

Absenteeism 3

[Education](#), [School](#)



Chapter I THE PROBLEM AND REVIEW OF RELATED LITERATURE Background of the Study A child or student's interest is the most basic element that makes a group learning system work in an organized way. From the head to the base members of this organization, the condition of one may affect the others. This kind of educational system is comparable to a series light connection where in the state of one greatly affects the others. Population and the percentage within that population which causes negative feedbacks can be the primary reason of a poor product.

The group or classroom type of organized way of learning has given that impact to the community being the commonly used system. Its effectiveness has been proven and has never been out of fashion. The relationship between the student's physical presence on class discussions and their learning performance are greatly relative. Class participation is just one way of measuring a child's learning ability. In a class, the teacher-student relationship is one of the most fundamental units in student's learning. Learning in a system of group collaboration is one of the best ways in gaining knowledge.

It is a teamwork which the framework relies on an individual learning from the others and others learning from that individual. 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 causes. The inquiry might be a family situation or an individual problem. Then, under these causes are the factors that contribute to a child's regular truancy.

These may be financial concerns, disability, psychotic imbalance, poor school climate, family health, transportation problems, drug and alcohol use, and differing community attitude towards education (Savers, D. et al, 2005).

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 advanced intelligence curriculum, absenteeism causes a great loss and may result to giving up an aimed position. It can also cause social rejection 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 involved 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 (Marbuger, D. , 2001) A student's attendance may be the grounds of the results of his or her learning performance. School administration and faculty may also affect the absenteeism rate of their student, and so as the population of those who practice absenteeism affect the administration and the school itself.

There are so many fruits that the root of absenteeism can produce depending to the situation of the respondent. Hence, this research will be conducted. Review of Related Literature There are a lot of factors which affect the student performances in academic areas. One of these is absenteeism. Absenteeism is defined to the students as a deliberate or habitual absence from going to school. Everybody misses a day of school activities and school lessons now and then.

But it is a problem if the students will absent to many days in going to school, this will cause serious problems (<http://www.entrepreneur.com/encyclopedia/term/82042.html>). Absenteeism in students affects their school performances especially when they are in a group or teamwork for their assignments and projects. Since grouping will help develops the students' cooperative and ability to share and gain knowledge from their group mates, likewise, the group mates will also miss the opportunity of gaining knowledge from the absent student (Koppenhaver, 2003).

According to Schmidt in 1983, absenteeism affects the students' ability to get high scores in examinations which can cause the decreasing of grades or the student may fail and will cause him/her to repeat the same year level. Students who have spent time attending lectures or classes have a significant, positive effect on students' performance. Students that participated exhibited higher grades and scores in examinations than the student. Marburger states that the difficulty inferring the effect of absenteeism on performance because, once a student is absent in a class, he or she may miss the opportunity of learning other techniques. He found out that missing in class progresses the likelihood of missing examination material covered that day compared to the students who were present in the class (2001). It indicates that persistent absentees at an inner-city school in South Wales had significantly lower self-concept, self-esteem, more deprived socioeconomic backgrounds, lower intelligence level, and more educational problems to control groups.

Suggest that remedial measures for absenteeism should focus on raising self-concepts and changing attitudes toward school (Reid k, 1982).

Absenteeism is the most significant factor to affect the functioning of assembly lines in the development of School Administration. Those high levels of absenteeism have negative repression colleagues' effect to the production of quality levels of well trained students because of work specialization. The analysis of hundred absentees reveals hundred of instances of negative effect of building well discipline students for the future.

In contrast to the empirical evidence it confirms that absenteeism produce higher level of problems, that value specialization among student has been significant reduced in the students' achievements (Mateo R, 1998). Students' contracts influence teacher attendance from the classroom. The teachers' attendance has a positive and negative effect on interested students achieve. How students absences influences their teachers'-students' relationship. Teacher and student absenteeism affect the student test score performance base on extensive data collection effect, conducted by authors.

It presents an economic analysis using data from over 700 school district in New York State 1986-1987. It includes that provisions plays a big rule like (the number of unused leave day by teacher will accumulate and “ cash in” at retirement may simultaneously bathetic in teachers and student (Pitkoff, 19903). Teachers who maid and received low performance making tend to miss a larger number of days than those who did not. Teachers with marks do not feel a connection to the workplace and believe they are ineffective in the classroom.

This gives an impetus for school administration to develop teachers' growth plan early in the academic years for low performing teachers than the later in year (Pitkoff, 1993). To prevent and correct serious attendance problems, schools need to change the way they structured improves the quality of the courses and intensity interpersonal relationship between teachers and students (Epstein and Sheldon, 2002). School refusal behavior is a term synonymously used with absenteeism. Classifications of this are the following manifestation: social phobia, school phobia, anxiety and/or depression and truancy (Daleidan et. I, 1999). Of all these manifestations, truancy is one that presents a diversity of issues of interest to school personnel while the others need medical or counseling interventions (Williams, 1998) The organizational structures and culture of a school setting contributes to how students experience the system. School characteristics and culture can influence student absenteeism (Epstein and Sheldon, 2002). Perhaps organizational school structures endorse reward particular peer groups while ignoring the others.

If so, peer identity becomes relevant in schools as the values, attitudes and beliefs held within the peer groups predispose those in the group to endorse or reject the mission of schools. Haris(1996) claims that peer groups are more powerful than parents in changing the values of an individual. The teenagers class themselves out into peer groups varying in their attitudes towards intellectual achievement and can even find anti-intellectual groups in middle class neighborhoods and if this is the case, the choice of peer group could have an effect upon the academic outcome of a student thus, causing absenteeism (Hartnett, 2008).

The curriculum of schools and strength of approval against the habitual absenteeism are also cited as contributing causes to the problem. It was cited by some students as a reason for non-attendance the lack of challenging and interesting course work and curriculum (Kilpatrick, et. al, 1999). Students also cited that negative self-image and low self-esteem are reasons for absenteeism. The negative self-images are sometimes resulting of labeling and tracking within the school system (Lotz and Lee, 1999).

According to Lotz and Lee that mostly of the adolescents today receive less supervision than in the past (1999). The contributing factors to chronic absenteeism involve parental and school-based responsibility. In many cases, parents actually condone the absence by ignoring excuses when no valid reason from school (Kilpatrick, et. al, 1996). A study presents by Unger, Morton and Laing (1997) presents the argument that students who participate in cooperative experiences, even the cause for this occurrence is not conclusive.

Students who already exhibit absenteeism might be interesting to the programs that primarily caused the students to leave school thus more day of non-attendance. Students might disassociate themselves more from the school setting since they are experiencing the world of work. They may have access to their own transportation and find easier to be absent. This view regarding length of the school day, implementations of Blocks Scheduling with few and longer periods when compared to a seven period day with shorter periods appear to reduce absenteeism.

Thus school systems implement the six or seven period day of a higher rate experiencing absenteeism (Khazzaka, 1997/1998). Birman and Natriello (1978) categorized in possible explanations for absenteeism into three categories. The most common were the students' lack of adequate socialization and ignorance of appropriate behavior. The second group of explanations, the school-level group, was primarily concerned with peer pressure and school organizational patterns and their adverse effects. The authors labeled the third group societal-level explanations.

These included changing social mores and community values. According to Louie F. Rodriguez and Gilberto Q. Conchas, " this case study explores how a community-based truancy prevention program mediates against absenteeism, truancy, and dropping out and positively transforms the lives of Black and Latina/Latino middle school youth. Findings suggest that community-school partnerships are critical in the quest to combat truancy and the alarming dropout rate among urban youth. This study also shows how committed individuals can work to engage and empower low-income urban youth who are disengaged from school.

Extensive interviews and observations with Latina/Latino and Black youth demonstrate how the intervention program mediates against social and academic failure. Using grounded theory, this article explores four student-identified dimensions that impact his/her (re)engagement with school: (a) the importance of space that promotes peer relations, (b) incentive structures within programs, (c) the need for social networks, and (d) youth advocacy as a mechanism for institutional accountability. Implications for

combating truancy, reducing dropout, and promoting student engagement are discussed.

Reprinted by permission of the publisher”(2009). “ A case study involving an ethnographic assessment of adult English as a second language program at a community center in southern Minnesota is outlined. Findings revealed that additional curricular structure and more effective communication between teachers and students regarding content and outcomes were keys to reducing absenteeism and those more attentive, respectful estimations of students' abilities would ensure effective communication and help students develop a sense of ownership in their learning” according to the study of Susan L. Schalge and Kay Soga (2008).

According to the study of Dube, Shanta R and Orpinas, Pamela, they investigated the negative and positive behavioral reinforcement profiles of behavior related to excessive absenteeism. “ Negative reinforcement involves avoidance, and positive reinforcement involves gaining parental attention or getting tangible benefits from not attending. Data on school refusal behavior were obtained from 99 upper-elementary and middle school students referred for attendance problems. Three profiles were identified: 17. 2 percent of participants attributed absenteeism to both positive and negative reinforcement; 60. percent attributed absenteeism only to positive reinforcement; and 22. 2 percent had no profile. Findings revealed that the three groups differed considerably in mean scores for behavioral difficulties: participants from the multiple profile groups had the highest level of behavioral problems, while participants from the no-profile group had the

lowest.” (2009). The British Journal of Educational Psychology states “lack of adjustment or school failure is a concern to educators, educational and school psychologists as well as parents, but few studies have focused on school adjustment during late adolescence.

Moreover, studies have yet to explore associations between parenting and school adjustment among upper secondary school students. The primary objective of this study is to explore the relative and unique influence of parental support, behavioral control and psychological control (overprotection and autonomy granting) in school adjustment among upper secondary school students. The sample consisted of 564 students (15-18 years of age) in vocational and general educational courses from one upper secondary school in western Norway.

The results showed that perceived parental practices accounted for moderate, but statistically significant amounts of variance in different aspects of school adjustment. The findings indicate that perceived parental socialization practices are only moderately associated with school adjustment among upper secondary school students. This probably reflects the fact that the influence of specific parenting practices declines as children and young adolescents mature into late adolescent students” (2009). The study of M.

Scott Norton about the ABSENTEEISM AND STUDENT ACHIEVEMENT in the year of 2009 “the rate of teacher absenteeism has been found to be highest in elementary schools, schools with lower student achievement, schools composed of economically disadvantaged and minority students, and schools

that do not require teachers to speak to their immediate supervisor about pending absence, urban school districts ... and districts with enrollments in excess of 257, 000. (Pitkoff, p. 39). In schools where students are poorest and failing the most academically, teachers tend to be absent more often.

In one study, the percentage of students reading below grade level was found to be the greatest predictor of school employee absenteeism, followed by the percentage of students eligible to receive free lunch (Pitkoff, 1993). Studies relating the direct effects of teacher absenteeism on student achievement are limited and tend to differ in their findings. For example, in a study that focused on fourth-grade reading results, it was determined that teacher absenteeism adversely affected student achievement (Summers & Raivetz, 1982). O'Brien and others (1982) also found negative impacts of teacher absenteeism on student learning.

Yet, Ziomek and Schoenberger (1983) were unable to establish such an association. Studies by Madden and others (1991) and by Ehrenberg and others (1991) also did not support the contention that student academic performance was associated with teacher absence. In view of Pitkoff's (1993) finding that school employees rated as unsatisfactory tend to be absent significantly more days than those rated satisfactory, a reasonable conclusion might be that the absence of a " poor" teacher does not impact negatively on student learning".

Theoretical and Conceptual Framework

The student body is the greatest contributor to the success or the ground falling of the school. An individual who have habitually made absences in class may have lost the chance of learning. He or she might have less

chances of getting an aimed position. The school who plays an important role to a child's motivation has known the impact of absenteeism to a student and to the school performance it's self. The chronic spread of absenteeism may have roots that affect the attendance of an individual. " A constant doing may lead to a constant result, just like Domino" (Asia Child Data Trend, 2008).

Coping up is never easy, especially when there is a lot of work to be done. Some teacher's are also considerate that slows down the run of class discussion. Absenteeism alone when a large part of the school population is involved may not only cause a problem to the school but also to the local administration (Williams, L. , 2001). The performances being recorded at the diagnostic tests or midterm exams for example will determine the schools performance. And when absences are done, it can pull down even the highest scores.

That is why the results of absenteeism are to be identified as so the solutions can be formulated to materialize the aims of the school and the individuals.

Figure 1. The Schematic Diagram of the Study Statement of the Problem The study aims to identify the most common effect of absenteeism to a student and the whole body as how the student and teachers specify each.

Specifically, the study seeks to answer the following questions: 1. What is the profile of the teacher and student respondent in terms of: a. Gender b. Age c. Civil status 2.

What are the common causes of absences done by the students in terms of: a. Self-Inquiry b. Family Problem 3. What are the effects of absenteeism as

grouped according to: a. Students Learning Performance b. School Performance 4. Is there a significant Difference between the perception of the students and teachers on the effect of absenteeism in terms of students learning and school performance? Hypothesis Ho: There is no significant difference between the perception of the students and teachers on the effect of absenteeism in terms of students learning and school performance.

Ha: 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 Significance of the Study In many ways, whether in a tiny scale or in a wide range scale the findings of this research will benefit the following individuals in their own respective fields: The Student. Once an individual will know the impact of his doings, he or she will find ways and means to lessen the damage done.

It will let this individual know the scope of his abilities and the right way of directing things especially when he would realize the effect of his habitual absences to the school body. To those students who do not have the knowledge on this aspect, they will be given chance to think, and may join the population which influences the declining of absences ratio. The Teachers. The teachers who serve as the parent when a child is in school will be able to formulate ideas on how to reduce the number of students who skip classes or who habitually commit to absences.

They will be the keys of motivation and inspiration of their students. The School Administrator. Knowing the effects of absenteeism to a student, the school administration is the one primarily affected. Their concerns can then

be discussed with the student body and so as the student body sharing their troubles to the administration. Through a conference the administration might be able to arrive to solutions which can be applicable o different situations. The DepEd Authorities. The Department of Education main goal is to be able to produce productive citizens of the community.

Absenteeism is one of the factors that disturb the stableness of this goal.

When the results are evident, the DepEd authorities together with the different school administration may arrive to a step by step planning to kill the rodents of absenteeism. The Parent. The parents are the direct and the baseline in communication in relation to their child's regular truancy.

Knowing the impact of absenteeism to their child's learning performance, a parent will be at the concerns of convincing their child to attend school and protect them from the primary causes of their absences. Scope and

Limitations of the Study

The study focuses mainly to the effects of absenteeism to a student's learning performance and the schools performance as signified by the teachers and students. The respondents are students from Agusan National High school, Third Year Science High Curriculum and the respective teacher's who still belongs to this scope. This will determine the impacts of absenteeism into an individual and the body where he or she belongs and to arrive to simple solutions on this eye visible dame. The personal information needed for the study is Gender, Age, and cause of absences such as self-inquiry and family problem. The effects of absenteeism o student's learning and school performances are enumerated in determining the answers of the

respondents. Definition of Terms: Absenteeism. The regular truancy of a child; The habit of having absences. Family problem. The problems of the family that greatly affects a student's attendance to school. This includes financial support (the family can't afford education or education is not a primary necessity), differing community attitudes towards education (The people that surrounds home and within it education is not given importance), transportation (The family might lived in a very rural community where in transportation cannot easily reach

Individual learning performance. The variation on the learning of a student being monitored in different ways e. g. class interaction, test results)

ScienceHigh School Students. The students belonging to a special curriculum on higher education. Taught advance learning in science

andmathematicsSelf Inquiry. The problems of an individual or a student that affects his attendance to school. Specifically social phobia (don't have friends), health (always sick), school culture shock (have a hard time coping up, might be that the school is too advance or too slow. , influences from outside the school gates (sees people who cuts classes, Internet and

Computer games.), Chapter 2 METHODOLOGY Research 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 third year Science High students of Agusan National High School as a basis for a conference dialogue. A survey questionnaire will be istributed 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. Research Locale There are several High schools in Butuan City where the primary respondents of this research came from, Agusan National High School in fact is the largest high school and also has the biggest population found in this community, 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 A. D. Curato St. corner Noli Me Tangere St. Butuan City, Philippines. And as shown in the map below of Butuan is Area 52(Piepenbrock G. , 2009). The respondents of this study came from Agusan National High School, specifically those who belong to the special curriculum of the Science High School. Briefly this curriculum was established in 1994 by the administrators of the Department of Education Butuan Chapter. The students of the said curriculum are chosen especially to undergo advance learning and the teachers are also given same importance since it was built.

The third year students and their teachers in different subject areas will be the respondents of this study Agusan National High School (ANHS) is one of the leading public high school in Butuan City, Philippines. It caters the educational needs of most of the population in the community. The school has produced competent graduates and many of them hold key positions in the community. [pic] Figure 2. The map of Butuan City showing area 52 as

Agusan National High school The school is strategically located at the heart of the city.

It accommodates almost ten thousand students. It has the biggest population in the whole region Caraga. It is manned by 270 strong and competent teachers from different fields of specialization under the supervision of the Secondary School Principal IV. The students are trained in order for them to face the future. A graduate of this school is expected to be upright in all the aspects in life. Most of all, students are trained in order to live independent life ahead and become a globally competent Filipino.

Research Instrument

The instruments used in the study are the following: 1. Questionnaire Form. This instrument was structured by the researchers to set up the socio-demographic profile of the student and teacher respondents. The said instrument will be 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. 2. Survey Questionnaire for Students and Teachers.

This instrument will be used to determine the performances of the student who has frequent absences to his classes and his contribution to school performance. Data Gathering Procedure There will be 14 teachers and 89 students who will serve as the respondents of the study. They will be answering the questions on the survey questionnaire organized and distributed by the researchers. They will be the one to determine the

performances of the students who engaged to habitual absences, and its cause. They will be also asked on how this absenteeism affects the school performance.

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

Techniques The research study made use of the purposive sampling technique. There were 36 students and 14 teachers asked to rate the students learning and school performance. Table 1. Student Population and Respondents of the Study | Sections | Population | Sample | |(Third Year Science

High) | | | | Male | Female | Total | Male | Female | Total | | III-Avogadro | 9 | 29 | 38 | 4 | 5 | 9 | | III-Curie | 8 | 26 | 34 | 4 | 5 | 9 | | III-Dalton | 10 | 31 | 41 | 4 | 5 | 9 | | III-Lavosier | 12 | 24 | 36 | 4 | 5 | 9 | | Total | 39 | 110 | 149 | 16 | 20 | 36 | Table 2. Teacher Population and Respondents of the Study Section | Population | Sample | |(Third Year Science High) | | | | Male | Female | Total | Male | Female | Total | | III-Avogadro | 5 | 10 | 15 | 2 | 7 | 9 | | III-Curie | | | | | III-Dalton | 1 | 2 | 3 | 0 | 1 | 1 | | III-Lavosier | 4 | 2 | 6 | 3 | 1 | 4 | | Total | 10 | 14 | 24 | 5 | 9 | 14 | Note: Some teachers handle the same subject in some

sections and were not accounted twice. Data Analysis The researchers will hand the survey questionnaires in a manner of strict and proper distribution.

The gathered data would undergo careful evaluation and analysis. For the Socio demographic profile, the researchers will make use of corresponding numerical value to present the data as follows: I. Socio Demographic Profile

A. Gender Numerical Value | Gender | | 1 | Male | | 2 | Female | B. Age

(Student Respondent) | Numerical Value | AGE | | 1 | 13-16 YRS. OLD | | 2 | 17-20 YRS. OLD | | 3 | 21-24 YRS. OLD | C. Age (Teacher Respondent) Numerical Value | AGE | | 1 | 20-29 YRS. OLD | | 2 | 30-39 YRS. OLD | | 3 | 40-49 YRS. OLD | | 4 | 50-59 YRS. OLD | | 5 | 60-69 YRS. OLD | Civil Status for Teacher Numerical Value | Civil Status | | 1 | Single | | 2 | Married | | 3 | Separated | | 4 | Widow | 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. II. Likert Scale | Descriptive Rating | Weight | Scale Interval | | Excellent | 5 | 4. 50-5. 0 | | Very Good | 4 | 3. 50-4. 49 | | Good | 3 | 2. 50-3. 46 | | Fair | 2 | 1. 50-2. 49 | | Poor | 1 | 1. 00-1. 49 | Statistical Treatment The following statistics will be used for the data analysis: 1.

Mean - The mean is used to determine the general description of the effect of absenteeism to the performances of a student's learning and school. The mean will ascertain the fields greatly affected by absenteeism as perceived by the student and the teachers. 2. Chi-square (Test of Independence)- 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. 3. Frequency - The frequency is 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. 4.

Standard Deviation - The 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. Chapter III ANALYSIS AND RESULTS In this chapter the

researchers showed the results and discussions on the results of the study.

Specifically it presents the organization on the problem stated in the first chapter. Problem 1. What is the profile of the teacher and student

respondent in terms of: Gender, Age, Civil status? Table 3. Respondents

According to Gender

GENDER	STUDENT	TEACHER	FREQUENCY	PERCENTAGE
MALE	16	5	21	58.3%
FEMALE	20	9	29	81.7%
TOTAL	36	14	50	100%

PERCENTAGE | FREQUENCY | PERCENTAGE | | MALE | 16 | 44% | 5 | 36% | |

FEMALE | 20 | 56% | 9 | 64% | | TOTAL | 36 | 100% | 14 | 100% | As shown in

Table 3 majority of the student respondents are female which is composed of

20 individuals or the 56% of the 100%. The table also shows the greater

number of females of the teacher respondents which totaled 9 or 64% of the 100%.

In further discussions the population of both students and teachers are

composed of more female respondents with a fraction corresponding to

males number of respondents. Table 4. Student Respondents According to

Age | AGE | FREQUENCY | PERCENTAGE | | 13-16 YRS. OLD | 36 | 100% | | 17-

20 YRS. OLD | 0 | 0% | | 21-24 YRS. OLD | 0 | 0% | | TOTAL | 36 | 100% |

Table 4 shows that all of the student respondents which is 36 in number

belonged to the age bracket of 13-16 years old. This is then interpreted that

100% of the students belong to the Third year of High school that corresponds to the scope of the study. Table 5. Teacher Respondents

According to Age | AGE | FREQUENCY | PERCENTAGE | | 20-29 YRS. OLD | 1 | 7% | | 30-39 YRS. OLD | 5 | 36% | | 40-49 YRS.

OLD | 2 | 14% | | 50-59 YRS. OLD | 5 | 36% | | 60-69 YRS. OLD | 1 | 7% | |

TOTAL | 14 | 100% | In Table 5 the data shows that most of the teachers

belonged to the 30-39 years old bracket and 50-59 years old age bracket. In the following classification, each have 5 respondents or each had 36% of the

total population as the research was being conducted. Table 6. Teacher

Respondents According to Civil Status CIVIL STATUS | FREQUENCY |

PERCENTAGE | | SINGLE | 3 | 21% | | MARRIED | 11 | 79% | | SEPARATED | 0 |

0% | | WIDOW | 0 | 0% | | TOTAL | 14 | 100% | As being shown in the table

above, most of the teacher respondents were married at a population of 11 out of 14 or 79% of the total 100%. The rest of the respondents were

classified single which is 3 in number or 21% of the total. Problem 2. What

are the common causes of absences done by the students in terms of: Self-Inquiry or Family Problem? Table 7.

Primary Cause of a Student's Truancy as Perceived by the Students and

Teachers | CAUSE | STUDENT | TEACHER | | | FREQUENCY | PRRCENTAGE |

FREQUENCY | PERCENTAGE | | SELF INQUIRY | 21 | 58% | 6 | 43% | | FAMILY

PROBLEM | 15 | 42% | 8 | 57% | | TOTAL | 36 | 100% | 14 | 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 7. The

resulting calculation shows that 21 students agreed to the fact to the said

hindrance or the 58% out of the 100%. The teacher respondents look at the situation in a different angle, and most have agreed that family problem have caused the truancy of their students. Out of 14 respondents, 8 sees that the lack of family support had pushed absenteeism to what it is now. Statistically these 8 respondents compose the 57% of the total 100% population of teacher respondents. According to Williams, the student's 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 Haris was to be given attention for as far as his research had shared; he claimed that peer groups are more powerful influences in changing an individual than thy very own parents. And influences like this 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 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. Problem 3. What are the effects of absenteeism as grouped according to: Students Learning and School Performance? Table 8.

Effect of Absenteeism to Students Learning Performance as Perceived by Student and Teacher Respondents | Indicators | Student | Teacher | | Mean | VD | | Mean | | Student | Teacher | | X²c | | Student | Teacher | | Student | 2132 | 1314 | 3446 | | Teachers | 1514 | 696 | 2210 | | TOTAL | 3646 | 2010 | 5656 | 1.) df = (r-1)(c-1) = (2-1)(2-1) = (1)(1) = 1 Level of Significance = 5% X²t = 3. 84 Expected value:

Cell 1: EV = [(VT)(HT)]/ GT = [(3646)(3446)]/ 5656 = (12564116)/ 5656 = 2221. 38 Cell 2: EV = [(VT)(HT)]/ GT = [(2010)(3446)]/5656 = (6926460) = 1224. 62 Cell 3: EV = [(VT)(HT)]/ GT = [(3646)(2210)]/5656 = (8057660)/5656 = 1424. 62 Cell 4: EV = [(VT)(HT)]/ GT = [(2010)(2210)]/5656 = (4442100)/5656 = 785. 38 | Cell | O | E | (| O-E|-0. 5)² / (| O-E|-0. 5)² / E | | 1 | 2132 | 2221. 38 | 7899. 65 | 1. 40 | | 2 | 1314 | 1224. 62 | 7899. 65 | 1. 0 | | 3 | 1514 | 1424. 62 | 7899. 65 | 1. 40 | | 4 | 696 | 785. 38 | 7899. 65 | 1. 40 | | N= 5656 | N= 5656 | | 5. 6 | CONCLUSION: | X²C | | X²t | | 5. 6 | | 3. 84 | 5. 6 ; 3. 84 Reject Ho, Accept Ha 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

CURRICULUM VITAE I. Personal BACKGROUND Name: April Jobeth G. Barrot Age: 15 yrs. old City Address: 241 P-1 Obrero, Butuan City Provincial

Address: Agusan Del Norte Date of Birth: April 9, 1994 Height: 150 cm
Weight: 37 kg Civil Status: Single Religion: Roman Catholic Citizenship:
Filipino Contact#: 2257130/09102442074 Fathers Name: Job R. Barrot Age
49 yrs. old Occupation: Seaman Mothers Name: Elizabeth G. Barrot Age: 46
yrs. old Occupation: Pharmacist Brothers Name: Jeb G. Barrot Age: 17 yrs. old
Steven Ellie G. Barrot Age: 1 yr. old Frankie Job G. Barrot Age: 1 yr. old Sisters
Name: Jobelle Beth G. Barrot Age: 8 yrs. old II. Educational Background

Preschool - Child Learning Development School – S. Y. : 1999-2001 Primary
Level – Butuan Central Elementary School – S. Y. : 2001-2007 Secondary
Level – Agusan National High School – S. Y. : 2007-Present III. Honors,
Scholarship and Awards Preschool Kinder I Honors: Best in Math, Best in
Filipino, and Best in English Award: Most Neat Kinder II Honors: Best in Math,
Best in Science, Best in English, Best in Filipino Award: Most Neat Primary
Level Grade 1 Honors: 8th Honors Award: Most Patients Grade 2 Honors: 6th
Honors Award: Most Neat Grade 3 Honors: 9th Honors Award: Most Neat
Grade 4 Honors: 14th Honors Award: Most Clean Grade 5 Honors: 8th Honors
Awards: Dancer of the Year and Most Cooperative Grade 6 Honors: 6th
Honors Awards: Most Industrious, 1st in Katutubong Sayaw, Cheer dance
Competition (Champion), Outstanding Pupil Government Officers,
Outstanding Choir Member and Outstanding Dance Troupe Members
Secondary Level 1st Year Level Honor: 9th Honors 2nd Year Level Honor: 5th
Honors IV. Seminar, Conference Attended Philippine Society of Youth Science
Club, September 6-7, 2008, Agusan National High School Senior/Cadet
Scouts Conference, August 15, 2009, at GSP Headquarters, Capitol Site,

Butuan City Chief Girl Scout Medal Scheme Orientation and Workshop at GSP Headquarters, Capitol Site, Butuan City, July 25, 2009

Brown Raise Seminar, Saint Joseph Institute and Technology, February 6, 2009
CURRICULUM VITAE I. Personal BACKGROUND Name: Rania Cabonce Valencia Age: 15 yrs. old Provincial Address: Agusan Del Norte Date of Birth: July 3, 1994 Height: 145 cm Weight: 35 kg Civil Status: Single Religion: Roman Catholic Citizenship: Filipino Fathers Name: Robert G. Valencia Occupation: Poultry Raiser Mothers Name: Rosario C. Valencia Occupation: High School Teacher II. Educational BACKGROUND Primary Level – Butuan Central Elementary School – S. Y. : 2001-2007 Secondary Level – Agusan National High School – S. Y. : 2007-Present III. Honors, Scholarship and Awards
Preschool 2nd Honors Outstanding Pupil

Best in Writing Best in Math 2nd Place Spelling Bee Primary Level Grade 1 Honors: 9th Honors Grade 2 Honors: 6th Honors Grade 3 Honors: 4th Honors Grade 4 Honors: 6th Honors Grade 5 Honors: 3rd Honors Award: 1st Place Filipino Quiz Bee Grade 6 Honors: 2nd Honorable Mention Awards: 3rd Place in Napkin Folding -5th Place Investigatory Project-6th Place Editorial Cartooning - Outstanding Choir Member Secondary Level 1st Year Level Honor: 1st Honors Award: APEC 2008 Academy Award First Place - 3rd Place Essay Writing 2nd Year Level Honor: 10th Honors IV. Seminar, Conference Attended Philippine Society of Youth Science Club, September 6-7, 2008, Agusan

National High School School Press Conference, Butuan Central Elem. School, Butuan City, S. Y. 2007-2008 Symposiums, Agusan National High School,

Butuan City, S. Y. 2008-2009 Red Cross Youth Seminar, Agusan National High School, February 13, 2009 School Disaster Management: First Aid Training, Agusan National High School, September 11-12, 2009 CURRICULUM VITAE I. Personal BACKGROUND Name: Gea Anne I. Makinano Age: 15 yrs. old City Address: P-6 Brgy. 16, Ong Yu, Butuan City Provincial Address: Agusan Del Norte Date of Birth: October 12, 1994 Height: 151 cm Weight: 39 kg Civil Status: Single Religion: Roman Catholic Citizenship: Filipino

Fathers Name: Felixberto L. Makinano Occupation: deceased Mothers Name: Elvira I. Makinano Occupation: OFW II. EducationAL BACKGROUND Preschool -Balay Silonganan Learning Center – S. Y. : 1999-2001 Primary Level - Butuan Central Elementary School – S. Y. : 2001-2007 Secondary Level - Agusan National High School – S. Y. : 2007-Present III. Honors, Scholarship and Awards Preschool Kinder II Honors: Salutatorian Awards: Best in Writing, Most Neat and Clean Primary Level Grade 1 Honors: 1st Honors Award: Best in Writing, Most Punctual, Most Neat and Clean, Best in Science Grade 2 Honors: 4th Honors Award: Most Polite Grade 3 Honors: 4th Honors

Award: Most Neat and Clean, Most Polite Grade 4 Honors: 2nd Honors Award: Most Polite, 1st Place Science Quiz Bee District Level, 3rd Place Science Quiz Bee Division Level Grade 5 Honors: 2nd Honors Awards: Participant- Water District Quiz Bee District Level Grade 6 Honors: Salutatorian Awards: Outstanding Award, 1st Place MTAP Division Level (Team), 3rd Place MTAP Division Level Secondary Level 1st Year Level Honor: 6th Honors Award: Model Student 2nd Year Level Honor: 14th Honors IV. Seminar, Conference Attended Philippine Society of Youth Science Club, September 6-7, 2008,

Agusan National High School Brown Raise Seminar, Saint Joseph Institute and Technology, February 6, 009 Symposiums, Agusan National High School, Butuan City, S. Y. 2008-2009 CURRICULUM VITAE I. Personal BACKGROUND

Name: Charissa L. Abingosa Age: 15 yrs. old City Address: Employees Village, Libertad Provincial Address: Agusan Del Norte Date of Birth: April 4, 1994 Height: 164 cm Weight: 52. 5 kg Civil Status: Single Religion: Roman Catholic Citizenship: Filipino Fathers Name: Manuel Q. Abingosa Age 47 yrs. old Occupation: Motor Cycle Driver Mothers Name: Nerlita L. Abingosa Age: 46 yrs. old Occupation: Government Employee Brothers Name: Emmanuel L. Abingosa Age: 14 yrs. old II. EducationAL BACKGROUND Preschool –Sacred Heart- S. Y. : 1999-2001

Primary Level – Butuan Central Elementary School – S. Y. : 2001-2007

Secondary Level – Agusan National High School – S. Y. : 2007-Present III.

Honors, Scholarship and Awards Primary Level Grade 1 Honors: 6th Honors Grade 2 Honors: 1st Honors Grade 3 Honors: 14th Honors Grade 4 Honors: 8th Honors Grade 5 Honors: 8th Honors Grade 6 Honors: 3rd Honors

Secondary Level 1st Year Level Honor: 5th Honors 2nd Year Level Honor:

21st Honors Awards: 1st place in Division and District 2nd Year Level Suduko

2nd Place in 1st Regional Math Festival IV. Seminar, Conference Attended

Philippine Society of Youth Science Club, September 6-7, 2008, Agusan National High School

Senior/Cadet Scouts Conference, August 15, 2009, at GSP Headquarters, Capitol Site, Butuan City Chief Girl Scout Medal Scheme Orientation and Workshop at GSP Headquarters, Capitol Site, Butuan City, July 25, 2009

Brown Raise Seminar, Saint Joseph Institute and Technology, February 6, 2009 CURRICULUM VITAE I. Personal BACKGROUND Name: Gonzaga, Mhizelie Jave F. Age: 15 yrs. old Address: P-10 Ong Yiu Dist. Butuan City Birth date: February 21, 1994 Gender: Female Status: Single Parents Information: Mothers Name: Ma. Jovelin V. Forrosuelo Occupation: Public School Teacher Fathers Name: Jose Bayani L. Gonzaga Occupation: Owner Type Jeepney Driver No. of Siblings: 1 Position in Family: Eldest II.

EducationAL BACKGROUND Schools Attended: Preschool: Angelicum Montessori School; S. Y. 1998-2000 Elementary: Butuan City SPED Center FL; S. Y. 2001-2006 High School: Agusan national High School; S. Y 2007-present III. Honor Scholarships and Awards Preschool: Graduated as a Salutatorian Awards: Proficiency in Science Best in Oral Expression (Filipino) Best in Writing Best in Reading Best in Spelling Most Neat and Clean Best in Music and Rhythm Elementary: Graduated as a Salutatorian Awards: S. Y. 2006-2007 1st Place Regional Quiz Bee, SPED Schools Category 3rd Place, Regional Science Quiz Bee, Over All 1st Placer Division Science Quiz Bee and Placer Division Science Fair “ Comparing Metal Elements Found in Leaves of Different Mango Varieties” 3rd Honors, Division MTAP Math Challenge, Individual Category 3rd Runner up, Division MTAP Math Challenge, Team Competition Qualifier, Philippine Science High School Scholarship Exam, Davao Campus Contributor, “ Ang Manaol” Official School Paper of BCSC (Filipino) Active Girl Scout Red Cross Member Class Auditor Best in Science Most Diligent Academic Excellence Awardee, Green Bank CARAGA Chapter Academic Excellence Awardee, M. Lurielle, Butuan City Branch S. Y. 2005-2006 3rd Honors, Division MTAP Math Challenge, Individual Category 1st

Placer, Division MTAP Math Challenge, Team category S. Y. 2004-2005 2nd Placer, Regional Science Quiz Bee, Over All S. Y. 2003-2004 1st Placer, Division MTAP Math Challenge, Team category S. Y. 2002-2003 1st Placer, Division MTAP Math Challenge, Team Category High School: Awards: S. Y. 2007-2008 1st Placer, Division Science Quiz Bee 1st Placer, Division MTAP Math Challenge, Team Category S. Y. 2008-2009 3rd Placer, Schools Science Fair, “ Copper and Tin Alloy As Substitute to Silicon in Photovoltaic Cell” 3rd Placer, Regional Science Fair, “ Copper and Tin Alloy as substitute to Silicon in Photovoltaic Cell” IV. Seminar, Conference Attended Philippine Society of Youth Science Club, September 6-7, 2008, Agusan National High School Brown Raise Seminar, Saint Joseph Institute and Technology, February 6, 2009

CURRICULUM VITAE I. Personal BACKGROUND Name: Ben Jay Felizarta Age: 15 years old Address: New Asia R. Calo, Butuan City B-day: July 9, 1994 Mother’s Name: Rosanna Felizarta Occupation: House Keeper

Father’s Name: Bilarmino Ocaj Occupation: Tailor II. EducationAL

BACKGROUND Pre-School: Honor Received-1st Honor Primary Level: Obrero Elementary School Honor Received- Gr. 1 – 1st Honor Gr. 2 – 1st Honor Gr. 3 – 2nd Honor Gr. 4 – 1st Honor Gr. 5 – 2nd Honor Gr. 6 – 1st Honorable

Mention Secondary Level: Agusan National High School Honor Received-

None so far ----- The effect of absenteeism to student’s learning and class/school performance. Conduct a Conference Dialogue Socio-

Demographic profile of the respondent: • Gender • Age • Civil status

Common cause of absence • Self inquiry • Family problem • AGUSAN RIVER

AGUSAN RIVER