Evaluating, which will be done in three phases: Pre-Implementation, During Implementation, and Post Implementation.

Moreover, the following are the specific activities or strategies per intervention.

### **Listening Activities**

1. Conduct of Quarterly Parent-Teacher Association (PTA) Meeting in accordance with DepEd Order No. 13, s. 2022 - Omnibus Guidelines on the Regulation of Operations of the Parent-Teacher Associations.

### **Overseeing Activities**

1. Checking of Attendance using School Form 2. Per DepEd Order No. 11, s. 2018 - Guidelines on the Preparation and Checking of School Forms, DepEd has created an enhanced preparation of daily attendance reporting of learners at school to be prepared by the class adviser, which is reflected in the said DepEd Order.

### **Visiting Activities**

1. Home Visitation.

### Evaluating Activities

1. Recognition Activities. In accordance with DepEd Order No. 36, s. 2016 re Recognition Activities – Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program, The Recognition Activities are intended to formally acknowledge students' outstanding performance and accomplishment in the fields of leadership, social responsibility, and academics, among other areas of their growth and development. This is stated in the 2016 re Recognition Activities - Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. These honors are intended to motivate students to pursue quality and actively participate in the community and the school.
2. Learning Action Cell. Per DepEd Order No. 35, s. 2016, the Learning Action Cell was implemented as a school-based approach to ongoing professional development aimed at enhancing basic education programs for grades K–12. This will be maintained by holding it on an in-person learning modality at least once a month; however, when in-person sessions are not feasible, especially when including clustered schools, it may alternatively be conducted electronically.

### Pre-Implementation Phase

Here are the steps taken during pre-implementation.

*Listening Activities.* The teacher secured the communication letter addressing the school head for the approval of the Quarterly PTA Meetings, reminded students to inform their parents to bring the communication letter as a receipt of their attendance, and facilitated the agenda to be conducted. This activity was as an avenue for the parents to listen attentively to their children's learning progress, and likewise, teachers also listened to the feedback or comments of the parents in their children's performance.

*Overseeing Activities.* The teacher created Group Chats through Messenger of the students and encouraged them to have their own Facebook or messenger accounts to be included in the GC, and the utilization of SF 2 for regularly checking daily attendance to be downloaded from the LIS is strongly advised.

*Visiting Activities.* The teacher secured the home visitation forms and students profile forms from the office of Guidance Counselor designate. Afterwards, the teacher asked for a referral from the guidance counselor designate for the list of students' subjects for home visitation and a secured letter request to be approved by the school head to conduct Home Visitation.

*Evaluating Activities.* Since there will be Recognition Activities, the teacher then made a proposal to be approved by the school head regarding recognizing students attending classes regularly and demonstrating satisfactory performance at school. This created an affirmative activity that the school world is for all, free and enjoyable. LAC Session is also road for improvements. The teacher made a LAC permission letter, proposal, action plan, training matrix to conduct LAC Session, and submitted it to the school head's office for approval.

### Implementation Phase

*Listening Activities.* To start the Quarterly PTA Meetings, the teacher retrieved the communication letters from parents and checked the attendance. The Progress Report Card (SF9) was distributed and opened for queries regarding their children's academic performance. The agreed minutes were prepared, and the pictures taken were printed for proper documentation.

*Overseeing Activities.* The teacher monitored the created Group Chats through Messenger, and the consistency of the utilization of SF 2(DO 11, S. 2018) for the checking of daily attendance regularly must be sustained, prepared by the class adviser, and checked by the LIS Coordinator and approved by the School Head.

*Visiting Activities.* The teacher now prepared the secured home visitation forms, and students profile forms. Afterwards, the teacher conducted the Home Visitation, and the certificate of appearance were asked from the barangay to justify the attendance of conducting the activity, with the actual printed pictures.

*Evaluating Activities.* To implement Recognition Activities, the teacher printed the approved program and ready for the conduct of the mentioned activity. There should be a 100% participation of teachers, students, school personnel and parents when necessary. All the needed resources were sourced out from money, school materials and all that will make the recognition activities more implementable. After preparing the procedures on LAC Session activities, the LAC Owner facilitated the activities with the LAC facilitators, and technical working Group.

Post-Implementation Phase

*Listening Activities.* After the conduct of Quarterly PTA Meetings, the teacher consistently followed-up of the agreed minutes and submitted the approved minutes to the office of the school principal as well as the Narrative Reports.

*Overseeing Activities.* The teacher closely monitored the created Group Chats through Messenger by responding their queries and concerns and even forwarding of updates and printed the screenshots as evidence. After preparing the SF2, the teacher submitted the SF 2 to the Registrar Designate.

*Visiting Activities.* After conducting the Home Visitation, the home visitation forms, and student profile forms were approved to the Guidance Counselor and School Head and submitted the Accomplishment Report. The printed pictures of the conducted activity were kept for proper reporting.

*Evaluating Activities.* After the conduct of Recognition Activities, the teacher then prepared the Activity Completion Report and submitted it to the office of the school head. After conducting the LAC Sessions, the LAC Owner collected the LAC Outputs, and submitted to the office of the school head the Activity Completion Report.

### **Action Research Questions**

The researcher's objective is to determine the extent of impact brought about by the innovation, Project LOVE on the perceived level of absenteeism manifested by the identified Grade 10 students of Laureano Salusod National High School during the Second Quarter of School Year 2022-2023.

1. What is the level of absenteeism manifested by the identified Grade 10 students with no intervention (Control Group), Project LOVE?
2. What is the level of absenteeism manifested by the identified Grade 10 students with the intervention (Experimental Group), Project LOVE?
3. Is there a significant difference between the absenteeism manifested by the identified Grade 10 students with no intervention (Control Group), and with the implemented intervention(Experimental Group), Project LOVE?

### **Action Research Methods**

#### **Research Design**

The research design used in this study is a quantitative research design comprising two-group research designs, specifically the control and experimental groups. This design is justified by the fact that the study aims to determine the extent of impact brought about by the innovation, Project LOVE, on the manifested level of absenteeism by the identified Grade 10 students. As such, it is necessary to conduct observations and other scientific methods or strategies of the study towards no

intervention and with the implemented intervention, to measure the changes in their perceived level of absenteeism.

### **Participants and Other Sources of Data and Information**

The study participants were the identified Grade 10 students of Laureano Salusod National High School which composed of forty-nine students for Control Group (No Project Love Intervention) and forty-nine students for Experimental Group (With Project Love Intervention). The list of students identified was officially taken from the office of the Guidance Counselor. These students shall be selected as the subjects of the study because of their low turnout of regular attendance during the Second Quarter of School Year 2022-2023.

The distribution of respondents is as follows:

**Table 1. Distribution of Respondents**

Group	Number of Respondents
No Project Love Intervention (Control Group)	49
With the Project Love Intervention (Experimental Group)	49

### **Research Instrument**

The researcher used DepEd School Form 2 (DO 11 s. 2018) from the months of November to January during the Second Quarter of School Year 2022-2023 to support the employed absenteeism survey as a tabular form survey instrument to assess the level of absenteeism displayed by two groups of identified Grade 10 students: the control group and the experimental group. Furthermore, the researcher used the table presentation in order to count the frequency in order to measure the manifested level of absenteeism of identified Grade 10 students with no Project Love Intervention (Control Group) and with the Project Love Intervention (Experimental Group).

This survey instrument, furthermore, can be used to measure the perceived level of absenteeism manifested by the identified Grade 10 students because the data are transparently reflected based on the gathered School Form 2 from the months of November to January during the Second Quarter and the tables presented are meticulously discussed and comprehensively justified.

### **Data Gathering Procedure**

In gathering the data, the researcher retrieved the SF2 for the Months of November–January 2022-2023 during the Second Quarter from the office of Registrar Designate and based on these gathered data, the researcher prepared another set of SF 2 (DO 11 s. 2018- Daily Attendance Report of Learners )for the Control Group ( No Project Love Intervention ) and Experimental Group( With Project love Intervention) to consolidate the attendance of identified Grade 10- students.

### **Data Analysis**

The researchers used various data analysis methods, such as descriptive statistics and tests of significance. Means from the categorized data in the table below were utilized to answer questions 1 and 2.

**Table 2: Qualitative Description of the Absences of Students**

Level of Frequency	Absenteeism Qualitative Description
11 and above	High
6-10	Moderate
3-5	Low
0-2	Very Low

The researcher utilized the independent sample t-test and statistical tools such as mean, standard deviation, and t-statistics.

### Results and Discussions

The researchers employed an absenteeism survey, in a tabular form survey instrument, to assess the level of absenteeism displayed by two groups of identified Grade 10 students: the control group and the experimental group.

*Level of absenteeism manifested by the identified Grade 10 students with no intervention (Control Group) of Project LOVE*

**Table 3: Students with No Project Love Intervention**

Frequency Level of Absences	Absenteeism Qualitative Description	Number of Respondents
11 and above	High	32
6-10	Moderate	9
3-5	Low	3
0-2	Very low	5

As depicted in Table 3, the data reveals varying degrees of absenteeism among respondents. Specifically, 32 individuals demonstrated a high level of absenteeism, indicating frequent or prolonged absence from their obligations. Additionally, 9 respondents exhibited a moderate level, suggesting intermittent or occasional absenteeism. Moreover, 3 individuals showed a low level, implying minimal instances of absence. Furthermore, 5 respondents were either observed to have a very low level of absenteeism or were not observed to be absent at all during the period under consideration.

*Level of absenteeism manifested by the identified Grade 10 students with intervention (Experimental Group) of Project LOVE*

**Table 4: Level of Absenteeism Manifested by the Identified Grade 10 Students with Project LOVE intervention.**

Frequency Level of Absences	Absenteeism Qualitative Description	Number of Respondents
11 and above	High	0
6-10	Moderate	31
3-5	Low	9
0-2	Very low	9

In Table 4, the data reveals a notable distribution of absenteeism levels among respondents. Interestingly, none of the participants displayed a high level of absenteeism, indicating a commendable attendance record across the board. However, 31 individuals exhibited a moderate level of absenteeism, suggesting occasional or periodic absences from their responsibilities. Moreover, 9 respondents demonstrated a low level of absenteeism, indicating infrequent instances of being absent. Additionally, 9 participants either displayed a very low level of absenteeism or were not observed to



be absent at all, reflecting a high level of consistency in attendance or potentially meticulous record-keeping.

*Test of significance between absenteeism manifested by the identified Grade 10 students with no intervention (Control Group), and with the implemented intervention (Experimental Group), Project LOVE*

To answer this question, the researcher used the independent sample t-test to assess the significant relationship of absences of the perceived level of absenteeism manifested by the identified grade 10 students before and after specifically the context of the Project LOVE intervention.

**Table 5: Results of the Independent Sample T-Test**

		t	df	Sig. (2-tailed)	Mean Difference
Absenteeism	Equal variances assumed	5.221	96	0.001	3.755

As shown in Table 5, the mean difference between the perceived level of absenteeism manifested by the identified grade 10 students before and after the intervention is 3.755, with a standard deviation of 0.5. The t-value is 5.221, with 96 degrees of freedom and a p-value of less than 0.001. This suggests that there is a statistically significant variation between the two averages, suggesting that the intervention, Project LOVE, has a positive impact on decreasing the perceived level of absenteeism demonstrated by the identified grade 10 students.

The following table presents the results of the t-test:

**Table 6: Results of Frequency level of absenteeism manifested by the identified grade 10 students before and after the intervention.**

Frequency Level of Absences	Absenteeism Qualitative Description	No Project Love Intervention (Control Group)	With the Project Love Intervention (Experimental Group)	Total	Average
11 and above	High	32	0	32	0.65
6-10	Moderate	9	31	40	0.82
3-5	Low	3	9	12	0.24
0-2	Very low	5	9	14	0.29

As shown in the table 4, the 32 themselves perceived as high level of absenteeism, with the average of 0.65, 40 of them perceived the moderate with the average of 0.82 and 12 as low with the average of 0.24 and 14 for very low with the average of 0.29.

The findings of this study support the hypothesis that the intervention Project LOVE has a significant impact on the perceived level of absenteeism manifested by the identified Grade 10 students. The results suggest that the intervention helped students to cope with the absenteeism manifested in their studies, leading to a lower level of perceived absenteeism. These findings are consistent with previous research that shows that teacher trainings, seminars and support can positively impact teachers' efficiency at work and reduce the level of absenteeism manifested by the students.

Overall, the results of this study suggest that the Project LOVE intervention is effective in addressing the absenteeism manifested by the identified Grade 10 students. The findings have important implications for teacher training and support programs, as well as for educational policies aimed at improving the quality of education, and the consistency of the best practices of the administrative leadership styles in school.

### **Conclusion and Recommendations**

Based on the findings of the study, it can be concluded that the implementation of Project LOVE has significantly decreased the level of absenteeism manifested by the identified Grade 10 students in the school setting.

With no intervention (Control Group), identified Grade 10 students perceived a high level of absenteeism due to distance from home to school, teachers' leadership styles, classroom management, peer behaviors, parental guidance and support, social media effects, biological status, and even engaging relationships. However, after the intervention, the perceived level of absenteeism significantly decreased, indicating the effectiveness of Project LOVE in addressing absenteeism concern.

The study also supports the findings of previous studies that effective professional development programs can enhance teacher performance and improve student learning outcomes. In this case, the implementation of Project LOVE has not only decreased the perceived level of absenteeism but has also positively contributed progress to the teaching performance of proficient teachers.

The study's findings lead to the following suggestions being made:

The school administration should continue to provide opportunities for professional development programs that are tailored to the specific needs of the teachers, such as Project LOVE. The program has shown to be effective in addressing the absenteeism manifested by the identified Grade 10 students and improving their academic performance.

The school administration should consider consistent implementation and closed monitoring and evaluation system to assess the effectiveness of professional development programs. This will allow for continuous improvement and refinement of the programs to ensure that they meet the needs of the teachers and have a positive impact on their teaching performance.

Future studies may consider using a randomized controlled design to assess the effectiveness of Project LOVE compared to other professional development programs. This will provide more relevant evidence of the program's effectiveness and contribute to the broader and deeper body of knowledge on effective professional development programs.

Overall, the study also highlights the importance of providing effective professional development programs that are tailored to the specific needs of students in addressing the absenteeism they behave in the school setting. The findings of this study contribute to the broader body of knowledge on effective professional development programs and can inform the development of future programs aimed at improving teacher performance and student learning outcomes.

### Action Plan

<b>Action Item</b>	<b>Responsible Party</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Expected Outcome</b>
Disseminate the research findings	Research team	Within 1 month of completion	Printing and digital dissemination materials	Increased knowledge and optimized awareness of the impact of Project Love on proficient teachers, school administrators, students, and parents
Incorporate the Project LOVE approach into teacher training programs	Department of Education officials	Within 6 months of completion	Curriculum development materials and training programs	Enhanced teaching practices and increased student outcomes
Implement Project LOVE in additional schools	Department of Education officials and school administrator	Within 12 months of completion	Funding, training programs, and evaluation metrics	Developed the proper use of Project LOVE in schools and improved students' performance
Conduct follow-up research to measure the long-term impact of Project LOVE	Research team	Within 1 years of completion	Funding and research materials	A wider and better understanding of the sustained impact of Project LOVE on proficient teachers, school administrators, and student outcomes

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### Financial Report

Shown below are the expenses throughout this action research.

Description	Unit	Quantity	Unit Cost	Total
Short Bond paper	ream	2	170	340.00
A4 Bond paper	ream	2	225	450.00
Ink L3110 black	bottle	1	280	280.00
Local Travel Expenses	Pax	1		400.00
Binding	Book	1	350.00	350.00
Tarpaulin printing and standee	Set	1	1,380.00	1,380.00
Internet and Communication Allowance			1,800.00	1,800.00
TOTAL				5,000.00

## Appendix A

### Research Instruments

#### School Form 2 (SF2) Daily Attendance Report of Learners

(This replaces Form 1, Form 2 & STS Form 4 - Absenteeism and Dropout Profile)

School ID	303764	School Year	2022 - 2023	Report for the Month of		
Name of School	Laureano Salusod NHS			Grade Level	Grade 10 (Year IV)	
Section						

  

No.	NAME (Last Name, First Name, Middle Name)	(1st row for date)																												Total for the Month-		REMARKS (If NLS, state reason, please refer to legend number 2. If TRANSFERRED IN/OUT, write the name of School.)
		M T W TH F							M T W TH F							M T W TH F							M T W TH F							ABSENT	PRESENT	
		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F						
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1. The attendance shall be accomplished daily. Refer to the codes for checking learners' attendance.
2. Dates shall be written in the columns after Learner's Name.

3. To compute the following:

a. Percentage of Enrolment -	$\frac{\text{Registered Learners as of end of the month}}{\text{Enrolment as of 1st Friday of the school year}} \times 100$
b. Average Daily Attendance -	$\frac{\text{Total Daily Attendance}}{\text{Number of School Days in reporting month}}$
c. Percentage of Attendance for the month -	$\frac{\text{Average daily attendance}}{\text{Registered Learners as of end of the month}} \times 100$

4. Every end of the month, the class adviser will submit this form to the office of the principal for recording of summary table into School Form 4. Once signed by the principal, this form should be returned to the adviser.

5. The adviser will provide necessary interventions including but not limited to home visitation to learner/s who were absent for 5 consecutive days and/or those at risk of dropping out.

6. Attendance performance of learners will be reflected in Form 137 and Form 138 every grading period.

\*Beginning of School Year cut-off report is every 1st Friday of the School Year

(blank) - Present; (x)- Absent; Tardy (half shaded- Upper for Late  
Commer, Lower for Cutting Classes)

a. Domestic Related Factors

- a. Domestic-Related Factors
  - a.1. Had to take care of siblings
  - a.2. Early marriage/pregnancy
  - a.3. Parents' attitude toward schooling
  - a.4. Family problems

- #### b. Individual-Related Factors

- b.1. Illness
- b.2. Overage
- b.3. Death
- b.4. Drug Abuse
- b.5. Poor academic performance
- b.6. Lack of Interest/Distractions
- b.7. Hunger/Malnutrition

- g. School-Related Factors**

- c.1. Teacher Factor
- c.2. Physical condition of classroom
- c.3. Peer Influence

- d. Geographic/Environmental

- d.1. Distance between home and school
- d.2. Armed conflict (incl. Tribal wars & clan feuds)
- d.3. Calamities/Disasters

- ### Le Financial-Related

- f. Others (Specify)

Month :	No. of Days of Classes:	Summary		
		M	F	TOTAL
* Enrolment as of (1st Friday of the 5Y)				
Late enrolment during the month (beyond cut-off)				
Registered Learners as of end of month				
Percentage of Enrolment as of end of month				
Average Daily Attendance				
Percentage of Attendance for the month				
Number of students absent for 8 consecutive days				
NLS				
Transferred out				
Transferred in				

*I certify that this is a true and correct report.*

(Signature of Adviser over Printed Name)

Attested by:

Generated thru LIS

(Signature of School Head over Printed Name)

## Appendix B Informed Assent Form

Title of Study: **Addressing Classroom Absenteeism among Identified Grade 10 Students through Project LOVE (Listening, Overseeing, Visiting and Evaluating)**

Researcher/s: **Reynold S. Tanlangit**

**Study Description.** You are being asked to participate in a research study. Before you decide, it is important for you to understand why the research is being done and what your participation will involve. Please read the following information carefully and ask any questions you may have.

**Purpose of the Study.** The purpose of this study is to *determine the extent of impact brought about by the innovation, Project LOVE, on the manifested level of absenteeism by the identified Grade 10 students of Laureano Salusod National High School during the Second Quarter of school year 2022-2023.*

**Procedures.** You will be asked to *participate in this study.*

**Risks and Benefits.** There are no known risks associated with participating in this study. The benefits of this study include *lessening student absenteeism.*

**Voluntary Participation.** Your participation in this study is entirely voluntary. You may choose to stop participating at any time without any negative consequences. You may also choose not to answer any specific questions or participate in specific activities that you are uncomfortable with.

**Confidentiality.** Your information will be kept confidential. *[Describe how data will be stored and who will have access to it].*

**Contact Information.** If you have any questions or concerns about the study, you may contact *Dr. Reynold S. Tanlangit.*

### Assent

I have read and understand the information provided in this assent form. I have had the opportunity to ask questions and have received satisfactory answers to my questions. I agree to participate in the study.

### Participant:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Parent/Guardian:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date