

# Dimensions of Personality and Symptoms of Anxiety and Depression as Predictors of Academic Performance among Truant Adolescents

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**Abstract** – This academic undertaking explored the relationship between dimensions of personality, symptoms of anxiety and depression and tested which among the variables predict academic performance of truants. This academic endeavour employed mixed method of research which involves collecting, analyzing and integrating quantitative and qualitative data using the Concurrent Triangular Design. From the total of one hundred five (105) senior high school truants, only ninety-one of them qualified and participated in this study. Respondents show that they possess neuroticism and stability in their personality traits and borderline symptoms of major depression and majority have satisfactory academic performance. The gathered interview data reveals that truant adolescents are having personal disposition and they execute handling emotions in symptoms of anxiety and depression. The type of school was found to be significantly different to the three variables whereas sex was found to be significantly different to academic performance and lastly, strand was significantly different to symptoms of anxiety and depression. Among all the variables, only generalized anxiety can significantly predict the academic performance of truant adolescents.

**Keywords** –Personality, Anxiety, Academic Performance, Truant Adolescents

## INTRODUCTION

Student absenteeism has a significant role in all parts of a school system. A student who is truant or having a lot of absences may fall behind, which may lead to poor grades and a chance of dropping out (Office of Juvenile and Delinquency Prevention, n.d). Some students may be affected by an interrupted academic environment when the teachers are trying to take hold truant students during class hours [1]. According to the Annual Poverty Indicators Survey Results in 2011, the percentage of females having age of 12 to 15 years old participating in secondary education (73.8%) was higher than the percentage of males (62.8%). In all regions, fewer males were taking part in secondary education than females with a proportion varying from 68 to 95 males for each 100 females. Statistics shows that truancy has disturbing effects on both the student and the community. The short-term effects involve progressing rate in delinquent, criminal and gang activity. Long-term effects include poor physical and psychological well-being, the continuation of family destitution and a high danger of habit and detainment.

The term truancy is used as a part of a wide range of courses in the academic writing [2]. As a general descriptive term, truancy is used to refer to students who are missing from school for any reason without their parents' information [3]. Truancy is regularly characterized as a specific number of unexcused nonattendances. In any case, definitions of what constitutes truancy may shift extensively starting with one school region then onto the next, and from state to state as it is encoded into necessary education laws [4].

The Eysenck's dimension of personality connects extraversion, neuroticism, and psychoticism to crime, but studies of Eysenck's personality inventories show that items measuring impulsiveness are consider the most significant. Butler-Bowden [5] stated that a dimension of personality is based on research method and factor analysis which allow Eysenck to draw conclusions on differences of personality from substantial amounts of inventories. He used hundred war-weary soldiers as his sample during the wartime in London, the soldiers were asked a battery questions about their chronic reactions in a situation. The answers

gave Eysenck an idea on how to confidently place a person based on the two dimensions: extraversion/introversion and neuroticism.

In connection with dimensions of personality, a study of Malouff et al. [6] found that a person with anxiety and depressive symptoms showed higher level of neuroticism and lower level of extraversion. The symptoms of anxiety and depression are not too observable as they frequently grow gradually after some time and, we all practice some anxiety at different focuses in our lives, it can be difficult to know what amount is excessive. Numerous studies demonstrate that anxiety symptoms and disorders, particularly social fear, are related with higher rates of school truancy social issues [7].

Likewise, symptoms of anxiety and depression are the major predictors of academic performance. As mentioned by Vitasari [8], students having symptoms of anxiety and depression show a submissive attitude in studies such as poor execution in exams and absence of enthusiasm for learning. Attendance is one of the most factors that can affect student's academic performance. There is a positive connection between school participation and school accomplishment; the more a student is available in class the more he or she is probably going to perform in school exercises. It infers that for academic greatness to be accomplished there is the requirement for consistent attendance at school.

On the study conducted by Aqeel and Akhtar [9], dimensions of personality which includes extrovert-introvert traits of personality revealed that these traits were significant predictor for truancy. As mentioned by Jacob and Lovett [10], having symptoms of anxiety and depression was vastly an important predictor of truancy, however the indicators could, obviously, be relatively the causes of absenteeism at school and reduced school work, as opposed to their reasons. Truancy is a significant predictor of unfortunate consequences in students' academic performances such as academic disappointment, dropping out of school, substance overuse, posse contribution, and criminal movement.

Further knowledge about this topic could be a significant in the field of Educational Psychology for it will build awareness to the students, parents and school educators that can predict future behavior of the young adolescence

Soaring rates of absenteeism in adolescence is a huge problem faced not only by the parents but also of the school administrators or personnel's, thus the researchers aims to identify factors such as personality and behavior that correlates with truants individual and

to suggest necessary solution to somehow lessen the growing population of truants in adolescence.

## **OBJECTIVES**

This academic undertaking explored the relationship between dimensions of personality, symptoms of anxiety and depression and tested which among the variables predict academic performance of truants. Specifically, it sought to measure the dimensions of personality, symptoms of anxiety and depression and academic performance of the respondents; compared significant differences between the variables when grouped according to profile in terms of sex, age, grade level, academic strand, type of school and academic performance; established relationship between the variables of the study; tested which significantly predicts academic performance and proposed an intervention program that would prevent depression and promote mental health.

## **METHODS**

### **Research Design**

This academic endeavour employed mixed method of research which involves collecting, analyzing and integrating quantitative and qualitative data using the Concurrent Triangular Design. This research design as described by Creswell [11], involved the collection and analysis of the quantitative and qualitative data concurrently in one phase. The quantitative design was used in order to measure the dimensions of personality, symptoms of anxiety and depression of the respondents. The qualitative approach was used to conduct interview regarding the variables. The researchers used two data gathering instruments: the standardized tests and the open-ended interview questionnaire.

### **Participants**

From the total of one hundred five (105) senior high school truants, only ninety-one of them qualified and participated in this study. The said truants were from different selected public and private schools in Batangas Province who were chosen using the purposive sampling technique. This sampling procedure is a technique in which researchers identify and select individuals or groups of individuals that have awareness or experience with the specific phenomenon of concern [12]. Majority of them were males, ranging from 17-18 years of age, grade 11 taking General Academic Strand (GAS) from private schools, living with both parents and an annual income of 100,000.00 below.

## Measures

Eysenck Personality Questionnaire (EPQ). This was the measure used to identify the respondents' personality traits. It is a simplistic type of personality measurement scale devised by Hans Jurgen Eysenck in 1975 that contains 57 -dichotomous items which aids to measure the independent dimension of personality that categorized individuals into a two(2) sets of contradicting personality types; (a) Extroversion – Introversion and (b) Stability – Neuroticism with the coefficients of 0.89 for Extroversion, 0.92 for Neuroticism and 0.78 for the Lie scores with validity and reliability for randomized sample.  $\geq 12$  score corresponds to Extroversion over Introversion and Neuroticism over Stability. The combination of two dimension results to 1 out of 4 temperaments discovered by Hippocrates namely; Sanguine, Choleric, Phlegmatic and Melancholic. It contains a Lie Score composed of 9 -items that predict honesty among one's answer, score of 5 or more on this numbers is an indication of dishonesty in the responses of individual. (See Appendix E for the questionnaire, scoring and interpretation).

The Revised Children's Anxiety and Depression Scale (RCADS). This was the test used to obtain desired data on the symptoms of anxiety and depression among truants. It is a 4 -point Likert scale ranging from 0 ("never") to 3 ("always") that composed of 47-item questionnaires stated to identify or measure various symptoms of anxiety and depression under it is a 6 -subscales along with its internal consistency namely: separation anxiety disorder (SAD) with  $\alpha = 0.78$ , social phobia (SP) with  $\alpha = 0.87$ , generalized anxiety disorder (GAD) with  $\alpha = 0.84$ , panic disorder (PD) with  $\alpha =$ , obsessive compulsive disorder (OCD) with  $\alpha = 0.82$ , and major depressive disorder (MDD) with  $\alpha = 0.87$ . The instrument is used for research purposes. Manual scoring is used where items are compromised in each subscales such as Social Phobia, Panic Disorder, Major Depression, Separation Anxiety, Generalized Anxiety and Obsessive-Compulsive wherein high score defined equivalent disorder while low score means an absence of the correspond disorder or signs.

The Interview Guide. This is the self-constructed questionnaire employed to generate responses from the respondents. It is composed of 31 questions reflecting the variables of the study. As to the first variable which is the personality traits, there are 4 questions concerning extroversion-introversion and neuroticism-stability. Another variable have 20 questions regarding symptoms of anxiety and depression. Lastly, academic

performance is composed of 7 questions. This helps for full understanding of the underlying responses, opinions and motivations. It also helps to develop ideas and hypothesis on the qualitative research study.

## Procedures

Researchers of the study first consulted and proposed a topic to their adviser. When the proposed topic was approved by the study's adviser, the gathering of data from the targeted number of the respondent was done. In data gathering, the researchers started by requesting permission to the three superintendents of DepEd, after the letter has been approved, this letter along with another request letter for school administrator were submitted to the different school. Upon the endorsement of school principal, the school guidance counsellors provided the students that will be appropriate for the study. Some schools allowed the researchers to conduct the questionnaire by themselves while the others schools took the questionnaire as they will be the one to conduct the research.

On the school that the researchers were allowed to conduct, introduction of the variables and what the study was all about were followed, consent form were distributed, while discussing that individual has the right not to participate, as the respondents signed the consent forms the researchers now explain the procedure about the two questionnaires which the participants would be needed to complete. For the interview some of the participants were asked some questions that formulated by the researchers. Then, request for the respondent's grade were followed. Among all the 91 students, the researchers randomly select 21 participants for interview. Once all the data have been collected the researchers statistically interpreted the result of the participants using diverse statistical tools.

## Data Analysis

All quantitative measure was assessed with the use of Statistical Package for Social Sciences (SPSS). For the analysis of data, the researchers made use of different statistical tools such as mean, t-test, one way ANOVA and linear regression. Mean was used to determine the personality traits of the respondents while t-test was used to find the presence of anxiety and depression among them. One way analysis of variance (ANOVA) was used to define whether there are some statistically substantial variances amid the means of two or more independent groups [13]. On the other hand, the statistical measure that predicts scores on one variable

from the scores on a second variable is characterized as linear regression.

For the qualitative analysis, Interpretative Phenomenological Analysis (IPA) with this the researchers were able to recognize the factors that emerge from the respondent’s life experiences and how these affect them. It is a relatively recent qualitative approach that tries to understand participants’ lived experiences. Data were gathered through individual interview with the use of simple questions with the 17 students that were randomly chosen.

**Ethical Consideration**

The researchers as psychology students followed the guidelines provided by the Code of Ethics of Psychological Association of the Philippines (PAP) regarding research as stated on Article X stated an informed consent should be duly signed by the respondents as to their willingness to take part on the researchers’ academic study. On the researchers’ side, the consent form was written on a language understood by them and noted that the results and any other information will be kept in a confidential level.

**RESULTS AND DISCUSSION**

**Table 1. Dimensions of Personality among Respondents (n = 91)**

	N	Mean	Verbal Description
Extroversion/ Introversion		12.3625	Extroversion /Introversion
Extroversion	32		
Introversion	46		
Ambiversion	13		
Neuroticism/Stability		15.5165	Neuroticism
Neuroticism	16		
Stability	65		
Neuroticism/Stability	10		
Lie Scale(Validity Check)		3.43	Valid

*Legend: >12 Total Score in Extroversion vs Introversion = Extroversion, and in Neuroticism vs Stability = Neuroticism, <12 score indicates the other. Lie scale with <5 Mean = Valid*

Table 1 indicates the personality dimensions of the respondents which composed of Extroversion vs Introversion and Stability vs Neuroticism. A score >12 corresponds to another personality dimension versus the other which is extroversion in introversion vs extroversion and neuroticism in emotional stability vs neuroticism, while < 12 total score means that individual falls into its contrasted with. Among the 105

respondents, 91 were only seen having valid answers, with a total weighted mean of 12.35, forty – six (50.5%) were classified as introverts, followed by extroversion having 32 (35.1%). Meanwhile, in neuroticism with a mean of 15.52, sixty - five (71.4%) of the respondents has stability, sixteen (17.6%) falls under neuroticism and ten (11%) were classified having both stability and neuroticism.

Overall result shows that most truants got above mean of 12 that corresponds to both extroversion and having neuroticism. This signifies that truants as extroverted individuals want excitement and has a tendency to act without thinking the result of their actions, as stated in item 1 in EPQ which is “ Do you often crave for pleasure?”, and item 8 “Do you normally do or say things quickly without stopping to contemplate?”, this means that most of the respondents are prone to crave social engagement due to being under stimulated that cause them to be bored easily with school activities, having spur of the moment character and can cause extroverts to be absent in class just to engage in social events or pleasure outside school.

In addition, findings show that truants dimensions of neuroticism that describes their difficulty in emotional regulation and vulnerability to negative emotion, Also, they are individuals who experience quick shifting of moods, this result was reflected on item 7 of the EPQ “Do your moods go up and down?”, it involves feelings of lowliness, item #52 “Are you trouble by feelings of inferiority?” and these negative emotion such as loneliness, easily stressed, unmotivated can cause individual to withdraw from different responsibilities like going to school that leads to truancy.

As uttered by Pang [14], extraversion personalities are inclined to experience positive feelings and interpersonal engagement. Congruent with the study of Pasaricaa [15], students who frequently absent often are extraverts, for their time were mostly spent on outside social activities than in school. In contrast, it was stated that introversion personality, which according to the article “Introduction to the Eysenck Theory of Three Factors” by Edward [16], are individuals who are often reserved, self-effacing, that hide expression of positive emotion. Along with low moods and anxiety are the primary contributors of being truant [3] as cited by Thornton M. [17]. On the other hand, neuroticism is related to easily feel negative emotions which stems from self-generated thoughts. Okwampam[18] utters that student’s emotional instability exhibit truancy that roots from lack of motivation and misplaced priority.

**Table 2. Emergence of the theme Personal Disposition in the aspect of Dimensions of Personality among Truant Adolescents n = 17**

Transcripts or Statements	Emerging Concept	Subcategories	Categories	Themes
-Masaya ho, dahil narealized ko pona akopang paboritosaklase -It makes me flattered but proud -Kalmadolang	Feeling of happiness being the center of attention  Feeling proud  Calmness	Affect	Emotional state	Personal disposition
- Nakakahiya kasi sayo lahat nakatingin. -Parang naiirita ako ayoko ng ganun	Feeling of embarrassment  Irritability	Emotional response	Response to stress	
-Hindi po minsan kasi naiisip ko na baka may ginawa akong mali	Thoughts of making mistakes	Cognitive response		
-Hindi ko alam, pag ako kasi kinakabahan hindi ako agad makagalaw -Mabilis po akong magreact para pong shock	Immobility due to nervousness  Being reactive	Behavioral response		

Table 2 presents the emergence of the theme personal disposition which is determined by a person’s emotional state characterized by affect and a person’s way of responding to stress. Truant adolescents were responding to stress in three ways. They feel embarrass and become irritable which classifies as emotional response. Cognitive response includes thoughts of making mistakes. While behavioral response comprises immobility due to nervousness and being reactive.

Individuals who are extrovert tend to cope up with manifestation of nervous disturbances through skipping classes or withdrawing from responsibilities, which also shows that participants who are prone to have frequent absences are subjectable to different emotional states that is shown on the majority of individuals having a neuroticism personality. The table above also reflects the article of Castro [19] which is “The Science of What Makes An Introvert and An Extrovert”, introverted personality types according to Hans Eysenck can be overwhelmed with high stimulation environment, that cause them to get irritated easily and stay away from it, as compared to extroverted types who have low stimulation that leads to feel happiness and to seek settings with high social engagement. Besides, Edward [16] uttered in “An Introduction to the Eysenck Theory of Three Factors” that individual with neuroticism personality tend to have uncontrollable sympathetic nervous system that result to behavioral response such as fight or flight reaction to stress.

Table 3 reveals that Major Depression was evident with a T-score of 67.24, which falls into borderline

clinical threshold. Nextis Social Phobia having 62.01 while Generalized Anxiety with 56.93 T-score was the least apparent.> 65 t scores mean that respondents are experiencing symptoms that are observable and has a huge effect on individual’s function while <65 t scores indicates that there are minimal symptoms that can be manage.

**Table 3. Symptoms of Anxiety and Depression among the Respondents (n = 91)**

	Raw Score	T-Score	Interpretation
Social Phobia	9.622	62.011	MinimalSymptoms
Panic	9.044	59.422	MinimalSymptoms
Major Depression	10.267	67.244	<b>Borderline Clinical Threshold</b>
Separation Anxiety	10.767	61.011	MinimalSymptoms
Generalized Anxiety	8.533	56.933	MinimalSymptoms
Obsessive Compulsive	10.022	58.178	MinimalSymptoms
Total Anxiety	46.178	61.633	MinimalSymptoms
Anxiety and Depression	57.144	61.844	MinimalSymptoms

*Legend; >65t = borderline clinical threshold, <65t experiencing minimal symptoms*

The integrated results having a t – score of 67.24 which above 65 as borderline indicates that symptoms of major depression are apparent among the truants’ respondent that the individual is experiencing major depressive symptoms that are similar with the children who met the diagnostic area. Major depressive

symptoms include lethargy, morbid thoughts, withdrawal, changes in sleep and eating behavior, and restlessness. It signifies that frequent absences of the students' means that individual might behaving symptoms of depression that prevents them to deal with life or school demands and this must be subjective for concern. Most of these students having low moods are from certain private schools in Lipa, Batangas. Referring to Nguyen [20] study, truancy is associated with having anxiety – related disorders; this comprises generalized anxiety disorder, separation anxiety disorder, social phobia, specific phobia, and adjustment disorder with anxiety. High prevalence in students who refuse to go to school was seen having sub clinical depression which agrees in the article “The Defiant Misbehaving Child - Truancy” [21], that the longer the absence of the adolescence age 15 -18 years old, it indicates social phobia, and depression which is also consistent with the result of Hendron. As cited by Hendron [22], youth refusing school to avoid stimuli that provoke negative affectivity had greater symptoms of generalized anxiety and depression than youth in other functional groups.

**Emergence of the theme Psychological Conditions in the aspect of Symptoms of Anxiety and Depression among Truant Adolescents**

The emergence of the theme psychological conditions in the aspect of symptoms of anxiety and depression indicates nervous disturbances. They lose their appetite, breathe difficulty and felt dizzy which classifies physical symptoms, some of the statements of the respondents are “*Lagi po akong walang gana kasi po naaari po sakin na umaga, tanghali at gabi di nakain as in po nasanay na rin po siguro na hindi po ako nakain nawawalan po ako ng gana sa pagkain ang payat ko na nga po*”, “*Minsan po nahihirapan po ako, wala po akong concentration*”. Cognitive symptoms include being worrisome and over thinking. Emotional symptoms comprise fear of being alone and feeling of rejection. Lastly, behavioral symptoms include inability to meet parents’ expectations, feeling shy and being orderly.

Symptoms shown in this table can be linked to Major Depression as it is apparent to truant adolescents based on the quantitative data. Major depression is a psychological condition that can affect many areas in life. It impacts mood and behavior as well as various physical functions, such as appetite and sleep. It is supported by the study of Malouff [6] that psychological condition as a disturbance in normal

functioning which includes nervous disturbances that can affect how you feel, think, and handle daily activities.

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**Table 4. Academic Performance of the Respondents (n = 71)**

	Mean	Rank	Interpretation
<b>General Weighted Average</b>	<b>81.4225</b>		<b>Satisfactory</b>
Type of School			
Public	79.5000	2	<b>Fairly Satisfactory</b>
Private	83.9032	1	<b>Satisfactory</b>
Grade Level			
Grade 11	80.9828	2	<b>Satisfactory</b>
Grade 12	83.3846	1	<b>Satisfactory</b>
Strand			
ABM	80.0000	4	<b>Satisfactory</b>
HUMSS	82.0000	3	<b>Satisfactory</b>
STEM	82.5714	1	<b>Satisfactory</b>
GAS	82.1765	2	<b>Satisfactory</b>
TECHVOC	79.7500	5	<b>Fairly Satisfactory</b>
Age			
15 -16 years old	82.6154	1	<b>Satisfactory</b>
17 -18 years old	80.7333	2	<b>Satisfactory</b>
Gender			
Male	80.6042	2	<b>Satisfactory</b>
Female	83.2273	1	<b>Satisfactory</b>

*Legend: Below75=Did Not Meet Expectations; 75-79=Fairly Satisfactory; 80-84=Satisfactory; 85-89=Very Satisfactory; 90-100=Outstanding*

Table 4 indicates the academic performance of the respondents. GWA has a mean of 81.4225 with an interpretation of Satisfactory. GWA or General Weighted Average is defined as the average of scores in all subjects that was taken by the students and use as a measure of students’ performance in a particular academic year. Only public school with a weighted mean of 79.5000 and TECHVOC strand with a mean of 79.7500 have an interpretation of Fairly Satisfactory. TVL courses with a low mean from the results suggests that several students which came from low-income families which cannot have enough money to study in

college choose to enter in vocational teaching which they believe can benefit them to earn salary creating job abilities.

Truants students can have more negative results like poor academic performance and numerous social difficulties. Students who are involve in absences will probably unqualified to meet the standards given by school. Consequently, general average and performance of truant students has tendency to be low. It agrees with the statement of Adigüzel and Karadaş [23] which stated that student who absent frequently miss chances to take in the material that empowers them to succeed. Academic performance can be defined as a degree to which a student has accomplished his/her short or long-term educational objective and is comprehensively required to study truancy. According to Sherlock [24], students at public schools do not incline to execute well on standardized tests than students in private schools. They also do not attain higher academic experiences. Lack of English verbal skills, insufficient instruction and teaching materials, lack of number of teachers and inaccessibility of facilities are the aspects that were found to determine poor academic performance in public schools [25]. .Otherwise, TECHVOC strand also revealed a result of fairly satisfactory. TVL or Technical Vocational Livelihood Track is a practical key for those students whom studying to college seems like a challenging act due to lack of monetary resources. TVL strand students are likely to have poor academic performance because of lack of materials provided by the public schools.

Many truant students came from public school. Absenteeism influence more than a student's evaluations. Truancy is signs of profound concerns affecting the student, the school and the community as an entire. A number of public school regions approximated that as many as 75% of truants students ultimately dropped out of school [26]. Students from TVL strand tend to have more absences in school because that specific strand focuses on practical subjects rather than academics. Consequently, Keter [27] stated that students are losing their interest in subjects which may be the reason for them to absent in school.

Table 5 displays the differences on dimensions of personality of the respondents when grouped according to profile. Neuroticism/Stability has a significant difference in the student-specific factor which is the type of school. Only type of school obtained an alpha-level less than 0.05 which is 0.045. Other factors show no significant difference. The public university students

reported higher Neuroticism, signifying that they are more likely to demonstrate emotional instability and have low desire control than their counterparts.

**Table 5. Differences on Dimensions of Personality when grouped According to Profile (Student-Specific)**

<i>Student Specific</i>	EI		NS	
	t/F	p –value	t/F	p –value
Type of School	-1.129	0.262	-2.03	0.045*

*For interpretation: Mean difference is significant at 0.05 level EI-Extroversion/Introversion, NS-Neuroticism/Stability  
\*Significant at p-value<0.05*

Despite it has shown that neurotic students are more likely to have poor academic performance [28], it is important to note that some studies Nye [29], have found that Neuroticism is certainly related to academic achievement. Indeed, the destructive effect of neuroticism can be eliminated if the assessment are conducted under relax, less stressful conditions. In other words, the impact of Neuroticism on academic performance relies on assessment criterion. Neurotic students may do well when the evaluations are less stressful such as free of time constraints and not directly observed by raters. Therefore, the relationship between Neuroticism and academic performance remains open and it is premature to conclude that public university students with higher Neuroticism tend to have low performance. Studies that directly tap on Neuroticism and academic performance are needed to examine the role of Neuroticism.

Otherwise, family, school and community specific factors do not have significant difference on the dimensions of personality. Extraversion has a negative correlation with academic performance; the more extraverted a person was the little chance they had of receiving top grades. This is perhaps due to more socially energetic pupils devote a lesser amount of time studying than introverts.

The sub-variables; Social Phobia (SP) with p – value of .001 and .001 in Generalized Anxiety (GA) has a significant relationship with private school while, Panic Disorder (Panic) having .004, and Separation Anxiety (SA) with .008 p-value has correlation with public school, In type of strand, however, social phobia is associated with GAS and TVL, whereas, STEM and GAS has significant relationship with TVL on panic disorder. HUMSS and TVL connotes with generalized anxiety, though Obsessive-compulsive disorder is not correlated with type of school and strand.

**Table 6. Differences on Symptoms of Anxiety and Depression when grouped According to Profile (Student-Specific)n = 91**

	SP		Panic		M.D		SA		GA		OC	
	t/F	VI										
<i>Student Specific</i>												
Type of School	-3.36 (.001)	S	2.918 (.004)	S	-1.77 (.081)	NS	2.705 (.008)	S	-3.56 (.001)	S	-1.03 (.306)	NS
Strand	3.736 (.008)	S	5.82 (.000)	S	1.827 (.131)	NS	2.82 (.030)	S	3.025 (.022)	S	0.47 (.757)	NS

For interpretation: Mean difference is significant at 0.05 level SP-Social Phobia, Panic-Panic Disorder, MD-Major Depression, SA-Separation Anxiety, GA-Generalized Anxiety, OC-Obsessive-Compulsive VI = Verbal Interpretation, S = Significant, NS = Not Significant

Table 6 implies that social phobia and generalized anxiety are common among private schools, this might be due to the less population that caused the students to be overwhelmed in social situations whereas panic and separation anxiety are high on public school. It can be deduced that increased population and less comfortable environment leads the students to develop anxiety – related disorder. In terms of strand, Social phobia is significance between GAS and TVL; panic is related between TVL and STEM, also TVL and GAS. Aside, generalized anxiety has significant among HUMSS and TVL, however, the table shows that kind of school environment, an choices of strands has no relationship with obsessive – compulsive disorder.

Moreover, in contrast to the research of Farooq [30], majority of students having social anxiety came from public school. Wherein in the study of Uzonwanne [31], it was indicated that environment of school has no influence in psychological wellbeing of adolescence.

Table 7 displays that all the factors including student-specific such as sex, kind of school grade level, strand and age, family-specific factors such as parents presence and involvement, number of siblings, school-specific factors such as relationship with the teachers, peers and school personnel’s and community-specific factors like emotional, financial support from the community show no significant difference in the total anxiety and depression.

**Table 7. Differences on Anxiety and Depression when grouped According to Profile n = 91**

	Total Anxiety			Anxiety – Depression		
	t/F	p-value	VI	t/F	p-value	VI
<i>Student Specific</i>						
Sex	-0.229	0.819	NS	0.092	0.927	NS
Type of School	-1.235	0.22	NS	-1.479	0.143	NS
Grade Level	-1.667	0.099	NS	-1.508	0.135	NS
Strand	1.527	0.202	NS	1.512	0.206	NS
Age	0.762	0.448	NS	0.867	0.388	NS
Socioeconomic Status	0.924	0.482	NS	0.684	0.663	NS
Yes or No	-0.605	0.547	NS	-0.589	0.558	NS
<i>Family Specific</i>						
Living With	0.365	0.779	NS	0.412	0.745	NS
No. of Siblings	1.136	0.345	NS	1.338	0.262	NS
Yes or No	0.354	0.724	NS	0.071	0.943	NS
Yes or No	-0.107	0.915	NS	-0.001	0.999	NS
<i>School Specific</i>						
Yes or No	0.339	0.736	NS	0.467	0.641	NS
Yes or No	-0.492	0.624	NS	-0.549	0.584	NS
<i>Community Specific</i>						
Yes or No	-0.448	0.655	NS	-0.218	0.828	NS

For interpretation: Mean difference is significant at 0.05 level VI = Verbal Interpretation, S = Significant, NS = Not Significant

Based on the result, student’s sex, type of school, grade level, strand, age and socioeconomic factors including, external factors such as interpersonal relationships with school, family and community doesn’t predict total anxiety and depression, it means that total anxiety and depression are not caused by environmental factors or external conflict alone. The students might be dealing with internal conflict.

In contrast to the study of Yap [32] which shows that family problems and family emotional support are correlated with low moods in adolescence [33]. States that peer involvement along with school factors such as connectedness to the teachers and classmates has a significant effect on depression among the youth [34]. However, Lopizzo[35] uttered that depression are from the interaction of environmental and biological factors, including anxiety.

**Table 8. Differences on Academic Performance when grouped According to Profile (n = 71)**

	t/F	GWA p-value	VI
<i>Student Specific</i>			
Sex	-2.498	0.015	Significant
Type of School	-5.104	0.000	Highly Significant

*For interpretation: Mean difference is significant at 0.05 level; GWA-General Weighted Average VI = Verbal Interpretation, S = Significant, NS = Not Significant*

Table 8 indicates the differences on academic performance of the respondents when grouped according to profile. From these results, general weighted average has a significant difference in sex with a p-value of 0.015 and type of school with a p-value of 0.000. Students who came from private schools were more possible to have high socio-economic features positively related with academic performance.

Existing studied of Hahn [36], have agreed about the effects of public and private high schools to some extent; that is, private high schools tend to produce better performing students in terms of academics as compared with public schools. Otherwise, public schools with highly populated students may result in the teachers not been able to monitor the performance of the students and thus reducing the students’ academic performance [37]. Based on the results of the study conducted by Rong’uno [38], private schools do better than public schools in academic achievement. It has been frequently claimed that students in private schools are from either middle class or high class families.

Therefore, it is recommended that further research should be carried out to determine the relationship between socio-economic status and academic performance. Research can also be carried out to establish the relationship between school environment and academic performance.

Rosander [39] establish a gender-based clarification for academic performance, as apparent girls have higher grades than boys. This is most likely because girls are constantly inspired with a greater sense of conscientiousness and anxiety than boys. The boys are pushed more by aspiration and interest, but that doesn’t always be effective as much in our current school process. Moreover, some findings suggest that girl’s motivation and acknowledged support from parents and teachers are not affected by the type of school in which they are belonging.

**Table 9. Linear Regression Analysis of Dimensions of Personality, Symptoms of Anxiety and Depression, and Academic Performance (n= 71)**

	Coefficients	p-value	VI
Intercept	74.41538861		
<b>Dimensions of Personality</b>			
Extroversion/Introversion	-0.075467291	0.6648002	NS
Neuroticism/Stability	-0.002066306	0.9872855	NS
<b>Symptoms of Anxiety and Depression</b>			
Social Phobia	0.005370972	0.9417691	NS
Panic Disorder	0.015074879	0.8326681	NS
Major Depression	0.001688247	0.8700003	NS
Separation Anxiety	-0.062472391	0.3605662	NS
Generalized Anxiety	0.200741082	0.0330063	S
Obsessive-Compulsive	0.004479218	0.9556998	NS
Total Anxiety	-0.018968866	0.9384396	NS
Anxiety Depression	0.002298325	0.9918759	NS

*Anova: F = 2.2182, p-value = 0.028. r<sup>2</sup> = 0.269*

Table 9 shows the linear regression analysis of dimensions of personality, symptoms of anxiety and depression, and academic performance. Among the 91 respondents valid scores, 71 individual only gave permission to the researchers to view their corresponding recent grades and average.

The integrated result illustrates that generalized anxiety with positive 0.033 p - value was the only found significant as per academic performance. It states that out of all the variables, generalized anxiety only can predict student’s general average, having a direct

connection with academic performance shows that the higher the generalized anxiety the higher the student's performance.

The reason why generalized anxiety can predict the academic performance of truant adolescents is because students became conscious of their grades. Therefore, the tendency is they became worried and apprehensive which may lead to anxiety. Other factors are the environment that they have in home and in school.

Anxiety as defined by Merriam-Webster, is “a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill” while general anxiety confers to a tendency to feel anxious about everyday situations, and tends to include evaluation of areas such as biological anxiety, apprehension and interpersonal anxiety [40]. Students suffering academic anxiety feel anxious over academic responsibilities. Students can feel anxiety associated to each academic task. Several may only feel anxiety connected to test taking or other specific tasks. Anxiety is not always seen as negative. Some students can be driven by anxiety. Jakobsen [41] specified that neurotic individuals are more appropriate to have better grades than some of their more emotionally stable peers. It is quite sensible that students with more anxiety and tougher susceptibility are more frightened of failing in academic circumstances – and this inspires them to study harder. As specified also by Owens [43], low level of anxiety can be beneficial to some students.

According to a new study co-authored by Yale researchers [44], being anxious may be advantageous to academic motivation. The study found that anxiety symptoms were positively correlated with higher academic motivation, whereas symptoms of depression

showed no correlation. Additionally, advanced levels of support from parents and teachers and attachment to school were all positively correlated to high levels of academic motivation, even in the presence of depressive or anxiety symptoms. In contrast, Morales [44] stated that non-appearance of anxiety can cause a lack of motivation to study or comprehend ideas. However, strong anxiety significantly anguishes confidence as seen on students with low grades that indicates the opposite relationship between academic performance and anxiety.

Table 11 displays results of the study stated that mostly truants' students have presence of depression symptoms and it was shown these individuals tend to be neurotics and extroverted, as uttered in the article of Whitbourne [45]. Neurotics must learn how to be mindful, to view the experience with full acceptance and that includes less over reaction with negative stimuli, added to this is a promoting mental awareness among the youths including their parents, as stated by Aulerio [46]. The mental health awareness intervention aims for the truant's or those experiencing mental conditions, to be understood by discussing factors that can affect psychological well-being among the students that can leads to lessening the stigma brought by the society to the truant's individuals.

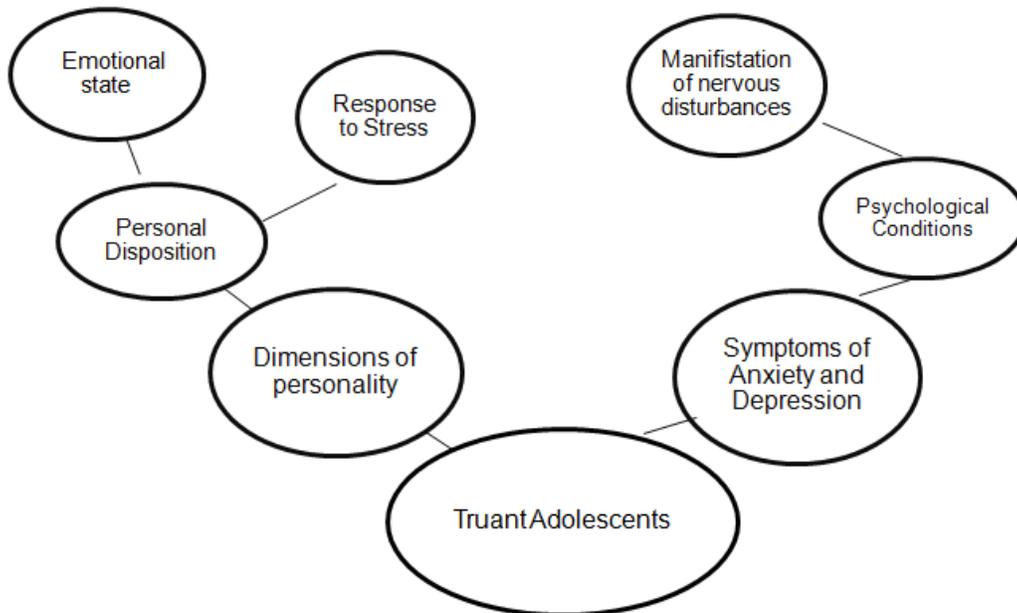
Overall, these intervention programs aims to provide a safe environment where there is an understanding amidst, students, parents and teachers through identifying psychological factors that often causes the students to withdraw from school works and where low academic performance of these individual roots. These will also provide assistance to students who are positive with depression.

**Table 11. Proposed Intervention Program**

Program	Objectives	Strategy/Activity	Persons Responsible/ Participants	Evaluation
Understanding symptoms of depression and anxiety among truant students.	To raise awareness regarding the impact of depressions and anxiety among truant's students.	Seminar about the effects of depression and anxiety among truant students.	Speaker. Guidance counselor/psychologist. Parents, truant's student.	Researchers will return to the different school to evaluate the feedbacks of the truant students.
Weekly Emotional Evaluation form	Aids in evaluating the psychological well-being of the student within a week.  To identify which among the students has a probability of becoming truant.	Giving out evaluation form on each class every end of the week.	DepED Principal Guidance counselor. Students	Researchers will be back to check the responses collected of the students.

**Table 11 (cont.) Proposed Intervention Program**

Program	Objectives	Strategy/Activity	Persons Responsible/ Participants	Evaluation
Sense of Belongingness Program	Aim to help truant students to feel that they are needed.  To provide a cohesive atmosphere among the class.	Assigning 10 person or more in each class to check the status of the absentee.	DepED Principal Guidance Counselor Students.	Researchers Will check the feedback and the attendance of the students.
Understanding depressed truant program	Aims to understand depressed students	Counseling Therapy	Therapist Guidance counselor Parent/s Students	Researchers Will check the feedback and the attendance of the students.
Mindfulness seminar	To help decrease the over – reactivity to negative stimulations of neurotic individuals	Seminar teaching about how students with high neuroticism, deals with negative stimuli with full acceptance.	Counselors Students	Researchers will check the feedback and the attendance of the students.
Self-monitoring skills and academic performance	Aims to increase self-efficacy on academic performance	Review class	Teachers Students	Researchers will check if there are increase on their GWA.
Giving out the result of the study.	To monitor, refer and create primary aid for students experiencing depressions and other anxiety disorder.	Personal meeting with the target student/s that has depression Counseling Therapy	Guidance counselor, Students Parent/s Psychologist	Researchers will return and give the results of the study to the school guidance counsellor for referral.



**Figure 1. Framework of Dimensions of Personality and Symptoms of Anxiety and Depression among Truant Adolescents**

Figure 1 suggested the framework for qualitative data, in consonance with the data gathered from the truant adolescents, symptoms of anxiety and depression is a theme for psychological conditions which are apparent through manifestation of nervous disturbances that affects the normal functioning of the individuals. However, it clearly shows that dimensions of personality is based on the participants personal disposition that is constructed on how individual response to stress and the current emotional state. In conclusion, skipping classes is related on how individual's response to stress, a stress which cause by the manifestation of nervous disturbances and once emotional state.

### CONCLUSION

Respondents possess neuroticism and stability in their personality traits and borderline symptoms of major depression and majority have satisfactory academic performance. The gathered interview data reveals that truant adolescents are having personal disposition and they execute handling emotions in symptoms of anxiety and depression. The type of school was found to be significantly different to the three variables whereas sex was found to be significantly different to academic performance and lastly, strand was significantly different to symptoms of anxiety and depression. Among all the variables, only generalized anxiety can significantly predict the academic performance of truant adolescents. A proposed intervention program was designed for truants to prevent depression and promote mental health.

### RECOMMENDATION

Truant students may gain self-awareness based on this study that aims to assess and have intervention if symptoms of depression are present. Schools officials, particularly the school principal and guidance counselor may create a more intensive comprehensive guidance and counselling program or conduct mental health awareness program that aims in understanding truants' students. For the future researchers, it is suggested to increase the number of respondents and use of other tools in measuring academic performance is recommended for easy method of gathering data that will not defy the confidentiality of the students. Results of this study may be used in subject fields of psychology; (a) Educational Psychology for it involves students and (b) Clinical Psychology for the intervention. The proposed intervention program may be evaluated by the schools' guidance counsellor as

input on their existing guidance and counselling program about absenteeism before its implementation.

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