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ESTABLISHING POSITIVE CLASSROOM ENVIRONMENTS TO DISCOURAGE ABSENTEEISM IN SAN PABLO DISTRICT: ITS IMPACT ON BOOSTING LEARNER COMMITMENT

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ABSTRACT

Learner absenteeism remains a significant concern in educational institutions because frequent absences can interrupt the learning process, limit opportunities for classroom participation, and negatively affect academic achievement. This study examined the extent of establishing positive classroom environments to discourage absenteeism in San Pablo District and its impact on boosting learner commitment. Specifically, it focused on five classroom practices: defining expectations, celebrating unique learning styles, creating attainable goals, being flexible, and using incentives. The study employed the descriptive method of research, utilizing a questionnaire-checklist as the primary data-gathering instrument. The respondents consisted of 28 school administrators and 137 teachers from elementary schools in San Pablo District, selected through purposive sampling. Weighted mean, ranking, and t-test were used to analyze and interpret the gathered data. Findings revealed that the five identified practices were always implemented, obtaining a general average mean of 3.50. Among the five variables, the use of incentives ranked first with an average mean of 3.71, followed by defining expectations (3.52), celebrating unique learning styles (3.51), being flexible (3.49), and creating attainable goals (3.48). Furthermore, the computed t-value of 1.299 was lower than

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the critical value of 2.306 at the 5% level of significance with 8 degrees of freedom, indicating no significant difference between the responses of school administrators and teachers. The study concludes that positive classroom practices provide an important foundation for encouraging regular attendance, meaningful participation, and stronger learner commitment. It recommends the continued implementation and enhancement of inclusive, supportive, and motivating classroom strategies to discourage absenteeism and promote better educational outcomes.

Keywords: *Positive Classroom Environment, Learner Absenteeism, Learner Commitment, Classroom Expectations, Learning Styles, Attainable Goals, Flexibility, Incentives*

INTRODUCTION

Education becomes meaningful and productive when learners feel welcomed, respected, supported, and motivated to participate in classroom activities. A positive classroom environment creates opportunities for learners to develop a sense of belonging, establish meaningful relationships, and become actively involved in their educational journey. Beyond providing academic instruction, teachers play an important role in creating classroom experiences that encourage learners to attend school regularly and remain committed to their studies.

Learner attendance is an essential component of academic success. Regular attendance allows learners to receive continuous instruction, participate in classroom

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discussions, accomplish learning activities, and develop the competencies required in their respective grade levels. Conversely, frequent absenteeism may result in learning gaps, incomplete academic requirements, reduced participation, and declining academic performance. Thus, addressing absenteeism requires more than implementing attendance policies; it also involves understanding the classroom conditions that influence learners' willingness to attend school.

A positive classroom environment promotes respect, encouragement, emotional safety, and meaningful teacher-learner relationships. When learners feel accepted and appreciated, they are more likely to develop positive attitudes toward schooling. Teachers who establish clear expectations, recognize individual differences, provide achievable learning goals, demonstrate flexibility, and offer appropriate incentives can create a learning environment that encourages attendance and active participation.

The importance of recognizing diverse learning styles cannot be overlooked. Learners have different abilities, interests, preferences, and learning needs. Providing varied instructional approaches and opportunities to demonstrate understanding can make classroom activities more accessible and meaningful. Similarly, establishing attainable goals helps learners recognize their progress, develop confidence, and become motivated to accomplish their academic responsibilities.

Flexibility is another important consideration in maintaining learner commitment. Personal, family, social, and academic circumstances may affect a learner's attendance and

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participation. Teachers who demonstrate understanding and provide appropriate learning opportunities can help learners overcome difficulties without feeling excluded or discouraged. Furthermore, incentives and positive recognition can reinforce desirable attendance behaviors and encourage learners to become more responsible for their education.

The study was anchored on the understanding that classroom experiences influence learners' attitudes toward attendance and learning. It examined five practices in establishing positive classroom environments: defining expectations, celebrating unique learning styles, creating attainable goals, being flexible, and using incentives. These practices were considered essential in developing a supportive classroom atmosphere that discourages absenteeism and strengthens learner commitment.

In San Pablo District, the continuing concern over learner absenteeism and academic achievement highlights the need to strengthen classroom-based interventions. The district's educational efforts require practical strategies that encourage learners to attend classes consistently, participate actively, and complete their learning responsibilities. Therefore, this investigation was conducted to determine the extent to which positive classroom environments were established and practiced by teachers, assess the similarities of the responses of school administrators and teachers, and identify areas that may be strengthened to improve learner commitment. Ultimately, the researcher intended to provide a basis for more responsive classroom practices that would help minimize absenteeism, improve learning participation, and contribute to increased academic performance and National Achievement Test Mean Percentage Scores (NAT MPS) in San Pablo District.

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MATERIALS AND METHODS

Research Design

The study employed the descriptive method of research to determine the extent of establishing positive classroom environments to discourage absenteeism in San Pablo District. This research design was appropriate because it allowed the researcher to describe existing classroom practices and examine the perceptions of school administrators and teachers regarding the five identified variables.

Research Locale and Respondents

The study was conducted in the elementary schools of San Pablo District, Division of Zamboanga del Sur, Philippines. The respondents consisted of 28 school administrators and 137 teachers, or a total of 165 respondents. The teacher respondents were required to have at least three years of teaching experience. The respondents were selected through purposive sampling based on the criteria established for the investigation.

Research Instrument

A researcher-developed questionnaire-checklist served as the principal instrument for gathering data. It consisted of 25 predetermined statements distributed among five variables, with five statements for each variable:

1. Define Expectations
2. Celebrate Unique Learning Styles

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3. Create Attainable Goals
4. Be Flexible
5. Use Incentives

The instrument used a four-point scale to determine the extent to which the identified practices were implemented.

Validation of the Instrument

The preliminary questionnaire was prepared with the assistance of the research adviser and subjected to a dry run among selected school administrators and teachers in Guipos District. The evaluators examined the appropriateness and suitability of the statements and provided suggestions for improvement. Their recommendations were incorporated into the final questionnaire before its administration.

Data-Gathering Procedure

Permission to conduct the study was secured from the appropriate Schools Division Office authorities through the district supervisor. The researcher administered the questionnaire to school administrators through Google Forms, while teacher respondents received the questionnaire following their virtual Learning Action Cell sessions. Respondents were informed about the purpose of the study, the instructions for answering the questionnaire, and the confidentiality of their responses.

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Statistical Treatment

The gathered data were tabulated, classified, and analyzed using the following statistical tools:

Weighted Mean. This was used to determine the average responses of the respondents for each statement and variable.

Ranking. This was employed to establish the relative standing of the five variables based on their computed mean scores.

T-test. This was utilized to determine whether a significant difference existed between the responses of school administrators and teachers.

The four-point continuum was interpreted as follows:

Numerical Scale	Range	Verbal Interpretation
4	3.26–4.00	Always Practiced
3	2.51–3.25	Often Practiced
2	1.76–2.50	Sometimes Practiced
1	1.00–1.75	Never Practiced

The hypothesis was tested at the 5% level of significance.

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RESULTS AND DISCUSSIONS

The findings revealed that establishing positive classroom environments was consistently practiced by teachers in San Pablo District. The five identified variables obtained a general average mean of 3.50, interpreted as Always Practiced. This suggests that teachers recognized the importance of maintaining a supportive, inclusive, and motivating classroom environment in encouraging regular attendance and learner commitment.

Extent of Establishing Positive Classroom Environments

1. Use of Incentives

The use of incentives ranked first among the five variables, obtaining an average mean of 3.71, interpreted as Always Practiced. Teachers acknowledged learners who actively participated in classroom activities, used rewards to reinforce positive attendance behaviors, and recognized learners who served as positive models for attendance and commitment. This finding highlights the value of positive reinforcement in encouraging desirable classroom behavior and strengthening learners' motivation.

2. Define Expectations

Defining expectations ranked second, with an average mean of 3.52, interpreted as Always Practiced. Teachers discussed the importance of regular attendance in achieving academic success, reviewed attendance-related expectations throughout the school year, and consistently communicated classroom rules to promote responsibility and commitment. These

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practices provide learners with a clear understanding of their responsibilities and the importance of regular participation in school activities.

3. Celebrate Unique Learning Styles

Celebrating unique learning styles ranked third, obtaining an average mean of 3.51, interpreted as Always Practiced. Teachers incorporated various teaching strategies to accommodate different learning preferences, provided activities suited to visual, auditory, and kinesthetic learners, and allowed learners to demonstrate their understanding through different forms of assessment. This finding emphasizes the importance of recognizing learner diversity and providing meaningful opportunities for participation.

4. Be Flexible

Being flexible ranked fourth, with an average mean of 3.49, interpreted as Always Practiced. Teachers offered different options for learners to engage in classroom tasks, considered individual circumstances when addressing attendance concerns, and demonstrated understanding toward learners experiencing personal or family challenges. This indicates that responsive classroom practices can help address barriers to attendance and encourage learners to remain connected with their education.

5. Create Attainable Goals

Creating attainable goals ranked fifth, with an average mean of 3.48, also interpreted as Always Practiced. Teachers encouraged learners to establish achievable and meaningful attendance goals, celebrated their progress, and assisted them in setting realistic academic

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goals. Although this variable obtained the lowest ranking, its result still indicates consistent implementation. It also identifies an opportunity to further strengthen goal-setting practices to help learners develop confidence, perseverance, and responsibility.

Comparison of the Responses of School Administrators and Teachers

The results showed that the five variables were generally practiced at the same level based on the responses of school administrators and teachers. The overall average mean was 3.50, interpreted as Always Practiced.

The t-test yielded a computed value of 1.299, which was lower than the critical value of 2.306 at the 5% level of significance with 8 degrees of freedom. Consequently, the null hypothesis was accepted according to the study's statistical decision rule. This indicates that there was no statistically significant difference between the responses of school administrators and teachers regarding the five classroom practices.

The similarity of their responses suggests a shared understanding of the importance of establishing positive classroom environments. Both groups recognized the value of clear expectations, varied learning strategies, attainable goals, flexibility, and incentives in encouraging learner attendance and commitment.

Impact on Boosting Learner Commitment

The findings highlight the importance of positive classroom practices in developing learner commitment. The consistent implementation of the five variables provides a

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foundation for encouraging learners to attend classes regularly, participate actively, and complete their academic responsibilities.

The use of incentives can reinforce positive attendance and participation, while clearly defined expectations establish accountability. Recognizing unique learning styles makes classroom activities more inclusive and responsive to individual needs. Flexibility enables teachers to respond appropriately to learners experiencing personal and family challenges, while attainable goals encourage learners to recognize their progress and remain motivated.

Taken together, these practices help create an environment where learners feel valued, supported, and encouraged to continue their education. Although the study identified classroom practices and respondent perceptions rather than directly measuring changes in absenteeism or learner commitment, its findings provide a practical basis for strengthening school-based interventions that promote attendance and academic engagement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings, the following conclusions were drawn:

1. Establishing positive classroom environments was consistently practiced by teachers in San Pablo District, as reflected in the general average mean of 3.50.

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2. The use of incentives was the most prevailing classroom practice, obtaining the highest average mean of 3.71. This demonstrates the importance of recognition and positive reinforcement in encouraging attendance and classroom participation.

3. Defining expectations, celebrating unique learning styles, being flexible, and creating attainable goals were likewise always practiced by teachers. These practices contribute to a supportive classroom atmosphere that recognizes learner differences, promotes accountability, and encourages continuous participation.

4. Creating attainable goals obtained the lowest ranking, with an average mean of 3.48. Although it was still interpreted as Always Practiced, further improvement in this area may help learners develop stronger personal responsibility and commitment to academic achievement.

5. There was no statistically significant difference between the responses of school administrators and teachers, as the computed t-value of 1.299 was lower than the critical value of 2.306. This indicates that the two groups had comparable perceptions regarding the implementation of positive classroom practices.

6. Positive classroom environments provide a meaningful foundation for strengthening learner commitment by promoting regular attendance, active participation, and responsibility for learning.

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Recommendations

In light of the conclusions, the following recommendations are offered:

1. School administrators should continuously strengthen school-wide initiatives that emphasize the importance of regular attendance as an essential factor in achieving academic success.
2. Teachers should consistently communicate classroom rules, attendance expectations, and learning responsibilities to develop accountability and commitment among learners.
3. Teachers should incorporate diverse and inclusive teaching strategies that accommodate different learning styles, abilities, and individual learning needs.
4. School personnel should provide opportunities for learners to establish realistic and attainable attendance and academic goals, monitor their progress, and celebrate their accomplishments.
5. Teachers should demonstrate flexibility and understanding toward learners experiencing personal, family, health, and other challenges that may affect their attendance and participation.
6. Schools should strengthen positive reinforcement and recognition programs to encourage regular attendance, active classroom participation, and responsible learning behaviors.

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7. School administrators, teachers, parents, and community stakeholders should work collaboratively in identifying the causes of absenteeism and providing appropriate interventions for learners at risk of frequent absences.

8. Schools should regularly monitor attendance records and academic performance data to determine whether classroom interventions are producing meaningful improvements in learner participation and achievement.

9. Future researchers may conduct follow-up studies using actual attendance records, learner commitment indicators, and NAT MPS results to establish more direct evidence of the relationship between positive classroom environments, absenteeism, and academic performance.

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