Effects of Absenteeism to the Learning Performance of Fourth Year Students of one National High School in Batangas City, Philippines

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Abstract - *The study aims to determine the effects of absenteeism among fourth year students to their learning performance. The study utilized descriptive research method. 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. The respondents agree that self- inquiry is the main reason for a student to make an absence as what is being taken notice by other students. The teacher respondents look at the situation in a different angle, and most have agreed self – inquiry have caused the truancy of their students. Majority of the respondents see that the lack of family support had pushed absenteeism to what it is now. For the effect of absenteeism to student individual learning performance, both teacher and student population agreed that students perform poor in class followed by social relation with classmates and social relation with teachers. While for the effect of absenteeism to school performance all variables voiced out a poor result as a main factor.*

Keywords: *Absenteeism, learning performance, student achievement, high school*

INTRODUCTION

Absenteeism takes place when students are already uneasy with the pressures coming in from their daily school activities [1]. It is one of the many factors that affect the student performances in academic areas. It is defined to the students as a deliberate or habitual absence from going to school. Marburger [2] noted that absenteeism tended to be highest at the large public university and lowest at the small liberal arts college. Absenteeism was lower for courses with a significant mathematical component.

Attendance also tended to be lower for core courses. Finally, the study revealed that attendance was higher when the perceived quality of instruction was greater.

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 lost is being rooted to two different courses 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. 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 [3].

The issue of absenteeism can also be viewed in context of academic problems of students which come in various forms such as difficulty in math subject, lack of motivation and study habits, strict teachers and failed major examinations [4]. Absenteeism in one angle view point is one of the most common causes of degrading performances of the students. 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. 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. On the other hand, contamination of sickness and disease can be avoidable because of the absences of a person [2].

Findings of the study of Rodriguez and Conchas [5] suggest that community-school partnerships are critical in the quest to combat truancy and the alarming dropout rate among urban youth. Meanwhile, Dube and Orpinas, [6] investigated the negative and positive behavioral reinforcement

profiles of behavior related to excessive absenteeism which revealed that negative reinforcement involves avoidance, and positive reinforcement involves gaining parental attention or getting tangible benefits from not attending.

There are several high schools in Batangas City particularly here in Verde Island district where the primary respondents of this research came from. San Agustin National High School in fact is the largest high school and also has the biggest student population found in this district, therefore it was chosen for the reality that it can determine the impact of absenteeism. The school grounds of this said school is found in San Agustin Silangan Isla Verde, Batangas City, Philippines.

The school was founded in 1970, the first public high school in the island. It is within the compound of the elementary school with an area of 14,536 square meters. Located in a plain area bounded on the west by San Agustin Kanluran, on the east by San Andres, north by sea water facing Batangas bay and south by San Antonio.

In school year 1970 – 1979, the school faculty was Miss Flordeliza Medina and Miss Evelyn Panganiban under the supervision of elementary principal named Mr. Antonio Mendoza. In succeeding years enrolment increased as the year level added too. Additional faculty members added too.The school administrators were Mr. Antonio Mendoza, the late Mr. Gregorio L. Cueto, Mrs. Benita F. Pentinio, all from elementary School.

When the school became nationalized in 1990 it was supervised by a teacher – in – charge and a 2003 the school is supervised by a full pledge school principal. The school has 14 teaching staff with more than 300 students and with 1 administrative aid.

Being an island school far from city proper, the school and its clientele has the advantage to students from students in the city. There are no places where students could stay outside the school and skip classes that would lead them to learn different vices. It is strongly guaranteed 99% of the students are safe from the proliferation of drugs, computer games, internet cafe, malls, movies houses, billiards, where times are spent. Students are monitored and detected of their whereabouts during school days. At night there are no places where students commonly attracted to go to and stroll at late night. Stores are closed 9 in the evening and the barangay council has set its ordinance for minors. The school head talked personally to the barangay council requesting store owners of not allowing students to play pool, selling cigarettes, and

liquor during school days. Parents and store owners were very cooperative to the request. Additional request to people is by not allowing students to stay late night watching television if it is school days.

The geographical location is considered a factor with the low performance of the students in some identified indicators. The distance traveled by the students from home to school, vice versa is attributed to their low performance. Walking by hundred meters to school from home and in going back home in the afternoon is enough to exhausts energy. Majority of the households has no proper lights in studying at night but to kerosene lamp to depend on. These situations and conditions make the students lag behind in terms of academic performance. Lack of general references accessible to students' research works is another to be considered. The other contributing factor is the school financial status to support minor projects.

Last February 2008, the school personnel decided to launch Fund raising and able to purchase one unit of computer. One of the alumni who is based in Canada donated two (2) units of computer last February 2008 and last April 2008, the school received another two (2) additional units of computer from LSB. The total units of functional computer are 6 but as of school year 2012 – 2013 one of it is functioning. The school generator is the source of power in using computers and electric fans for the conducive learning of the students. The only problem that the school may encounter is when this equipment did not function. Due to limited resources, the opportunity to give students computer literacy and other hindrances for good performance of the students will be at stake. The life span of these factors cannot be determined in days to come.

The student's attendance is very important for them to attain the learning which leads them to be more competent and successful in the class. If the students are always absent the school heads and faculty may also be affectedby the absenteeism rate of their student, and so as the population of those who practice absenteeism affect the whole school environment itself. There are so many reasons and factor where absenteeism happened that the respondents of this need to resolve. Hence, this research was conducted.

OBJECTIVES OF THE STUDY

The study aims to determine the effects of absenteeism among fourth year students to learning performance in San Agustin National High School. 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 San Agustin National High School.

METHODS
Design

The use of survey approach in particular the 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 effect of absenteeism to school and individual learning performances among fourth year high school students of San Agustin National High School as a basis for a conference dialogue. A survey questionnaire will be 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

Table 1. Student Population and Respondents of the Study

Sections (Fourth Year High School)	Population		
	Male	**Female**	**Total**
IV – JADE	16	16	32
IV – RUBY	15	15	30
Total	**31**	**31**	**62**

The respondents of the study were the students from fourth year high school composing of 62 of different sections, IV- Jade and IV – Ruby and the subject teachers of the said fourth year students. The students and subject teachers answered the questionnaire into separate ways. The students were given of questions to be answered according to their situation while the subject teachers answered their questionnaires according to the level of the fourth year students learning performance.

Table 2. Percentage Distribution of the Respondents' Gender

Gender	Student		Teacher	
	f	**%**	**f**	**%**
Male	31	50	4	40
Female	31	50	6	60
Total	**62**	**100**	**10**	**100**

Instruments

The instruments used in the study are Questionnaire Form where this instrument was adopted by the researchers to set up the socio-demographic profile of the student and teacher respondents. The said instrument used to determine the gender 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 used to determine the performances of the student who has frequent absences to his classes and his contribution to school performance.

Procedure

There were 10 teachers and 62 students who served as the respondents of the study. They answered the questions on the survey questionnaire adopted and distributed by the researchers. 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 statistic center of LPU for data analysis.

Table 3. Teacher Population and Respondents of the Study

Sections (Fourth Year High School)	Population			Sample		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
IV – JADE	3	6	9	3	6	9
IV – RUBY	3 are the same plus 1 in Math	5 are the same	1	3 are the same plus 1 in Math	5 are the same	1
Total	4	6	10	4	6	10

Note: Some teachers handle the same subject in some sections except Mathematics and were not accounted twice.

Data Analysis

The following statistics was used for the data analysis such as mean which 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 student and the teachers, 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, Frequency which was used to determine the more frequent occurring rate in the different indicators. This will then identify the performing levels of the different indicators on the effect of absenteeism on student learning and school performance, and Standard Deviation is the statistical measure that sheds light on historical volatility of the study which can give a comprehensive verbal description to the indicators or factors of the research study.

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 how its performance is being described by the respondents.

The given scale was used to interpret the result of the effects of absenteeism to students learning performance: Excellent (E): 4.50-5.00; Very Good (VG): 3.50-4.49; Good (G): 2.50-3.46; Fair (F): 1.50-2.49; Poor (P): 1.00-1.49.

RESULTS AND DISCUSSIONS

Table 4.Percentage Distribution of the Student Socio Demographic Profile (N = 62)

Gender	Student		Teacher	
	f	%	f	%
Male	31	50	4	40
Female	31	50	6	60
Total	**62**	**100**	**10**	**100**

As shown in Table 4 the student respondents are equal which is composed of both 50 percent. The table also shows the greater number of females of the teacher respondents which totaled 6 or 60 percent. The population of both students and teachers are composed of more female respondents with a fraction corresponding to male number of respondents.

Table 5.Percentage Distribution of the Students' Age

Age	f	%
13 – 16 years old	56	90.32
17 – 20 years old	6	9.68
21—24 years old	0	0
Total	**62**	**100.00**

Table 5 shows that all student respondents which are 56 in number belonged to the age bracket of 13 – 16 years old and 6 belonged to 17 – 20 years old. This is then interpreted that 90.32 percent and 9.68 percent respectively of the students belong to the fourth year of high school that corresponds to the scope of the study.

Table 6. Percentage Distribution of the Teachers' Age

Age	f	%
51 – 60 years old	2	20
41 – 50 years old	1	10
31- 40 years old	2	20
21- 30 years old	5	50
Total	**10**	**100**

As shown in Table 6, two (2) teachers or 20 percent are in the age bracket of 51 - 60 years old, only one (1) is within 41 – 50 years old, while two (2) or 20 percent are within 31 – 40 years old and five (5) or 50 percent are within 21 – 30 years old which means the highest percentage is within young adult age bracket.

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

Monthly Family Income	f	%
Php10, 000 and below	56	90.32
Php 11, 000 –Php 20, 000	6	9.68
Php 21, 000 and above	0	0
Total	**62**	**100**

Table 7 shows that the majority of the student-respondents belong to low income family which is equivalent to 90.32 percent with an estimated monthly income of Php 10,000 and below, 9.68 percent of them belongs to average income family with an estimated monthly income amounting to Php11,000 – 20,000.

Table 8. Percentage Distribution of the Teachers' Socio-Economic Status

Monthly Family Income	f	%
Php10, 000 and below	0	0
Php 11, 000 –Php 20, 000	7	70
Php 21, 000 and above	3	30
Total	**10**	**100**

In Table 8, it is clearly observed that 7 teachers belong to average income family with an estimated monthly income of Php 11, 000 to Php 20, 000 and there are 3 who belong to high income family with an estimated family income of Php 21, 000 – 30, 000 per month.

Table 9. Primary Cause of Student's Truancy as Perceived by the Students and Teachers

Cause	Student		Teacher	
	f	%	f	%
Self –inquiry	40	64.52	7	70
Family Problem	22	35.48	3	30
Total	**62**	**100**	**10**	**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 9.The resulting calculation shows that 40 students agreed to the fact to the said hindrance or the 64.52 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 10 respondents, 7see that the lack of motivation and determination had pushed absenteeism to what it is now. Statistically these 7 respondents compose the 70 % of the total 100 % population of the teacher respondents.

According to Williams [7], 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, 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.

Table 10 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 students learning performance. The table summarizes the results tabulated data.

As shown by the table, both teacher and student population agreed that students perform poorly in most of indicators except in social relation with classmates for the students response which is 1.74 in mean and .81 in standard deviation while for the teachers response social relation with teachers with 1.5 for the mean and .53 for the standard deviation which both fairly agreed.

Table 10. Effects of Absenteeism to Students Learning Performance

	Students			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The student's participation on oral discussions.	1.29	0.55	Poor	1.20	0.42	Poor
2. Performances in group work	1.15	0.36	Poor	1.40	0.52	Poor
3. Scores in quizzes	1.05	0.22	Poor	1.10	0.32	Poor
4. Techniques in coping up	1.13	0.34	Poor	1.30	0.48	Poor
5. Social relation with teachers	1.24	0.43	Poor	1.50	0.53	Fair
6. Social relation with classmates	1.74	0.81	Fair	1.70	0.67	Poor
7. Contribution to lesson application	1.10	0.30	Poor	1.00	0.00	Poor
8. General average	1.06	0.25	Poor	1.20	0.42	Poor
9. Speed of analysis and comprehension	1.03	0.18	Poor	1.10	0.32	Poor
10. Expressing ideas clearly through writing	1.13	0.34	Poor	1.30	0.48	Poor
11. Discuss topics convincingly	1.11	0.32	Poor	1.20	0.42	Poor
12. Transform ideas through graphic organizers	1.05	0.22	Poor	1.20	0.42	Poor
13. Total exam points	1.13	0.34	Poor	1.20	0.42	Poor
14. Coverage of topics being organized in class	1.10	0.30	Poor	1.20	0.42	Poor
15. Variation on student's abilities	1.18	0.39	Poor	1.30	0.48	Poor
Composite Mean	**1.17**	**0.10**	**Poor**	**1.26**	**0.15**	**Poor**

Evidently, the indicator of the highest mean for the students is number 6 which is the social relation with classmates, which has a numerical mean of 1.74 and is described to be fair. Due to the said statement we can draw out a line of judgment that a student who commits absenteeism is sought to be still socially connected with his fellow student. It can also be observed that the student respondents see that an individual who commits to such habit have low performances in total exam scores at a 1.13 total mean and a description of poor.

Marburger [2] stated that inferring and coping up in a state of absenteeism is practically low than other tributes of a supposed to be high standard student. He also stated indirectly that other than any other capacities' of a student like those which are naturally inherited or inhibited are not so much affected by absenteeism, an example is socialization.

Students, as what is evident on Table 11 have generally voiced out a poor performance on the school performance as absenteeism is being observed as a main factor. A composite mean of 1.17 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 1.05 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 1.20 and with a verbal interpretation of poor and also gave the lowest mean of 1.0 or the poor performing indicator to the school's performance in diagnostic test.

As what can be observed on the table above, 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.

On the other hand, the teacher respondents where honest enough to give a comprehensive result of total mean 19.71 and is described fair 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 3.11 and had a verbal description of good. But, along with this, the students gave the lowest mean or the fairly performing indicator to the school's performance in quarter examination with a mean of 2.22.

As what can be observed on the table above, the teacher respondents also have their own opinions on how absenteeism affects the school performance. To them, like the students, the teacher's interest in teaching is not so much affected by absenteeism on a class. It can be observed that a verbal description of good at a mean of 2.71. More indicators above were rated lower at a mean of 1.79 at verbal description of fair. These are the performance in diagnostic tests, performance of the class, mean results, functioning and assembly of the school administration, performance in quarter examination and drop-out rates.

According to Mateo [8], absenteeism is the most significant factor to affect the functioning of the school assembly and development. The observed absenteeism among students greatly decreased their academic performance and thus affects the output of the school reports in every year end. But these would not mean that the faculty's interest will be affected, absenteeism mainly concentrates it negativity on the resulting performance.

Table 11. Effects of Absenteeism to School Performance

	Students			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Performance in diagnostic tests	1.21	0.41	Poor	1.00	0.00	Poor
2. Performance of the class	1.11	0.32	Poor	1.10	0.32	Poor
3. Mean result	1.06	0.25	Poor	1.00	0.00	Poor
4. Teachers performance	1.16	0.37	Poor	1.10	0.32	Poor
5. Educational problems in groups	1.24	0.43	Poor	1.00	0.00	Poor
6. Functioning and assembly of the school administration	1.40	0.61	Poor	1.00	0.00	Poor
7. Disciplining of other students who have been influenced by absenteeism	1.13	0.38	Poor	1.00	0.00	Poor
8. Performance in quarter examination	1.13	0.38	Poor	1.00	0.00	Poor
9. Drop-out rates	1.06	0.25	Poor	1.20	0.42	Poor
10.. Teacher interests on teaching	1.16	0.37	Poor	1.10	0.32	Poor
Composite Mean	**1.17**	**0.13**	**Poor**	**1.05**	**0.08**	**Poor**

Table 12. Relation Between Absenteeism, Learning Performance and School Performance

Effects of Absenteeism in terms of:	t_c	t_t	p-value
Students Learning Performance	2.507	1.994	0.015*
School Performance	2.707	1.994	0.009*

*Significant at 0.05   α = 0.05; df = 70

Based from the result, the computed t-value of students learning performance (2.507) and school performance (2.707) were greater than the critical value of 1.994 with df = 70 at 0.05 level of significance, thus the null hypothesis of no significant difference between the perception of the students and teachers on the effects of absenteeism is rejected. This means that there is a significant difference exists on the variables tested.

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

The student respondents are in equal size which composed of 31 female and 31 male while majority of the teachers respondents are female (60%).

All of the student respondents which are 56 in number belonged to the age bracket of 13-16 years old. And that among teachers the data shows that most of them belonged to the 21-30 years old bracket and 50-59 years old age bracket. In the following classification, each has 5 respondents or each had 36 percent of the total population as the research was being conducted.

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 40 students agreed to the fact to the said hindrance or the 64.52 percent out of the 100 percent. The teacher respondents look at the situation in a different angle, and most have agreed self – inquiry have caused the truancy of their students. Out of 10 respondents, 7 sees that the lack of family support had pushed absenteeism to what it is now. Statistically these 7 respondents compose the 70% of the total 100 percent population of teacher respondents.

For the effect of absenteeism to student individual learning performance, both teacher and student population agreed that students perform poor in class

as the result revealed while 1.74 of the mean fall under social relation with classmates. Social relation with teachers with a mean of 1.50 was fall under teacher's result.

For the effect of absenteeism to school performance all variables voiced out a poor result as a main factor.

Through the analysis of data, Chi-square Test of Independence the researchers were able to derive the conclusion that the $X^2_c 2.507 > 1.994 X^2_t$ which means that there is a significant difference between the perception of the students and teachers on the effect of absenteeism in terms of students learning and school performance.

RECOMMENDATIONS

Everyone must be very particular and sensitive to the needs of each student [9]. The school administration with the parents of the concerned students must conduct an effective conference dialogue with the help of the findings of the study. 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 might 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 in learning. Advisers and guidance counselor must be guided by the student's profile develop an activities properly to engage students to stay in school. For the parents, always guide and motivate the students to come to class regularly because of the negative effects of absenteeism to both school and their performance.

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