

ANALYSIS OF FACTORS CAUSING LATENESS TO SCHOOL IN GRADES III AND V OF SDN 06/II TANJUNG AGUNG AND ITS IMPACT ON LEARNING OUTCOMES

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Abstract. This study aims to identify and analyze the underlying causes of student tardiness and its impact on learning outcomes among Grade III and Grade V students at SDN 06/II Tanjung Agung. Employing a qualitative descriptive method, data were collected through observation, interviews with teachers and students, and documentation of attendance records. The findings indicate that tardiness is caused by both internal factors such as oversleeping, lack of time discipline, and poor sleep habits and external factors, including long commuting distances, transportation issues, and family responsibilities. These delays often result in students missing core subject explanations, reducing their understanding and academic performance. Teachers generally respond with verbal warnings and counseling, though responses vary depending on frequency and student behavior. The study concludes that addressing student tardiness requires a collaborative effort involving both school and family, with an emphasis on behavioral support, routine reinforcement, and context sensitive educational policies. These findings can inform school strategies and educational policymaking to foster student punctuality and improve learning engagement.

Keywords: student tardiness; elementary education; learning outcomes; internal and external factors; qualitative method

I. INTRODUCTION

Learning outcomes serve as a fundamental benchmark in assessing the effectiveness of the educational process, particularly in elementary education where cognitive, affective, and psychomotor domains are simultaneously developed. At the primary level, learning outcomes reflect students' mastery of knowledge, skills, and character formation, forming the foundation for future academic achievement. Regular and timely school attendance is a vital aspect of optimizing these learning outcomes. Students who consistently arrive on time are more likely to benefit from complete instructional sessions and maintain academic focus. Conversely, habitual lateness disrupts the continuity of learning and often leads to disengagement, affecting overall academic performance [1].

Lateness to school has become a recurring issue in various educational settings, including elementary schools. This phenomenon goes beyond mere time management problems and often reflects broader socio economic and behavioral challenges. When students are frequently late, they miss critical parts of instructional delivery, particularly during the opening moments of class, which are crucial for goal setting and orientation [2]. In SDN 06/II Tanjung Agung, recurring lateness among Grade III and Grade V students has been observed. Such a trend highlights the urgency to identify the root causes of lateness and its subsequent impact on learning

performance. Research shows a significant correlation between chronic tardiness and reduced academic outcomes [3].

Among the main factors contributing to lateness are internal causes, which originate within the student. These include poor time management, lack of personal discipline, low motivation, and inadequate awareness of school routines. Children who stay up late, especially due to gadget use, often experience difficulties waking up on time, leading to frequent tardiness [4]. Psychological factors such as disinterest in school subjects or anxiety also contribute to intentional lateness. As stated in previous findings, students with weak self regulation and poor attitude towards school responsibilities are more prone to arrive late [5]. Addressing internal factors thus requires interventions that emphasize time awareness, student motivation, and school engagement strategies.

In addition to internal causes, external factors also significantly contribute to students' tardiness. These include long distances between home and school, lack of reliable transportation, poor infrastructure, and obligations at home such as helping parents with morning chores. Several studies have confirmed that students living far from school or in low income households without access to private transport are more likely to be late [6]. Parental involvement also plays a key role in determining whether children develop punctual

habits. Inconsistent morning routines, delayed parental preparation, or lack of supervision often result in children arriving late. Hence, external factors must be addressed through a collaborative approach between school authorities, families, and community stakeholders.

This study aims to analyze the internal and external factors causing school lateness among students in Grades III and V at SDN 06/II Tanjung Agung and to investigate how such lateness impacts students' learning outcomes. Theoretically, this research contributes to expanding academic literature on student punctuality and its role in academic achievement in early education. Empirically, the study offers practical insights for educators and school administrators in designing effective attendance management and intervention policies to enhance learning outcomes through improved student discipline and punctuality.

Numerous studies have examined student lateness, especially at the secondary school level, with a focus on adolescent behavior, zoning systems, or the application of group counseling to reduce tardiness [7]. However, research exploring lateness at the elementary school level remains limited, particularly in rural settings with low to middle socio economic backgrounds. For instance, while investigated lateness among third grade students at SDK Kalembe Ligha, the study did not thoroughly connect internal and external factors with academic performance. Furthermore, many existing studies only describe the causes of lateness without deeply analyzing its academic consequences, such as missed foundational instruction in subjects like Mathematics or Bahasa Indonesia that are typically taught in the first period.

This research addresses that gap by employing a triangulation method that combines direct observation, teacher and student interviews, and analysis of school documentation (picket logbooks). Unlike prior studies that generalize lateness as a result of oversleeping or transportation issues, this study explicitly maps the connection between lateness patterns and decreased academic performance. It highlights specific issues such as students' lack of concentration, missing key explanations, and scoring lower on assessments. Moreover, the study captures the contrast in perception between students and teachers regarding discipline and the effectiveness of school interventions. In doing so, it adds a fresh perspective to the existing literature, focusing on time management, family routines, student motivation, and discipline awareness among children in primary education elements often overlooked in previous research.

The novelty of this study lies in its focus on elementary school students in a rural Indonesian context and its detailed analysis of how internal and external factors contribute to lateness and impact academic achievement. Through a descriptive qualitative approach with data triangulation, the study explores not only the causes of lateness but also its tangible consequences on students' academic outcomes. This includes the correlation between repeated tardiness and lower scores, missed learning opportunities, and disrupted class engagement. The research enriches the academic discourse by providing new empirical data on lateness at the primary level

and offers practical insights for schools to implement preventive and character building strategies to improve student punctuality.

Lateness in education has been widely discussed in various studies, often associated with student discipline and its influence on academic performance. According to Baihaqi [8], disciplinary violations such as tardiness directly affect the learning process by reducing students' opportunities to fully engage with instructional material. Discipline in education, as explained by Komaruddin [9], is not only about compliance with rules but also a form of self regulation that influences student motivation and academic outcomes. This is particularly relevant in elementary schools where self regulation skills are still developing, making younger students more vulnerable to the negative effects of lateness.

Several studies emphasize the dual role of internal and external factors in shaping student punctuality. Internal factors include time management, self motivation, and awareness of responsibilities, while external factors encompass distance from school, transportation issues, and parental supervision [10]. In line with this, highlight the importance of guidance and counseling as a preventive measure to foster responsibility and awareness among students. Additionally, Argues that effective school management strategies such as clear attendance policies, routine monitoring, and collaboration with parents play a crucial role in reducing lateness.

Furthermore, studies conducted at the secondary school level suggest that lateness has a measurable negative impact on academic performance. Found that lateness disrupted students' ability to focus, while [11] observed that students under the zoning system often struggled with punctuality due to long distances to school. At the elementary level, however, studies remain scarce. Examined lateness among third grade students in SDK Kalembe Ligha and reported that habitual tardiness negatively influenced learning outcomes, but their study did not comprehensively connect lateness with both internal and external causative factors [12].

Taken together, the literature suggests that while lateness has been extensively studied at the middle and high school levels, research focusing on primary schools, particularly in rural contexts, remains limited. This highlights the importance of conducting a more holistic investigation into both the internal and external causes of lateness and their direct implications for academic performance among younger learners.

II. RESEARCH METHODS

This research employed a qualitative descriptive approach aimed at identifying and analyzing the factors causing students' tardiness and its impact on their academic performance. The study was conducted at SDN 06/II Tanjung Agung, specifically focusing on students in Grade III and Grade V who frequently arrived late to school. A qualitative method was selected to enable the researcher to understand the meaning behind student behavior in a natural school setting [13].

The primary data sources were students who were regularly late, as well as teachers and school staff directly involved in monitoring attendance. Data were collected using observation, interviews, and documentation review. Observations took place at the school entrance, while interviews were conducted with students, homeroom teachers, and the school guidance counselor to gather information about the causes of lateness. Supporting documents, including tardiness logs and academic records, were used to verify the information and examine the consequences of repeated lateness on academic performance.

The data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing [14]. Through this analysis, the study identified internal factors such as students' lack of discipline and late bedtime habits and external factors, including distance from school, weather conditions, and family responsibilities. These factors were found to negatively influence student learning, particularly in the early morning lessons.

To ensure validity, the study used triangulation by cross-verifying data from interviews, observations, and documentation. This approach aligns with qualitative research standards aimed at achieving trustworthiness and rigor [15].

III. RESULT AND DISCUSSION

In this study, the findings reveal that student tardiness among third and fifth grade students at SDN 06/II Tanjung Agung is a significant issue that warrants serious attention. Based on data obtained through observation, interviews, and documentation, several students were consistently late for school, with recorded instances ranging from three to six times during the January–March 2025 period. These findings were derived from teacher logbooks and direct monitoring at the school gate. Students arriving after the official start time of 07:15 AM were required to report to the duty teacher and provide an explanation for their lateness. The most frequently cited reasons were oversleeping, transportation issues, and family responsibilities such as assisting parents in the morning.

Furthermore, in depth interviews with teachers and students affirmed that tardiness is not merely a logistical issue but reflects deeper patterns of poor time management, lack of self discipline, and limited parental supervision. Some students admitted to staying up late due to excessive mobile phone use, while others indicated the need to wait for or help their parents before leaving for school. These delays have a direct impact on the learning process, especially during the first instructional sessions, which often include core subjects like Mathematics and Bahasa Indonesia. Teachers reported that late students frequently miss important introductory materials, which negatively affects their academic performance. Therefore, this introductory narrative aims to frame student tardiness not just as a matter of punctuality, but as a broader reflection of socio behavioral challenges that affect primary education outcomes.

Table 1. Recapitulation of Observed Causes of Student Tardiness in Grade III and Grade V

| No | Student Name | Grade | Overslept | Transportation Issues | Long Distance from Home | Waiting for Parents | Other |
|----|--------------|-------|-----------|-----------------------|-------------------------|---------------------|-------------------|
| 1 | AS | III | ✓ | | ✓ | | |
| 2 | FR | III | ✓ | | | ✓ | |
| 3 | RS | V | | | ✓ | | Escorting sibling |
| 4 | TA | V | ✓ | ✓ | | | |

Table 1 reveals a layered understanding of student tardiness through direct observational data, highlighting the prevalence of both internal and external factors that contribute to this recurring issue. Among the internal factors, oversleeping emerged as the most frequently reported cause, observed in three of the four subjects (AS, FR, and TA). This aligns with psychological and behavioral studies in primary education suggesting that sleep routines and time awareness in children aged 8–11 are still in developmental stages. The inability to wake up on time reflects not only insufficient sleep hygiene but also poor parental regulation of pre-sleep activities, such as extended use of gadgets a pattern noted in the qualitative interview findings. Oversleeping, as an indicator of disrupted circadian rhythms and weak morning discipline, deserves targeted behavioral intervention from both educators and caregivers.

In addition to oversleeping, distance from home and transportation issues were recorded as external contributors to tardiness. Students such as AS and RS live significantly farther from school, which presents logistical difficulties, particularly for those relying on motorcycles or foot travel. TA's case, involving a flat tire, further illustrates how transportation reliability intersects with geographic accessibility. These factors are especially relevant in semi rural educational contexts where infrastructure and public transport availability are limited. This supports findings from who emphasized that school distance and unreliable transit options in rural districts substantially correlate with decreased punctuality and attendance regularity [16].

The data also highlight domestic responsibilities as a recurring theme an external sociocultural factor. Student FR, for instance, cited the need to wait for his mother to finish preparing breakfast, while RS reported escorting a younger sibling. These obligations, though seemingly minor, are indicative of broader familial role expectations often placed on children in lower income households. Such responsibilities blur the boundaries between childhood and adult like accountability, making educational punctuality secondary to household duties. These patterns suggest a need for schools to adopt family centered intervention strategies that respect socio economic realities while reinforcing education as a primary daily priority.

Crucially, this multi faceted causality model challenges a one dimensional interpretation of tardiness as merely a disciplinary issue. Instead, it illustrates that student punctuality is embedded within a constellation of behavioral,

familial, and infrastructural elements. Therefore, responses should move beyond punitive discipline toward systemic solutions. Teachers and school administrators must engage in regular communication with families, particularly those with high frequency tardiness cases, to co develop realistic and culturally sensitive strategies for ensuring timely school attendance.

Moreover, policy level recommendations could include the implementation of community based school bus services, school sponsored alarm reminder programs, or structured “arrival incentive” schemes to promote early attendance. An evidence based initiative could also include a short morning mindfulness or stretching session before the first lesson, serving both as motivation and a buffer period for slightly late students, thus minimizing academic disruption.

In line with educational equity principles, the school should prioritize early detection of habitual tardiness and provide targeted support for affected students rather than generalize solutions. As observed, while some students exhibit anxiety and haste when arriving late, others show indifference signaling varying levels of awareness and internalization of school norms. This difference in student response must inform the design of individualized interventions, possibly facilitated by the school’s counseling unit.

In conclusion, the insights drawn from Table 1 not only quantify the observable causes of tardiness but also frame the issue within a broader socio educational ecosystem. Addressing tardiness among primary school students thus necessitates a multidimensional strategy that encompasses behavior management, family engagement, infrastructural support, and inclusive school policies.

Table 2. Recapitulation of Interview Results with Teachers and Students of SDN 06/II Tanjung Agung

| No | Respondent | Class/ Position | Causes of Tardiness | Impact on Learning Process and Outcomes | Follow-up Actions |
|----|------------|-------------------|--|---|---|
| 1 | Mrs. H | Grade III Teacher | Oversleeping, helping parents at home | Missed core subjects (Math/Indonesian), lower grades | Verbal warning, documentation, parent contact if >5 times |
| 2 | Mr. M | Grade V Teacher | Bad weather, long distance from home | Unpreparedness, lack of focus | Verbal warning, BK counseling, parent meeting |
| 3 | AS | Grade III | Late sleep (playing phone) | Confusion in following material, embarrassment in class | Scolded, rushed to enter the class |
| 4 | FR | Grade III | Waiting for mother to finish cooking | Missed homework review in early class | Warning, reason written in tardiness book |
| 5 | RS | Grade V | Long distance, escorting younger sibling | Missed lessons, difficulty in taking tests | Warning, occasionally asked to stand at front |
| 6 | TA | Grade V | Flat tire, overslept | Lack of understanding in early materials | Warning, recorded in tardiness logbook |

Table 2 offers qualitative depth to the patterns initially observed through field observations by capturing the voices

and experiences of both teachers and students regarding tardiness. The narratives presented in the interview data provide not only validation for earlier findings but also contextual richness that is critical to understanding the underlying dynamics behind habitual lateness. This table illustrates the multidimensional causality of tardiness among primary school students, categorized into behavioral (internal), environmental (external), and institutional response dimensions.

From the teacher interviews, it becomes evident that the most common internal cause remains students’ tendency to oversleep, as acknowledged by both Mrs. H (Grade III teacher) and Mr. M (Grade V teacher). This issue, as also stated by student AS, is often linked to late night gadget usage, a behavior increasingly common in elementary age children. AS reported sleeping at 11 PM due to excessive screen time, supporting literature that links digital media consumption with sleep disturbances and poor school readiness.

Teachers further emphasized that environmental factors such as long distances from home and inclement weather play a substantial role in increasing lateness, particularly in rural contexts. Mr. M pointed out that students in his class often face delays during the rainy season due to inaccessible roads or the need for alternative transport arrangements. The case of RS, who escorts a younger sibling before attending his own class, exemplifies how family obligations can interfere with punctuality, especially when children are expected to act as caregivers. This is consistent with findings, who argue that in rural Indonesian households, children often carry shared responsibilities that indirectly affect their educational participation [17].

Crucially, both teachers acknowledged that tardiness negatively impacts learning outcomes, particularly in the first hour subjects such as Mathematics and Indonesian Language subjects that demand sustained attention and cognitive engagement. Teachers observed that students who arrive late often struggle to catch up and demonstrate lower academic performance, especially on assessments requiring continuous comprehension of early instruction. This is echoed in the testimony of FR and TA, who reported confusion and a lack of preparedness due to missing the start of the lesson.

Moreover, the student interviews also revealed variations in the psychological responses to being late. While FR and TA expressed feelings of anxiety and guilt, RS appeared emotionally indifferent, highlighting differences in internalization of school norms and personal discipline. This disparity suggests that school interventions must be differentiated based on student awareness and behavioral patterns. For instance, students who are indifferent may benefit more from character education and consistent reinforcement, while those who are already motivated might only need logistical support or parental reminders.

In terms of institutional response, both teachers reported the use of verbal warnings, documentation in the tardiness logbook, and parent engagement for cases that became chronic. Notably, TA had progressed to the level of receiving written warnings and guidance counseling from the BK teacher, indicating an escalation system already in place.

However, the data also suggest that parental cooperation varies, and teacher-parent communication has yet to reach optimal levels. This aligns with research, which asserts that school policies alone are insufficient without parental accountability and home reinforcement.

Overall, Table 2 substantiates the complex nature of tardiness and reinforces the importance of a multi stakeholder approach in addressing the issue. Teachers must collaborate with parents to ensure the establishment of effective morning routines, while also considering socio economic barriers that hinder punctuality. Recommendations include implementing structured morning activities to encourage timely arrival, parent workshops on children's sleep hygiene, and school based behavioral reward systems.

In conclusion, the findings from the interviews provide a humanized lens through which tardiness can be analyzed not merely as a violation of school rules, but as a multifactorial issue grounded in behavioral habits, socio economic structures, and school home dynamics. The rich qualitative data offer a roadmap for developing targeted, evidence based interventions that are empathetic yet effective in promoting punctuality among primary school students.

Table 3. Recapitulation of Student Tardiness in Grade III and V at SDN 06/II Tanjung Agung (January–March 2025)

| No | Student Name | Grade | Total Tardiness | Reason(s) | Follow-up Action |
|----|--------------|-------|-----------------|---------------------|---------------------------------------|
| 1 | AS | III | 5 times | Overslept | Verbal warning, Character Development |
| 2 | FR | III | 3 times | Waiting for parents | Verbal warning |
| 3 | RS | V | 4 times | Flat tire | Verbal warning, Parental Notification |
| 4 | TA | V | 6 times | Overslept | Written warning, Counseling by BK |

Table 3 presents a structured summary of student tardiness cases observed over a three month period (January to March 2025) among Grade III and Grade V students at SDN 06/II Tanjung Agung. The table includes four students identified through earlier observations and interviews as having repeated tardiness. Each case is documented with specific causes and the corresponding follow up actions implemented by school staff. The data illustrate recurring behavioral patterns and suggest varying levels of institutional response depending on the frequency and severity of the incidents.

The data show that TA (Grade V) had the highest number of recorded tardiness incidents, with six occurrences in three months. His primary cause was oversleeping, supported by earlier interview responses. As a result of his repeated violations, TA received a written warning and was referred to the school's counseling services. This case highlights the school's use of a graduated response system, progressing from verbal reprimands to formal disciplinary action. It also underscores the importance of a preventive behavioral

support model that integrates emotional and motivational guidance, rather than relying solely on punitive measures.

AS (Grade III) also showed a high frequency, with five instances of tardiness. His cause was similar oversleeping which points to a broader trend of insufficient time management and poor morning routines among younger students. The school responded with verbal warnings and character education, indicating an early stage intervention focused on value formation and behavioral awareness. This softer approach is appropriate given the student's age, but it also raises questions about parental involvement, as family routines significantly shape children's readiness for school.

FR (Grade III), with three incidents, cited waiting for a parent as the cause of his lateness. Unlike TA or AS, his delay stems from a dependency related external factor, reflecting the household's prioritization of adult duties over timely child mobility. In this case, the school's response remained at the level of verbal warnings, without recorded parent engagement. This may indicate a gap in the home school collaboration model, which is essential when addressing external family based constraints. There is an urgent need for schools to communicate more actively with families, especially in socioeconomically constrained communities where logistics and parenting roles may conflict with school expectations [18].

RS (Grade V) reported four instances of tardiness, primarily due to transportation issues and the need to escort a younger sibling to another school. These causes are consistent with the external structural challenges commonly found in rural areas. The response from the school was a verbal warning and a reminder sent to parents. However, as the problem stems from community level infrastructure limitations, a broader systemic solution such as advocating for local transport services or adjusting school schedules may be more effective than placing responsibility solely on the student and family.

From an analytical perspective, the table emphasizes that student tardiness is not a homogeneous issue. Rather, it arises from an interplay of internal habits, parental responsibilities, and environmental conditions. This aligns with findings who demonstrated that effective intervention requires tailoring responses to specific causes, student age, and household dynamics. The differential in responses (from verbal warning to counseling) shows the school's effort to apply discretion, but also calls attention to the need for consistency and documentation in disciplinary frameworks.

More importantly, the data confirm that Grade V students tend to accumulate higher instances of tardiness than Grade III students, despite being older. This counterintuitive pattern suggests that as students gain autonomy, they may also adopt more lenient attitudes toward time discipline especially in the absence of strong parental regulation or intrinsic motivation. Therefore, interventions for older elementary students should be more targeted toward developing intrinsic responsibility and self management skills.

In conclusion, Table 3 provides a critical view of the patterns and institutional responses to student tardiness at the elementary level. It highlights the need for age appropriate intervention strategies, school family collaboration, and

context sensitive policy formulation. A stronger integration between behavioral education and infrastructural support is essential to reduce chronic tardiness and improve student learning readiness.

IV. CONCLUSIONS

This study has provided a comprehensive analysis of the factors contributing to student lateness among Grade III and Grade V students at SDN 06/II Tanjung Agung, as well as the implications of this behavior for their academic performance. The findings show that tardiness is influenced by a complex interplay of internal and external factors. Internal factors, such as oversleeping, poor time management, and low discipline, are frequently caused by late night habits and lack of parental regulation. External factors, including distance from home, transportation challenges, and family responsibilities, particularly affect students from socioeconomically constrained households in rural areas. These causes significantly disrupt students' readiness to learn and hinder their comprehension of foundational subjects, such as Mathematics and Bahasa Indonesia, typically taught during the first period of instruction. In addressing these challenges, the study reveals that school responses are generally reactive, ranging from verbal warnings to counseling referrals. While such disciplinary measures serve as initial deterrents, they are insufficient on their own. The study concludes that more effective strategies must involve proactive and collaborative approaches, including school family partnerships, character education, and context sensitive attendance programs. Furthermore, it is recommended that future interventions focus on early behavioral development, community based support, and improvements to school infrastructure and transportation. Ultimately, by understanding the root causes of student tardiness and its educational impacts, schools can design more holistic policies that promote punctuality, support student welfare, and enhance academic outcomes.

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