

Effect of Absenteeism among Fourth Year High School Students to School and Individual Learning Performances: Basis for a Conference Dialogue

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Abstract - *The study aims to determine the effects of absenteeism among fourth year high school students to learning performance. Specifically it sought to know the common causes and effects of absenteeism and to determine the relationship between absenteeism, learning performance and school performance among fourth year high school students in one Public High School, Batangas City, Philippines. The descriptive method utilizing the survey approach was used in this study. The study concluded that respondents believe that self- inquiry is the main reason for students' absences in class. Respondents likewise agree that absenteeism results to poor students' individual learning performance and school performance. It was further concluded that there is a significant relationship between the absenteeism and students' individual learning performance and school performance.*

Keywords: *Absenteeism, high school students, learning performance*

INTRODUCTION

Many factors affect the student performance in academic areas and one of these is absenteeism. It takes place when students are already uneasy with the pressures coming in from their daily school activities [1].

When a student misses a day of school he/she must have lost the chance to hear others, interpret and analyzing the lessons or joins the interaction within the class. This loss is being rooted to two different causes and varying factors under these courses. The inquiry might be a family situation or an individual problem. Then, under these courses are the factors that contribute to a child's regular truancy [2], [3], [4]. These may be finance concerns, disability, psychotic imbalance, poor school climate, family health, transportation problems, drug and alcohol use, and

differing community attitude towards education [5]. Attitude is one important building block of a person particularly the students to achieve their aspirations successfully or sometimes experience hopelessness and dejection [6].

Students have different characteristics and orientations that need to be realized and understood so that teachers can maintain, impose and implement classroom discipline strategies that would prevent or correct improper behavior [7]. Academic problems of students come in various forms such as difficulty in specific subject, lack of motivation and study habits, strict teachers and failed major examinations [8].

Absenteeism in one angle view point is one of the most common causes of degrading performances of the students [9], [10], [11]. Especially to those who are included in the advance intelligence curriculum, absenteeism causes a great lose and may result to giving up an aimed position. Social interaction of the students within the classroom involves the teachers and their classmates where teaching and learning activities are being facilitated which need to be improved and addressed some factors that may somehow influence the learning process [12]. It can also cause social repletion especially when a class is composed of a great number of students. This habit can cause a dilemma to the school administration when big figures are involve and may decrease the school's performance.

Balete National High School exists for about 41 years now and gradually but surely moving on towards new insights for education to achieve better and improved results through a systematic approach, where the interaction between the parameters and parts are well-defined. Using the goals of basic and quality education as the guide in identifying the kind of intervention in all parts to be improved and developed could lead and possibly produced desired

results. The school strongly adhere to the idea of “Shared Responsibility” working hand in hand that’s the concept being shared by the school teachers, Internal and external Stakeholders, LGU’s and NGO’s for the realization of the school’s mission and vision.

OBJECTIVES OF THE STUDY

The study aims to determine the effects of absenteeism among fourth year students and individual learning performances. Specifically it seek to know the following: the profile of the respondents; the common causes of absenteeism among students; the effects of absenteeism among fourth year high school students and to determine the relationship between absenteeism, learning performance and school performance among fourth year high school students in one public school in the Philippines.

METHODS

Design

The use of survey approach and utilization of descriptive method was observed in this research study. The use of the certain approach was to that it corresponds to the main objective of this research, that is to determine the effects of absenteeism to school and individual learning performances among fourth year high school students of Balete National High School, Batangas City, Philippines as a basis for a conference dialogue. A survey questionnaire was distributed that has four sets of questions to be answered by the students and teachers. The quantitative research techniques using Likert scale was used to rate the individual and school performance due to absenteeism. And also, frequency test for the cause of it whether it is self-inquiry or a family problem.

Participants

The respondents of the study were the 162 fourth year high school students from three different sections, IV- Luna and IV – Recto and IV-Aquino and the 9 subject teachers of the said fourth year students. The students and subject teachers answered the questionnaire in separate ways. The students were given questions to be answered according to their situation as students while the subject teachers answered their questionnaires to determine the level of the fourth year students’ learning performance and its effect to school rating performance.

Table 1

Student Population and Respondents of the Study			
Sections (Fourth Year High School)	Population		
	Male	Female	Total
IV-Luna	33	23	56
IV-Recto	32	20	52
IV-Aquino	33	21	54
TOTAL	98	64	162

Table 2

Teacher Population and Respondents of the Study			
Sections (Fourth Year High School)	Population		
	Male	Female	Total
IV-Luna	1	8	9
IV-Recto	Teachers are the same		
IV-Aquino	Teachers are the same		
TOTAL	1	8	8

Instrument

The instruments used in the study are the Questionnaire Form and the Survey Questionnaire. The Questionnaire Form was adopted by the researcher to set up the socio-demographic profile of the student and teacher respondents. The said instrument was used to determine the sex, socio-economic status and age of the respondents; the evidences on the effects of absenteeism to school and individual performances and also its causes whether it would be a self-inquiry or family problem were also listed in different sets and Survey Questionnaire for Students and Teachers. This instrument was used to determine the performances of the student who has frequent absences to his classes and his contribution to school performance.

Procedure

There were 9 teachers and 162 students who served as the respondents of the study. They answered the questions on the survey questionnaire adapted and distributed by the researcher. They were the one to determine the performances of the students who engaged to habitual absences, and its cause. They were also asked on how this absenteeism affects the school performance.

When the task is duly accomplished and the questionnaires were retrieved, processed, tabulated. It was submitted to the analysis of data.

Data Analysis

The researcher handed the survey questionnaires in a manner of strict and proper distribution. The gathered data undergo careful evaluation and analysis. For the Socio-demographic profile, the researcher made use of corresponding numerical value to present the data as follows:

The Likert scale with 5 point rating is used to describe the performance of the students as based in their regular truancy within the given 15 fields and points of learning. The said scale will also be used to determine the effect of absenteeism on the school as to how its performance is being described by the respondents.

The given scale was used to interpret the result of the data gathered: Excellent (E): 4.50 – 5.00; Very Good (VG): 3.50 – 4.49; Good (G): 2.50 – 3.49; Fair (F): 1.50 – 2.49; Poor (P): 1.00 – 1.49

The mean was used to determine the general description of the effect of absenteeism to the performances of a student's learning and school. The mean ascertained the fields greatly affected by absenteeism as perceived by the students and teachers. The chi-square test of independence was used as a treatment to this study to verify, if any, a significant difference between the perception of the teachers and students on the effect of absenteeism in terms of students learning and school performance. The frequency was used to determine the more frequent occurring rate in the different indicators. This identified the performing levels of the different indicators on the effect of absenteeism on student learning and school performance. The standard deviation is the statistical measure that sheds light on historical volatility of the study which gave a comprehensive verbal interpretation to the indicators or factors of the research study.

RESULTS AND DISCUSSION

Table 3. Respondents According to Gender

Gender	Student		Teacher	
	f	%	f	%
Male	98	60.49	1	11.11
Female	64	39.51	8	88.89
TOTAL	162	100	9	100

As shown in Table 3 majority of the student respondents are male which is composed of 60.49 % of the 100 %. The table also shows the greater number of female of the teacher respondents which totaled 8 or 88.89 % of the 100 %. The population of both

students and teachers are composed of more male respondents with a fraction corresponding to female number of respondents.

Table 4. Percentage Distribution of the Students' Age

Age	f	%
13 – 16 years old	138	85.19
17 – 20 years old	18	11.11
21–24 years old	6	3.70
TOTAL	162	100.00

Table 4 shows that all student respondents which are 138 in number belonged to the age bracket of 13 – 16 years old and 18 belonged to 17 – 20 years old and the remaining 6 students to 21- 24 years old.

Table 5. Percentage Distribution of the Teachers' Age

Age	f	%
51 – 60 years old	2	22.22
41 – 50 years old	5	55.56
31- 40 years old	0	0
21- 30 years old	2	22.22
TOTAL	9	100

As shown in Table 5, 5 teachers are in the age bracket of 41 – 50 years old which is interpreted as 55.56%, 2 are within 51 – 60 years old which comprises the 22.22 % of the 100 % and the remaining two teachers are within the age bracket of 21 – 30 years old which is also 22.22 % of the 100 %.

Table 6. Percentage Distribution of the Students' Socio-Economic Status

Family Income per Month	f	%
Php10, 000 and below	106	65.43
Php 11, 000 –Php 20, 000	37	22.84
Php 21, 000 and above	19	11.73
TOTAL	162	100

In Table 6, it is shown that majority of the student respondents belong to low income family which is equivalent to 65.43 % with an estimated monthly income of Php 10,000 and below, 22.84 % of them belongs to average income family with an estimated monthly income amounting to Php11,000 – 20,000 and the remaining 11.73 % belongs to high income family with an estimated income of Php 21, 000 and above.

In Table 7, it is clearly observed that 8 teachers belong to average income family with an estimated monthly income of Php 11, 000 to Php 20, 000 and there is one who belongs to high income family with

an estimated family income of Php 21, 000 – 30, 000 per month.

Table 7. Percentage Distribution of the Teachers' Socio-Economic Status

Family Income per Month	f	%
Php10, 000 and below	0	0
Php 11, 000 –Php 20, 000	8	88.89
Php 21, 000 and above	1	11.11
TOTAL	9	100

Table 8. Primary Cause of Student's Absenteeism as Perceived by the Students and Teachers

Cause	Student		Teacher	
	f	%	f	%
Self –inquiry	116	71.60	6	66.67
Family Problem	46	28.40	3	33.33
TOTAL	162	100	9	100

Self-inquiry is the main reason for a student to make an absence as what is being taken notice by other students that is being certified by Table 8. The resulting calculation shows that 116 students agreed to the fact of the said hindrance or the 71.60 percent of the 100 percent.

The teacher-respondents look on the situation at the same angle and most have agreed that self – inquiry have caused the truancy of their students. Out of nine (9) respondents, six (6) see that the lack of motivation and determination had pushed absenteeism to what it is now. Statistically these 6 respondents compose the 66.67 percent of the total 100 percent population of the teacher respondents.

According to Williams [13], the students' decision on a school based problem will not be taken responsibility by the school or the family. His regular absences will take a part on what he learns and because of some conditions like social phobia or unsustainable community practice he will have the reason to quit school.

Another claim from Harris [14], was to be given attention for as far as his research had shared, he claimed that peer groups are more powerful influences in charging an individual than their very own parents. And influences like these especially the not so good ones must have been provoking such individual in skipping school. But his research also discussed that there are times that the condition of oneself must be a priority. Sickness can be a factor to a self-inquired reason on absenteeism that must address an urgent action. Furthermore, this citation agrees to the side of the student respondents that self-inquiry is a justified reason and adequate enough to be a basis of absences.

Other authors, like Hartnett [15] have seen another breakthrough to similar studies such as this. He have witnessed some occasions where in the family itself cannot provide a good education for its younger members. The lack of enthusiasm in some communities towards education has also influenced the attitude of a certain group of people towards educational link, thus absenteeism was observed. This is true to what the teacher respondents have observed in their school.

Table 9. Effects of Absenteeism to Students Learning Performance

	Students			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The student's participation on oral discussions.	1.07	0.33	Poor	1.56	0.73	Fair
2. Performances in group work	1.14	0.43	Poor	1.33	0.71	Poor
3. Scores in quizzes	1.15	0.46	Poor	1.44	0.73	Poor
4. Techniques in coping up	1.14	0.42	Poor	1.33	0.71	Poor
5. Social relation with teachers	1.13	0.39	Poor	1.56	0.73	Fair
6. Social relation with classmates	1.07	0.29	Poor	1.33	0.71	Poor
7. Contribution to lesson application	1.10	0.38	Poor	1.44	0.73	Poor
8. General average	1.07	0.32	Poor	1.33	0.71	Poor
9. Speed of analysis and comprehension	1.12	0.35	Poor	1.33	0.71	Poor
10. Expressing ideas clearly through writing	1.07	0.29	Poor	1.33	0.71	Poor
11. Discuss topics convincingly	1.13	0.37	Poor	1.33	0.71	Poor
12. Transform ideas through graphic organizers	1.07	0.28	Poor	1.56	0.73	Fair
13. Total exam points	1.14	0.44	Poor	1.56	0.73	Fair
14. Coverage of topics being organized in class	1.05	0.24	Poor	1.33	0.71	Poor
15. Variation on student's abilities	1.12	0.39	Poor	1.44	0.73	Poor
Composite Mean	1.11	0.31	Poor	1.41	0.66	Poor

Table 9 above shows the result on the respondents reply to the problem being brought to them by the study on what is the effect of absenteeism to a student's learning performance. The table summarizes the results tabulated data. Both teacher and student respondents agreed that students perform poorly in group work, scores in quizzes, techniques in coping up, social relation with classmates, contribution to lesson application, general average, speed in analysis and comprehension, expressing ideas clearly through writing, discuss topics convincingly, coverage of topics being organized in class and variation on student's abilities.

According to Schmidt in the study of Gonzaga et.al [16], absenteeism affects the ability of the student

to get high scores in examinations especially when the day before that, he was gone. Coping up with such situation on a high standard curriculum is no easy task and difficult in so many aspects.

In other indicators, it can be observed that teacher and student respondents have different perception. Teacher respondents perceived that students' participation, social relation with teachers, transforming ideas through graphic organizers and total exam points can still be fair even if they go through regular truancy. For the student respondents, students who are going through regular absences will have a poor performance in these indicators.

Table 10. Effects of Absenteeism to School Performance

	Students			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Performance in diagnostic tests	1.02	0.19	Poor	1.44	0.73	Poor
2. Performance of the class	1.25	0.50	Poor	1.33	0.71	Poor
3. Mean result	1.33	0.57	Poor	1.44	0.73	Poor
4. Teachers performance	1.23	0.53	Poor	1.33	0.71	Poor
5. Educational problems in groups	1.15	0.41	Poor	1.44	0.73	Poor
6. Functioning and assembly of the school administration	1.07	0.28	Poor	1.44	0.73	Poor
7. Disciplining of other students who have been influenced by absenteeism	1.19	0.48	Poor	1.44	0.73	Poor
8. Performance in quarter examination	1.23	0.53	Poor	1.33	0.71	Poor
9. Drop-out rates	1.37	0.65	Poor	1.44	0.73	Poor
10.. Teacher interests on teaching	1.89	0.93	Fair	1.33	0.71	Poor
Composite Mean	1.27	0.36	Poor	1.40	0.66	Poor

Students, as what is evident on Table 10 above have generally voiced out a poor performance on the school performance as absenteeism is being observed as a main factor. A composite mean of 1.27 can be taken from the table with a verbal interpretation of poor performance.

On the other hand, teacher respondents were honest enough to give a comprehensive result of a composite mean of 1.40 and is described poor in school performance with absenteeism as a factor.

Among the student responses the highest performing indicator is the teacher's interest in teaching which obtained a mean of 1.89 and with a verbal interpretation of fair. Teachers serve the role model of behavior and positive attitude that leads the learner towards successful direction (Aguado et al., 2015).

Along with this, the students gave the lowest mean of 1.02 or the fairly performing indicator to the school's performance in diagnostic test.

The teacher-respondents also have their own opinions on how absenteeism affects the school performance. To them, the teacher's interest in teaching will also be affected by absenteeism on class. Student respondents have a different perception in this indicator.

It can be seen from the result that there is a significant difference between the teachers and the students response since the obtained t-value of 2.703 is greater than the critical value of 1.980 at 0.05 level of significance, thus the null hypothesis of no significant difference between the perception of students and teachers on the effects of absenteeism in terms of students learning performance is rejected. This means that the two groups of respondents have different point of view on the effects of absenteeism.

Table 11. Difference Between the Perception of Students and Teachers on the Effects of Absenteeism ($\alpha = 0.05$; $df = 169$)

Effects of Absenteeism in terms of:	t_c	t_t	p-value	Decision	Interpretation
Students Learning Performance	2.703	1.980	0.008	Rejected	Significant
School Performance	0.971	1.980	0.333	Accepted	Not Significant

Legend: Significant if $t_c > t_t$; p-value < 0.05

However, teachers and students both agreed on the effects of absenteeism to school performance.

Students and teachers perception in this study have differed. The environment, position and angle of view on the effect of absenteeism to students learning and school performance of a student and a teacher may affect his and her opinion or stand in the situation. Teachers and students are of different groups which decisions may depend on.

CONCLUSIONS

Majority of the student respondents are male which is composed of 60.49 % of the 100 %. Among the teacher respondents, greater number of females totaled 8 or 88.89 percent of the 100 percent. All student respondents which are 138 in number belonged to the age bracket of 13 – 16 years old and 18 belonged to 17 – 20 years old and the remaining 6 students to 21- 24 years old. 5 teachers are in the age bracket of 41 – 50 years old which is interpreted as 55.56%, 2 are within 51 – 60 years old which comprises the 22. 22 % of the 100 % .and the remaining two teachers are within the age bracket of 21 – 30 years old which is also 22.22 % of the 100 %. Self-inquiry is the main reason for a student to make an absence as what is being taken notice by other students The resulting calculation shows that 116 students agreed to that fact or 71.60 % of the 100 %.The teacher respondents look on the situation at the same angle and most have agreed that self – inquiry have caused the truancy of their students. Out of 9 respondents, 6 see that the lack of motivation and determination had pushed absenteeism to what it is now. Statistically these 6 respondents compose the 66.67 % of the total 100 % population of the teacher respondents.

For the effect of absenteeism to student individual learning performance, both teacher and student population agreed that students perform poorly in class if they will go through regular truancy. The students and teachers look at truancy as a hindrance to good education.

Students have generally voiced out a poor performance on the school performance as absenteeism is being observed as a main factor with verbal interpretation of poor performance. On the other hand, teacher respondents were honest enough to give a comprehensive result and is described poor in school performance with absenteeism as a factor.

There is a significant difference between the teacher and students' perception on the effects of absenteeism to students' performance, however, there is no significant difference on the teachers and students perception on the effects of absenteeism to school performance.

RECOMMENDATIONS

The school administration with the parents of the concerned students may conduct an effective conference dialogue with the help of the findings of the study. School administrators need to identify in-school factors that could be addressed to discourage absenteeism, including classroom management, teaching styles, competitiveness in schools, parental involvement, and aggressive counseling programs for at-risk students, consideration of cultural and language differences, a strong attendance policy, expansion of student educational opportunities through choices. Teachers must also integrate the value of humility and cooperation in the classroom activities so that students would be able to grasp the essence of teamwork [17] to make the classroom set-up an enjoyable environment to lessen absenteeism [1]. Solutions to the different areas of difficulty due to absenteeism can be taken action by the responsible organizations and individuals in their respective fields. Orientation and briefing on these students maybe be conducted to at all least they would commit to absenteeism with the help of the study. Meaningful activities must be provided to sustain the student's interest [18], [19] in learning. Advisers and guidance counselor need to identify at-risk students based on their absenteeism as early as possible and provide intervention to prevent more absences. For the parents, always guide and motivate their children/ students to come to class

regularly because of the negative effects of absenteeism to both school and their performance.

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