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## Relationship Assessment between Absenteeism and their Academic Performance: The Case of Selected Pupils in Laguindingan Central School

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### **Abstract:**

*This study is primarily endeavored to assess the relationship between absenteeism and students' academic performance the case of selected pupils in Laguindingan Central School. In line with this is also an evaluation on the impacts of the factor determinants of absenteeism such as household chores, financial constraints and parental guidance in relation to their academic performance. To attain the objective of this study, the research methodology employed is the descriptive research design mainly utilizing the survey questionnaire as its main research instrument. Random sampling was employed to 60 students of which 50 students were retrieved one week period. The data were gathered after approval and consent with the head of the school and the questionnaires were floated after assuring its confidentiality. The 5-point Likert Scale was used to gather the responses and was analyzed quantitatively with appropriate statistical tools of which the questionnaire was divided into two parts. The first part contains socio-demographic profile of the respondents and the second part provides the factor determinants of absenteeism in relation to academic performance. Using the statistical tools in data analysis, it*

*shows that there is significant relationship between parental guidance and the students' academic performance and on the socio-demographic profile, only age relates significantly to the students' academic performance.*

*Based on these findings, it is suggested that parents should undertake their major role in parenting or providing parental guidance on their children and cooperate with the teachers when their children are in school. On the side of the school administrators and teachers, database if needed should be provided so that the monitoring of the students will be updated both grade level-wise and the school-wide scenario. Lastly, parents should not put the responsibility to their children to do household chores during weekdays as it may hamper the academic performance of the students and commit frequent absences.*

**Key words:** Absenteeism, Academic Performance, Household Chores, Financial Constraints, Parental Guidance

## **1.1 INTRODUCTION**

Many people perceived absenteeism as a perennial problem that occurs in all levels in the education sector. This encompasses the pre-elementary, elementary, high school, college and even in post-graduate studies. However; there can be various reasons why students commit absences and these reasons can be investigated in order to validate such act. Various authors concluded in their studies that, in the education or in academia, class attendance has significant impact on how the students perform and succeed in their class and in their studies as a whole (Park & Kerr, 1990; Romer, 1993; Devadoss & Foltz, 1996; Brocato, 1989; and Moore, 2005). A study conducted by Stanca (2006) found out that there is significant relationship between student absenteeism and their academic performance in major examinations in macroeconomic course. Moreover, his findings also dictates that, those students who commit frequent absences are likely to respond incorrectly

to the examination questions than those who are consistently present in the class. This outcome is also consistent in the study of Choudhury (2008) who posits that there is relationship between absenteeism and the student's final grade using the regression analysis model.

In connection with this study, the researcher has noticed the rising incident of absenteeism particularly in grade 4 classes that has caught the attention of the teachers which resulted into low academic performance for those students who have records of absences. In the normal course of intervention, the teachers usually call the attention of the students whenever the students commit absences and if the situations become worst, the parents' attention will then be called. Personal initiative of the researcher upon observation of the actual incidents of the absences and from the student's responses when asked, reasons of the absence can be caused by household chores, financial constraints and parental guidance. Because of the limited studies that describes these variables to impact academic performance; it drives the interest of the researcher to investigate these variables to shed light on the perceived causes of student absenteeism as in the case of the respondents in Laguindingan Central School.

The main objective of this study is to assess the relationship between factor determinant variables of absenteeism and students' academic performance the case of the selected pupils in Laguindingan Central School. Furthermore, it also describes the demographic of respondents and its impact on academic performance as well as determine their relationship.

## **1.2. Statement of the problem**

Absenteeism can be widely in Laguindingan Central School, the emphasis of this study. In fact, it is approximately estimated that 30% of the total population of 680 students in the school

posted an actual incidence of absenteeism distributed to class levels. Actual evaluation of the teachers concerned revealed that many of the students pre-occupied with household chores that may prevent them in going to school and some of them don't have enough money to take transportation and other expenses that normally spent inside the school premises. Further, conversations with other parents have contributed to ideas that, many parents have practically neglected their responsibilities especially in monitoring their child's performance in school because of varying reasons. Due to these reasons which are subject to validation, this research is endeavored to scientifically proved these assumptions and can be input to decision making of administrators based on quantified results.

### **1.3. Research Objectives**

Primarily, the aim of this study is to determine the relationship between the factor determinants of absenteeism and the students' academic performance. Specifically, it tries to address the following research objectives:

1.3.1. To describe the profile of the respondents according to age, gender, educational attainment of parents, parents' combined income and family size.

1.3.2. To assess the impacts of the factor determinant variables namely household chores, financial constraints, and parental guidance on students' academic performance.

1.3.3. To determine the relationship between the students' demographic profile and their academic performance.

1.3.4. To investigate the significant relationship between the factor determinants of absenteeism (Household Chores, Financial Constraints, and Parental Guidance) and the students' academic performance.

1.4. To achieve the research objectives, the following research questions were formulated as shown hereunder.

1.4.1. What is the demographic profile of the respondents in terms of age, gender, educational attainment of parents, parents' combined income and family size?

1.4.2. What are the impacts of the factor determinant variables namely household chores, financial constraints, and parental guidance on students' academic performance?

1.4.3. Is there relationship between the students' demographic profile and their academic performance?

1.4.4. Is there significant relationship between the factor determinants of absenteeism (Household Chores, Financial Constraints, and Parental Guidance) and the students' academic performance?

### **1.5. Research Hypotheses**

H<sub>0</sub>1. There is no relationship between the students' demographic profile and their academic performance.

H<sub>0</sub>2. There is no significant relationship between the factor determinants of absenteeism (Household Chores, Financial Constraints, and Parental Guidance) and the students' academic performance.

### **1.6. Significance of the Study**

This study is significant for various reasons. Firstly, this study would be beneficial to the teachers and administrators of the respondent school where the research is primarily obtained and will practically serve as guide and basis on deciding for the best possible solution to the recurring problem on absenteeism. Secondly, students will be well-informed on the cases of absenteeism that will be transparent to them, the parents and the teachers thereby urging the parents on the whereabouts of their children strong feedback mechanisms. And, to the body of knowledge where the results of this study will be an input and

consideration for wider and extensive studies in different settings.

## **2. REVIEW OF RELATED LITERATURES**

This section presents the related literature that describes the variables of this study. It shows the literatures relative to the determinant variables of absenteeism, the socio-demographic profile and academic performance.

### **2.1. Household Chores, Financial Constraints and Parental Guidance**

According to Beegle et al. (2005) there is increasing trend of cases relative to child labor and children education and found out from their findings that, children being given the tasks on household chores during school days negatively affect their performance as evaluated by different measures such as days absent, education enrollment, lateness in schools and examination performance, years of schooling attained and grade repetition. Researches also proved that child labor for instance reduces the level of effectiveness of student performance especially the time used at home significantly reduced school attendance as well as performance ratings (Muola, 2010). In Kenya for example where many of the children came from poor families, it was ruled out that children combine the tasks of household chores, schooling, and family business causing the increasing incidence of educational inequality to the disadvantage of the students themselves. Researches explained that, most of the children in Kenya are involved in household chores because parents are incapable of hiring domestic helpers in helping them with the household activities (Moyi, 2011; Kadenyi and Kamunyu, 2006; FAWE, 2003; and Ayoo, 2002).

In other words, parents who usually engage their children to household chores and other works on school days hinder their students from attending their classes, reduces study time which lead to fatigue thereby distracts their learning and concentration. However, Buchmann (2000) contradicts such findings by stressing that child labor and schooling can be combined provided that the rate of doing such act shall be done simultaneously hence, it does not significantly affect the school attendance and academic performance.

Another factor that affects student academic performance according to studies is the parental involvement or guidance to their children. In the study of Becker, et. al. (2011) he pointed out that, the academic interaction of parents significantly influenced the secondary school students in shaping their behaviors, skills and attitudes in their conduct in school. For instance, parents who have attained higher education proved to be more involved in fostering parental guidance to their children and can stimulate learning environment. Accordingly, Becker added that, good parental guidance from parents in educating their children dramatically improves academic performance with the quality time spent together between them and their parents. Coleman (2010) also affirmed the statement of Becker by stating that, parental guidance is necessary as the students reach the puberty and adolescence where influences from external environment drastically increased thus, parents should voluntarily foster parental involvement and at the same be vigilant to the activities of their children in the house, school and outside environment. While the teachers played their role as second parents, parents should not lay their full respondents to them but instead help monitor the strengths and weaknesses of their children academically.

Financial constraints can also be considered as determining factor on the increasing absenteeism cases and its negative impact on academic performance. Kunje (2009) investigated in his findings that families in Malawi that are socially categorized as wealthy registered a good indication on the good performance of the students than those that are considered poor families as they can provide more on the needs of their students. Consequently, poor families have experienced malnutrition, absenteeism, hunger and ill health hinders the growth and achievement of students in school (Muola, 2010). Moreover, Onsomu (2006) also found out that families with good quality homes, adequate food and have acquired more possessions, can provide the materials and equipment needed for their children with highly educated parents perform better in schools.

## **2.2 Socio-Demographic Profile and Academic Performance**

Several demographic factors may affect students' academic performance however it varies depending on the situation and the setting or location where the study is conducted. Muola (2010) described the socio-demographic factors related to the students conduct in school as influenced by the so called "home environment". Accordingly, Beegle, et. al. (2005) defined home environment as objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Muola (2010) stressed that home environments differs in many respects in identifying the variables and factors to be used in studies such as economic status, parent's level of education, attitudes, occupational status, values, religious background, family size, and the parents' expectation for their children. Some of these factors have been considered in this study thereby serving as the bases in establishing the socio-demographic profile of the respondents.



Jeyne (2005) investigated the five variables that may affect the academic performance of the students which includes the mother and father's education, father and mother's occupation and family income. Results indicate that there is relationship between these variables on students' academic performance. According to Sentamu (2003) the choice of schools to study can be highly influenced by the educational attainment of the parents who normally choose which school they would prefer for them. In the study of Considine and Zappala (2002) in Australia, their findings reveal that parents who are highly educated produced student's higher level of achievement because of the psychological support they have imparted to their children. Muola (2010) showed evidence that there is significant relationship between parental level of education and the students' education aspirations. On the other hand, the combined income of parents can be considered a good predictor of students' academic performance. Evidence also revealed that families belonging to lower social class are usually deprived of education and that the parents can hardly sustain their pays and school charges. Moreover, poor families on average tend to have more school-age children at home than higher income families (Jeynes, 2005).

### **3. RESEARCH METHODOLOGY**

This section presents the research design, population and sampling, data collection, research instrument, data analysis, research validity and reliability.

#### **3.1. Research Design**

This study primarily utilized the descriptive research design with the use of survey questionnaires as the main data gathering instrument. According to Creswell (2002) the use of descriptive research design is appropriate when the purpose is

to describe persons, organizations, settings, or phenomena. As prescribed in this study, the choice of using this design is based on the assumption that the data to be collected are quantifiable that considers this research design.

### **3.2. Population and Sampling**

The study is conducted in Laguindingan Central School, a public elementary school located in Laguindingan Misamis Oriental. Currently, the school has total population of 680 students from pre-elementary to grade six. Based on random sampling, the researcher has decided to consider 50 respondents as samples who are distributed from grades 3,4,5,6. The basis of choosing these respondents is based on the assumption that, many cases have been noted in these grade levels.

### **3.3. Data Collection**

In this study, data were collected following the prescribed procedures as adopted. Firstly, the letter of consent was made addressed to the Principal of the School where the researcher was currently employed. Upon approval, time schedules were set to hand in the sets of 60 questionnaires to the respondents but only 50 questionnaires were retrieved after one week from distribution of those questionnaires with 83.33 retrieval ratio. Rest assured that the responses were kept confidential and are solely used for the completion of the research.

### **3.4. Research Instrument**

In this study, the research-made questionnaire was developed to address the research problem and research objective. The questionnaire is divided into two sections. The first section contains the socio-demographic profile of the respondents while the second section reflects the questions on the factor determinants of absenteeism in relation to students' academic

performance. Furthermore, to solicit the responses in the second section, the 5-point Likert scale was utilized with the responses: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Disagree; 5=Strongly Agree.

### **3.5. Data Analysis**

Primarily, the data gathered is quantitative in nature and it employs statistical tools in analyzing the information. In treating the socio-demographic profile of the respondents, the frequencies, averages, tables and percentages were used while the second section pertaining to factor determinants of absenteeism, the Pearson Correlation Coefficient was used to determine the significant relationship between these factors and the students' academic performance. In investigating also the relationship of the respondents' socio-demographic factors and the students' academic performance, the regression analysis model was employed to either accept or reject the null hypothesis.

### **3.6. Data Validity and Reliability**

Validity according to Kothari (2008) refers to the degree to which the empirical measure or several measures of the concept accurately measure the concept. It emphasizes the establishment of the purpose with which it purports to measure. In this research, the content validity was examined with pre-testing to at least two teachers who are also researchers known by the researcher but are not considered as respondents to assess whether the questionnaire has all the necessary elements that will achieve the research objective and as basis for modification and revision of the questionnaire if needed. However; in evaluating the reliability of the questionnaire the Pearson Correlation was used to determine the coefficient stability of the data collected where 0.7 is highly acceptable measure of reliability. The result however shows

that it has 0.65 which is reliable enough based on the measures of 0.5 according to Kerlinger (1978).

## 4. DATA ANALYSIS AND INTERPRETATION

This section presents the results from the statistical interpretation of the study based on the research questions.

### 4.1. Age

**Table 1. Age of the Respondents**

| Age               | Frequency | Percent |
|-------------------|-----------|---------|
| 5-7 years old     | 9         | 18.00   |
| 8-10 years old    | 30        | 60.00   |
| 11-13 years old   | 10        | 20.00   |
| Over 13 years old | 1         | 2.00    |
| Total             | 50        | 100.00  |

The table above reflects age of the respondents and results showed that 60% or 30 out of 50 respondents belong to age bracket 8-10 years old and 20% (N=10) are 11-13 years old. Moreover, nine students or 18% are 5-7 years old and lastly, only 2% or 1 student is over 13 years old. Based on sampling of the respondents, many of those respondents are grade 4 pupils.

### 4.2. Gender

**Table 2. Gender of the Respondents**

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male   | 18        | 36.00   |
| Female | 32        | 64.00   |
| Total  | 50        | 100.00  |

Table 2 shows the classification of the respondents according to gender. Results displayed that 64% or 32 out of 50 respondents are female and 18 students or 36% are male. Although the

respondents in this study are predominantly female, this result may not be conclusive of the gender when the population of the entire school will be taken into consideration.

### 4.3. Educational Attainment

**Table 3. Educational Attainment of Parents**

| <b>Educational Attainment</b> | <b>Frequency</b> | <b>Percent</b> |
|-------------------------------|------------------|----------------|
| Elementary Graduate           | 5                | 10.00          |
| High School Graduate          | 7                | 14.00          |
| College Graduate              | 34               | 68.00          |
| Master/PhD Graduate           | 4                | 8.00           |
| Total                         | 50               | 100.00         |

Table 3 depicts the distribution of the respondents according to the educational attainment of parents. Predominantly, 68% or 34 out of the 50 respondents are those parents who have finished college degree while 14% or 7 have graduated in High School. About 10% are elementary graduates and only 4 or 8% of respondents' parents have actually earned Master/PhD degree. This result may surprisingly entails that many of the parents are considering the public school for their children based on the results and have put their trust on the quality of education that the school can provide for their children. Contrary to the notion that, knowledgeable parents prefer their children to private school for their children than in public school.

### 4.4. Parents' Income

**Table 4. Combined Income of Parents**

| <b>Combined Income</b> | <b>Frequency</b> | <b>Percent</b> |
|------------------------|------------------|----------------|
| 0-9,999                | 12               | 24.00          |
| 10,000-19,999          | 27               | 54.00          |
| 20,000-29,999          | 5                | 10.00          |
| 30,000 and over        | 6                | 12.00          |
| Total                  | 50               | 100.00         |

When classified based on the combined income of parents, it can be clearly seen that majority of the respondents with 54% (N=27) have combined income between 10,000-19,999 pesos and followed by the 12 respondents or 24% belong to income bracket 0-9,999 pesos. Almost equal distribution are those parents who have income of both within 20,000-29,000 and over 30,000 with 10% (N=5) and 12% (N=6) respectively. These findings may indicate that, most of the parents are classified slightly over the poverty level and that the affordability for sending their children to public school would seem practical than in private schools. Considering the increasing prices of food and the rising and becoming expensive means of living, it is agreeable that many parents are sending their children to public schools.

#### 4.5. Family Size

**Table 5. Family Size of the Respondents**

| Family Size         | Frequency | Percent |
|---------------------|-----------|---------|
| 3 Members           | 7         | 14.00   |
| 4 Members           | 11        | 22.00   |
| 5 Members           | 15        | 30.00   |
| More than 5 Members | 17        | 34.00   |
| Total               | 50        | 100.00  |

As shown in Table 5, it can be clearly seen that more respondents have more than five members in the in the family with 17 of them or 34% and followed closely by 15 respondents or 30% classified with 5 members. Third spot are those respondents who have 4 members (N=11) and the least, are 3 members or 14%. In line with table 6 result on parents' combined income, the family size coincides with the combined income that, the more members in family with income slightly over poverty level provides a justifiable reason for parents to consider sending their children to public school than in private school. And, the more members the more expenditures would likely be spent by families.

**Table 6. Factor Determinants of Absenteeism on Household Chores**

| Household Chores   | Weighted Mean | Standard Deviation | Interpretation |
|--|---------------|--------------------|----------------|
| 1. My parents told me to help them take care of the house.                                     | 3.88          | 1.27               | Agree          |
| 2. I am given the task to take care of my younger brothers/sisters.                            | 3.50          | 1.31               | Agree          |
| 3. My parents asked me to assist them in their daily work and business.                        | 3.74          | 1.30               | Agree          |
| 4. I am given the responsibility to stay and watch over the household when my parents are out. | 3.58          | 1.40               | Agree          |
| 5. I am likely to carry my parents' household chores when they are sick.                       | 3.34          | 1.38               | Neutral        |
| <b>Average</b>   | <b>3.61</b>   |                    | <b>Agree</b>   |

1=SD (1.00-1.80); 2=D (1.81-2.60); 3=N (2.61-3.40); 4=A (3.41-4.20); SA (4.21-5.00)

Table 6 displays household chores as factor determinants of absenteeism. Further it revealed that, on the average the respondents generally agree that household chores may affect the performance of the students in the school and one of the factors of absenteeism by the students. Specifically, students commit absences because their parents told them to take care of the house as evidenced by the weighted mean of 3.88 and followed by the response “My parents asked me to assist them in their daily work and business with 3.74 mean rating. Thirdly, students are absent because they are given responsibility to stay and watch over the household when their parents are out (3.58). Fourthly, responses from the students claim that “I am given the task to take care of my younger brothers/sisters” with 3.50 mean rating. Finally, students likely be absent because they are asked to do household chores when their parents are sick (3.34). This can further be interpreted that, most of the respondents don’t have helpers at home and because both parents have to respond to their daily duties and obligations, household chores may at times neglected especially if they have younger brothers and sisters.

**Table 7. Factor Determinants of Absenteeism on Financial Constraints.**

| Financial Constraints   | Weighted Mean | Standard Deviation | Interpretation  |
|---|---------------|--------------------|-----------------|
| 6. I don't have enough money when going to school.  | 2.80          | 1.12               | Neutral         |
| 7. I sometimes go to school without breakfast.  | 2.12          | 1.10               | Disagree        |
| 8. My parents don't care to give me enough money to spend for my school and personal needs. | 2.02          | 1.25               | Disagree        |
| 9. My parents are not serious in taking care of my daily needs.                             | 2.20          | 1.48               | Disagree        |
| 10. Both of my parents don't have stable jobs.  | 2.48          | 1.37               | Disagree        |
| <b>Average</b>  | <b>2.32</b>   |                    | <b>Disagree</b> |

1=SD (1.00-1.80); 2=D (1.81-2.60); 3=N (2.61-3.40); 4=A (3.41-4.20); SA (4.21-5.00)

Table 7 describes financial constraints as factor to absenteeism and academic performance. Generally, the response expressly states that financial constraints do not affect the academic performance of the students with an average mean rating of 2.32 being categorically expressed as “disagree” by the respondents. Individual details of the responses showed that, the respondents are “neutral” on the statement that “I don't have enough money when going to school” and with mean rating of 2.80 while they “disagree” when asked about the statement “Both of my parents don't have stable jobs” having 2.48 mean rating. It is also “disagreed” by the respondents on the statement that says, “My parents are not serious in taking care of my daily needs” with 2.20 mean rating. Both disagreements are also expressed by the respondents when asked about the following questions “I sometimes go to school without breakfast” and “My parents don't care to give me enough money to spend for my school and personal needs” sharing with 2.12 and 2.02 mean ratings respectively. These results clearly indicates that there is no impact on financial



constraints as variable of absenteeism on academic performance which in other words, financial constraints have no bearing on academic performance of the students.

**Table 8. Factor Determinants of Absenteeism on Parental Guidance.**

| Parental Guidance  | Weighted Mean | Standard Deviation | Interpretation  |
|--|---------------|--------------------|-----------------|
| 11. My parents don't care about my activities in school.                               | 2.72          | 1.65               | Neutral         |
| 12. I am not given the support that I needed from my parents.                          | 2.14          | 1.32               | Disagree        |
| 13. My parents have no time checking and monitoring what I am presently doing.         | 2.15          | 1.28               | Disagree        |
| 14. I am playing computer games without my parent's knowledge outside school premises. | 2.04          | 1.23               | Disagree        |
| 15. I have observed of my parent's lack of interest in sending me to school.           | 2.62          | 1.44               | Neutral         |
| <b>Average</b>   | <b>2.33</b>   |                    | <b>Disagree</b> |

1=SD (1.00-1.80); 2=D (1.81-2.60); 3=N (2.61-3.40); 4=A (3.41-4.20); SA (4.21-5.00)

Table 8 reflects parental guidance as factor determinants on absenteeism to student academic performance. In general, the response showed the disagreement of the respondents with regards to the five statements on parental guidance having 2.33 mean rating. Individually, a “neutral response from the respondents with 2.72 mean rating was observed expressly stating that “My parents don't care about my activities in school” and another neutral response states that, “I have observed of my parent's lack of interest in sending me to school” with 2.62 mean rating. Third in the list is the response that says, “My parents have no time checking and monitoring what I am presently doing” (2.15). Furthermore, respondents also disagree when asked about the statement “I am not given the support that I needed from my parents” and lastly, a remark of “disagree” was also generated when the respondents were asked, “I am playing computer games without my parent's

knowledge outside school premises” with 2.04 mean rating. Overall, the responses affirmed that, parental guidance may not be a strong determinants on students’ absenteeism and likewise may not also be a strong indicator of academic performance of the students.

**4.6. Correlation and Regression**

Correlation analysis using the Pearson correlation was utilized in order to determine the relationship between the factor determinants of absenteeism (Household Chores, Financial Constraints and Parental Guidance) and Students’ Academic Performance. The linear dependence between these two variables are tested at 0.05 level of significance. Accordingly, the results from the analysis can be broken down into three outcomes: 1 for positive total correlation, 0 for no correlation and -1 for total negative correlation. Moreover, using the downhill linear relationship of correlation coefficient as cited in the study of Jalagat (2017) suggests that, 0 means no relationship;.30 is considered weak correlation; 0.50 is moderate; and 0.70 is strong correlation. In application, the results of analysis can be drawn from the tabular presentation in Table 9.

**Table 9. Relationship between Respondents’ Profile and Students Academic Performance**

| Regression analysis |                   |          |                   |                            |
|---------------------|-------------------|----------|-------------------|----------------------------|
| Model Summary       |                   |          |                   |                            |
| Model               | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                   | .465 <sup>a</sup> | .217     | .128              | .693                       |

a. Predictors: (Constant) Age, Gender, Parents’ Educational Attainment, Combined Income & Family Size

b. Dependent Variable: Students Academic Performance

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| ANOVA <sup>b</sup> |                |    |             |          |                         |
|--------------------|----------------|----|-------------|----------|-------------------------|
| Model              | Sum of Squares | df | Mean Square | F        | Sig.                    |
| Regression         | 5.837          | 5  | 1.167       | 2.432287 | .049591516 <sup>a</sup> |
| 1                  | 21.120         | 44 | 0.480       |          |                         |
| Residual           |                |    |             |          |                         |
| Total              | 26.957         | 49 |             |          |                         |

| Coefficients <sup>a</sup>       |                             |            |        |      |                       |
|---------------------------------|-----------------------------|------------|--------|------|-----------------------|
| Model                           | Unstandardized Coefficients |            | T      | Sig. | Statistical Decisions |
|                                 | B                           | Std. Error |        |      |                       |
| (Constant)                      | 3.277                       | .685       | 4.781  | .000 |                       |
| Age                             | -0.433                      | .175       | -2.472 | .017 | Significant           |
| Gender                          | 0.240                       | .217       | 1.108  | .274 | Not Significant       |
| Parents' Educational Attainment | 0.056                       | 0.175      | 0.321  | .749 | Not Significant       |
| Combined Income                 | 0.117                       | 0.118      | 0.992  | .326 | Significant           |
| Family Size                     | 0.014                       | 0.101      | 0.135  | .893 | Not Significant       |

c. Predictors: (Constant) Age, Gender, Parents' Educational Attainment, Combined Income & Family Size

d. Dependent Variable: Students Academic Performance

Table 9 shows the statistical computation using the regression analysis to determine the relationship between the respondents' profile and their academic performance. Based on the model summary, the  $r^2 = 0.217$  or 21.7% variation of the dependent variable known as the students' academic performance is caused by the dependent variables such as age, gender, parents' educational attainment, parents' combined income and family size with 0.693 margin of error. It further shows that the regression ANOVA indicates the appropriateness of the chosen statistical tool for this analysis with  $F=2.432$  and with 0.049 level of significance. This just affirms the reliability of

regression as the tool used. Furthermore, the findings showed that, of all the independent variables, only age significantly correlates to academic performance with p-value 0.017 tested at 0.05 level of significance while the other variables do not significantly affect students' academic performance as shown in the computation above. This finding was affirmed in the study of Sayari, Jalagat, and Dalluay (2017) which expressly stated that age and educational attainment of parents significantly correlates to academic performance with p-values 0.011 and 0.009 respectively. However; this result contradicts the study of Jalagat (2016) in his study titled "Performance in CPA Board Examination: Benchmarking for Opportunities to meet Market Demands" where the results depict that age, gender, parents' educational attainment, combined income of parents and family size do not significantly relates to students' academic performance. Implication of these results may mean that, the relationship between demographic variables as mention and the students' academic performance may differ or vary depending on the scope, situation, location and the type of respondents where the study is aimed to obtain.

**Table 10. Correlation between Factor Determinants of Absenteeism and Student Academic Performance**

| Factors               | Coefficient | t-Stat | Probability | Significance |
|-----------------------|-------------|--------|-------------|--------------|
| Household Chores      | 0.072       | 1.141  | 0.260       | NS           |
| Financial Constraints | -0.049      | -0.770 | 0.445       | NS           |
| Parental Guidance     | 0.493       | 4.717  | 0.000       | S            |

S=Significant; NS=Not-Significant \*Correlation is significant at the 0.05 (2-tailed)

To determine the relationship between the factor determinants of absenteeism and students' academic performance, the coefficient of correlation was employed tested at 0.05 level of significance. From the result, it can be clearly noted that among the three determinant variables namely household chores,

financial constraints and parental guidance, only parental guidance significantly correlates to students' academic performance with p-value 0.000 which might be interpreted that as parents provide positively the needed guidance of their children, the students are motivated to perform better in the school. So, the null hypothesis which states that there is no relationship between parental guidance and students' academic performance is rejected. This outcome is consistent with the results in Table 13 which expressly "disagree" that there is perceived lack of parental guidance on the parents of the student respondents.

## **5. SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATIONS**

This section discusses the summary of findings, conclusion and recommendations. To achieve the research objective, results from the statistical analysis will be summarized as basis for conclusion and recommendations.

### **5.1. Summary of Findings**

Considering the socio-demographic profile of the respondents, summary shows that most of the respondents belong to age bracket 8-10 years old and predominantly female. Consequently, most of the parents have attained college degree and earned a combined parents' income between 10,000 to 19,999. However; when classified as to family size, many of the respondents have more than 5 members.

In assessing the impact of the factor determinants of absenteeism on students' academic performance, findings can be summarized that the majority of the respondents agree that household chores may affect the academic performance of the students and are determinant factor on absenteeism of the students. However; in considering financial constraints as

determining factor the majority disagreed that financial constraints hinder the academic performance of the respondents and the same response were solicited on parental guidance where they expressed the disagreement on the statement that there the parents lack parental guidance of their students that causes absenteeism. Moreover, when the relationship between the socio-demographic factor and the students' academic performance was tested at 0.05 level of significance, the findings revealed that only age significantly relates to academic performance which is consistent with other studies. Finally, using the regression analysis model to determine the relationship between the factor determinants on absenteeism and students' academic performance, it shows that parental guidance significantly affects positively the academic performance of the students.

## **5.2. Conclusion**

Based on the findings of this study, varied conclusion can be drawn. Generally, from the assessment it can be concluded that household chores can contribute to absenteeism and affect the academic performance of the students while financial constraints have in any way impacts academic performance. But there is significant impact on parental guidance on academic performance of the students. As evidenced by the regression model, it has attested that among the three determining variables namely the household chores, financial constraints and parental guidance, only parental guidance significantly relates to the students' academic performance. Although household chores impacts the performance but its relationship is not significant. This finding contradicts the various studies who found out that household chores have significant impact on academic performance (Moyi, 2011; Kadenyi and Kamunyu, 2006; FAWE, 2003; and Ayoo, 2002). Further implications can be noted that, more involvement by

the parents on parental guidance would enhance the academic performance of their children so good parental guidance means more success stories of children. Relating to the socio-demographic variables, only age significantly relates to students' academic performance which can be concluded that, for this particular research it is statistically proven that age is a determining factor on academic performance although this may not hold through in other researchers and other settings. This finding is consistent with the study of study of Jalagat (2016) and Sayari, Jalagat and Dalluay (2017) confirming that age relates to students' academic performance.

### **5.3. Recommendations**

In the light of the findings and conclusion of this study, various recommendations can be suggested.

1. The administrators and teachers should give emphasis on the incidence of absenteeism in their classes and investigate the causes of such absences to the larger extent possible. In the absence of clear-cut uniformity of guidelines and management approach in dealing with absences, the reoccurrence of such incidence with continue.
2. The school can provide centralized data on the cases of absenteeism by grade level and the entire school so that action can be taken on those cases and the management will know which grade has high level of absenteeism. If deemed appropriate, database of absences for the entire school will be very helpful in monitoring the absences by grade level and school level.
3. Considering that parental guidance significantly impacts or relates to students' academic performance, frequent and scheduled meetings can be done to establish strong partnership and cooperation between the teachers and administration of the school and the parents in mutually

honing the character, attitudes and the mental well-being of the students for a better and progressive outcomes.

4. The biggest part of the student's development are the parents who are responsible in parenting their children however; in school setting the teachers replaced the role as parents inside the classroom so, the parents should build the trust and confidence to the teachers and follow whatever recommendations that the teachers may suggest in trying to keep the children on track. This would mean that parents are willing to listen to suggestions and should not side to their children if they commit mistakes.
5. Age is proven in this study to significantly correlate to academic performance. Based on this finding, it can be suggested that teachers and educators and administrators should consider age as determining factor to significantly relate to academic performance.
6. Parents should reduce if not eliminate the incidence of child labor or giving responsibility to the children to do household chores during weekdays as they may contribute negatively to the students' academic performance. To the best interest of the students, household chores can be done on weekends so the students can freely do it.
7. Parental guidance is the sole responsibility of the parents, so they are expected to do their jobs as parents and do the necessary measures to make sure that their children have the right attitude and characteristics that they can also exercise both in the house and in the school.

#### **5.4. Direction for Further Studies**

This study is limited to the scope and respondents of the study as it is confined only to Laguindingan Central School with relatively limited number of respondents. Moreover, the results of the study although reliable needed to be applied with wider setting. It is therefore recommended that, related studies can



be endeavored in wider setting to further validate and affirm these results. With regards to the factors used, more variables can be added that may depend on the research settings.

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