

# Practices of Teachers, Parents and Community of Basud National High School: Performances Indicator of Absenteeism

ROCABO, MARILYN N.<sup>1</sup>, ABORDO, HELEN B.<sup>2</sup>

*Purok 4, Barangay Calasgasan, Daet, Camarines Norte*

*Purok 7, Barangay 2, Vivencio Extension, Daet, Camarines Norte*

*MAED Graduate Student, Mabini Colleges, Incorporated, Daet, Camarines Norte*

*Teacher 3, DepEd Camarines Norte*

*Associate Professor III, Mabini Colleges Research Coordinator, College of Business Administration and Accountancy (CBBA), Mabini Colleges, Incorporated, Daet, Camarines Norte*

***Abstract-*** *The analysis of absenteeism causes among Grade 8 learners revealed that the primary factor was financial constraints, with a weighted mean of 3.42 and 3.14 from teachers and the community, respectively. For parents, the main cause was the distance of the school from their far-flung residences, with a weighted mean of 2.76. Regarding practices employed to mitigate student absenteeism, teachers, parents, and the community somewhat supported students by providing additional allowances (for transportation), supplies, and food packs to facilitate school attendance. However, this approach had the lowest average weighted mean of 2.98 and requires intervention for improvement. The "Project Present" aimed to provide free transportation for students in remote areas of Barangay Pinagwarasan, Basud, Camarines Norte. A collaborative effort between Basud National High School and Barangay Pinagwarasan emphasizes community partnership, addressing educational needs and fostering development. This solution overcomes barriers, promoting inclusive learning by enhancing transportation access, aiming to reduce absenteeism and enhance class attendance. A significant difference was determined when comparing the causes of absenteeism and practices utilized to reduce absenteeism with t-test computed value of 2.47 at 5% level of significance.*

***Indexed Terms-*** *Absenteeism, Practices, Causes, Performance Indicators*

## I. INTRODUCTION

Student attendance is a crucial factor for successful education outcomes and overall well-being. Schools cannot solely instill values, and collaboration between schools and communities is vital for optimal results, especially for young learners (Akkus et al., 2022; Positive Action, 2021).

Student absenteeism poses a significant obstacle to educational institutions' societal goals, as highlighted by Akkus et al. (2022) and Allen et al. (2018). Regular school absences have negative impacts on learning, social functioning, graduation rates, income, health, and life expectancy. Various factors contribute to chronic absenteeism, including medical, personal, family, and social issues like mental health challenges, bullying, safety concerns, inconsistent parenting, poverty, and transportation difficulties.

Relatively, Allen et al. (2018) report that around 6.8 million K-12 students, approximately 14% of the total, are chronically absent, missing at least 10% of the school year. Contrary to popular belief, chronic absenteeism affects not just high school students but also half of those enrolled in elementary and middle schools. In the Philippines, regular absenteeism increases the risk of early school dropout, leading to unemployment, low incomes, and poverty (Conel, 2021).

Moreover, absenteeism rates vary among genders and ethnicities, with disabled students being 1.5 times

more likely to be chronically absent. English-speaking students show lower chronic absenteeism rates than non-English-speaking peers. Black, Hispanic, Native American, and Pacific Islander students skip school significantly more than white students (Allen, et al. 2018).

The Department of Education's recent statistics show a 4.5% national learner absence rate, with one in ten learners being persistently absent. Middle schools experience more chronic absenteeism than primary schools, and unplanned absences have also increased. Surveys revealed various reasons for missing class, including anxiety, sadness, bullying, isolation, lack of motivation, and disinterest in school topics (Dimaisip, 2019).

Additionally, Maano (2018) identified 10 "hot spots" linked to learner absenteeism and truancy, such as school conditions, behavior at home, psychological issues, family history, school behavior, peer problems, and lack of motivation. These factors align with recent literature on absenteeism, demonstrating the influence of physical and psychiatric conditions, contextual risk factors, and cross-cultural variables. Filipino learners ranked low internationally in the 2018 PISA, with less than 20% achieving minimal proficiency in math and over 50% scoring below Level 1. Public and private school students showed varying degrees of low math achievement (Bernardo et al., 2022). To address the problem, several programs, including the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), were launched in public elementary and secondary schools to improve the country's educational system and enhance academic performance (PEAC, 2022).

Basud National High School, founded on January 1, 1966, is an exceptional educational facility for secondary learners in Basud, Camarines Norte, Region V. The school boasts a pleasant environmental setting, well-mannered learners, and industrious, knowledgeable teachers using various teaching strategies to engage students (Alchie, 2019). Through the hard work of all stakeholders, the institution has achieved numerous awards and continues to excel (School & College Listings, 2021).

As of September 2022, Basud National High School has 2,453 junior high school students, consisting of 1,314 males and 1,139 females. The school has 626 Grade 8 learners in 17 sections, and data from the advisers of Junior High indicate that approximately 65 students are not attending class regularly.

Present surveys and teacher interviews have revealed various reasons for frequent absenteeism among learners, including lack of financial assistance, family problems, work obligations, sickness, sibling care responsibilities, and a lack of interest in studies. Alleged neglect and lack of parental guidance have led some students to decide not to attend classes, resulting in issues like bullying and disruptive behavior that negatively impact academic performance and overall lives.

Based on the mentioned issues, the researcher assessed the practices of teachers, parents, and the community to determine what causes of this absenteeism among BNHS learners. Identifying areas for improvement through recommended interventions were assessed to enhance student attendance thereby creating a more conducive learning environment.

The study assessed the teachers, parents, and community practices as a performance indicator of absenteeism of the learners of Basud National High School (BNHS). Specifically, this answered the following questions:

1. What are the causes of absenteeism among the Grade 8 learners of Basud National High School in relation to the teachers, parents and community practices?
2. What are the practices utilized by the teachers, parents and community to reduce absenteeism of learners?
3. Is there a significant difference among the practices utilized by teachers, parents and community of Basud National High School?
4. What measures can be proposed to minimize absenteeism of learners?

- Hypothesis

There is no significant difference in the perception among respondents on the causes of absenteeism and the utilized practices to reduce absenteeism at 5% level of significance.

II. METHODS

The research employed a descriptive-comparative approach and utilized purposive sampling. The study involved 150 respondents: 50 Grade 8 Junior High School Teachers, 50 parents, and 50 community leaders/officials. They identified causes of absenteeism and assessed related practices, forming the data foundation. Data collection primarily relied on semi-structured survey questionnaires. A 4-point Likert scale was employed, with 4 indicating the highest awareness and 1 denoting the lowest. Ethical considerations included detailed consent forms. To determine significant differences, a t-test was conducted using SPSS v. 20. This rigorous methodology, along with the diverse participant perspectives, contributes to a comprehensive understanding of the absenteeism dynamics and effective strategies.

III. RESULTS AND DISCUSSION

*Perceived Awareness on the Causes of Absenteeism by the Teachers, Parents and Community*

Table 1 illustrates the perceived awareness of absenteeism causes among Teachers, Parents, and the Community. Notably, financial constraints emerged as the most significant cause for absenteeism, as perceived by teachers (mean: 3.42) and the community (mean: 3.14), while parents identified school distance as the primary cause. The least reported cause by teachers was the fear of attending a particular subject (mean: 2.42), parental guidance lacking (mean: 1.60) for parents, and family issues (mean: 2.36) for the community, resulting in a general weighted mean of 2.57.

Held significant implications for addressing attendance issues. It also highlights particular areas that require focused intervention. Furthermore, it served as a guiding factor for deeper exploration to formulate strategic solutions aimed at enhancing attendance rates.

Additionally, Kim and Lee (2021) support these findings, emphasizing that school proximity greatly affects absenteeism, noting that students living farther from school exhibit higher rates of absenteeism.

Furthermore, Sanchez and Hernandez's study (2021) also aligns with these outcomes, indicating that parental perceptions of absenteeism are influenced by factors such as transportation challenges, health concerns, family duties, and negative school experiences, all of which are reflected in the survey results.

Table 1  
Perceived Awareness on the Causes of Absenteeism by the Teachers, Parents, and Community

INDICATORS	Teachers	Parents	Community	Weighted Mean
1. Lack of motivation /interest in attending classes.	3.08	2.16	2.68	2.64
2. Financial constraints (lack of allowance, insufficient fare/travel allowance, etc.)	3.42	2.48	3.14	3.01
3. School's distance to students living in far-flung areas	3.06	2.76	2.66	2.83
4. Fear of attending a particular subject in class.	2.42	1.88	2.44	2.25
5. Students having fulltime/part-time jobs.	2.48	1.64	2.48	2.20
6. Health Issues (Minor and major illnesses, unexpected	2.48	1.48	2.54	2.17

pregnancies, etc.)				
7. Home and other errands aside from school.	2.70	2.42	2.42	2.51
8. Lack of parents' guidance.	2.94	1.60	2.46	2.33
9. Family issues.	3.14	1.54	2.36	2.35
10. Influence of Peers.	3.22	2.08	3.02	2.77
General Weighted Mean:				2.57

Legend: AI – Adjectival Interpretation

3.51 – 4.00 Very Aware (VA)

2.51 - 3.50 Aware (A)

1.51 – 2.50 Slightly Aware (SA)

1.00 – 1.50 Not Aware (NA)

Practices Utilized by Teachers, Parents and Community to Reduce Learners' Absenteeism

INDICATORS	Teachers	Parents	Community	W.M
1. Conduct home visitations in monitoring my students with issues of absenteeism.	3.74	3.14	2.94	3.27
2. Provide either online or hard copies of learning modules to students who are not	3.52	3.74	3.08	3.44

able to attend classes regularly due to health, work, or family-related issues.

3. Conduct a reward-system approach to further encourage and motivate the learners to attend classes regularly.

4. Somehow support the students by providing extra allowance (for transportation purposes), supplies and food packs for them to be able to attend school.

5. Upon enrolment, I conduct simple interviews and profiling to enrollees to further monitor and

3.4

2.9

8

3.1

4

3.42

3.76

3.02

2.82

3.02

3.10

3.38

2.88

3.16

determine those who live in far-flung areas and has minor/major health issues.					with students with cases of absenteeism in order to identify its probable cause.				
6. Develop a good relationship with the learners by constantly encouraging them to attend classes regularly.	3.90	3.54	2.94	3.4 6	10. Arrange regular meetings with the parents to plan out strategies best suited for their child—most especially those with cases of absenteeism	3.56	3.38	2.54	3.1 6
7. Choose interesting topics and supplementary materials to further motivate the students in attending classes.	3.76	3.42	2.66	3.2 8	General Weighted Mean:				3.2 9
8. Conduct remedial and make-up classes to students who are not able to attend school for them to still catch-up with the missed lessons and activities.	3.48	3.76	3.10	3.4 4	Legend: AI – Adjectival Interpretation 3.51 – 4.00 Very Aware (VA) 2.51 - 3.50 Aware (A) 1..51 – 2.50 Slightly Aware (SA) 1.00 – 1.50 Not Aware (NA)				
9. Engage in a one-on-one discussion	3.66	3.36	2.90	3.3	<i>Practices Utilized by Teachers, Parents and Community to Reduce Learners' Absenteeism</i>				
					The data presented in Table 2 highlights distinct practices employed by different stakeholders. Firstly, teachers prioritize cultivating a positive rapport with students, consistently encouraging them to attend classes (rating: 3.90), which ranks as the primary approach. For parents, the dominant strategy involves implementing a reward system, aimed at motivating learners to regularly participate in classes (rating: 3.76), representing the most frequently utilized method. Lastly, the community's approach centers on organizing remedial and make-up sessions for students				

unable to attend school, facilitating their catch-up on missed lessons and activities.

This commitment is particularly evident through the notable intervention rating of 3.44, indicating the significance of this initiative. The information presented in Table 2 portrays these practices and their respective impact across the different stakeholders.

Table 3  
T-Test Result of Causes of Absenteeism and Practices Utilized to Reduce Absenteeism

	Mean	T-test result computed value	Critical Value
Causes of Absenteeism	2.5	2.47 (s)	2.13
Practices Utilized to Reduced Absenteeism	3.29		

Legend: (s) = Significant

The data presented in Table 3 involved the utilization of a t-test, a statistical analysis method applied to evaluate the significance of variations between two groups. This t-test was conducted using the extensive data acquired from a thorough investigation into the factors influencing absenteeism and the associated practices aimed at minimizing its impact. Through the t-test, which is specifically designed to gauge differences, the connection between the identified causes of absenteeism and the efficacy of the implemented strategies to reduce absenteeism was meticulously examined. The computed t-test result, with a value of 2.47, signifies the existence of a notable and statistically significant difference between the examined factors and practices. This outcome sheds light on the substantial impact of the applied measures in addressing absenteeism.

Therefore, the hypothesis that there is no significant difference in the perception among respondents on the causes of absenteeism and the utilized practices to reduce absenteeism was rejected, hence a significant difference does exist.

Table 4

*Coefficient of Concordance Among Community, Parents and Teachers to Reduce Absenteeism of Learners*  
n=150

Compared Variables	K	p-value	Significant
Agreement on the Utilized Practices by Community, Parents and Teachers to Reduce Absenteeism of Learners	0.184	0.8374	ns

Legend: (s) = Significant

*A Proposal for Project Present: A Free Transportation Project to Reduce Absenteeism among Students in Far-Flung Areas*

"Project Present" aimed at establishing a free transportation service for students residing in far-flung areas of Barangay Pinagwarasan in Basud, Camarines Norte. This collaborative initiative between Basud National High School and Barangay Pinagwarasan emphasizes the significance of community partnership and shared responsibility in addressing the educational needs of students. Through this joint effort, the school and barangay can effectively contribute to the overall development and academic success of the learners.

This proposed "Project Present" served as an innovative solution to overcome geographical barriers and create an inclusive learning environment for all students, regardless of their location. By implementing this project, it is expected that student absenteeism will be reduced, as improved access to transportation will enable students to attend classes regularly. This project highlights the proactive approach of BNHS and Barangay Pinagwarasan in ensuring equal educational opportunities and fostering student engagement.

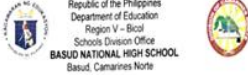
 <p>Republic of the Philippines Department of Education Region V – Bicol Schools Division Office <b>BASUD NATIONAL HIGH SCHOOL</b> Basud, Camarines Norte</p>																	
1. Title/Name of Project/Activity	2. Type	3. Duration/Venue															
A Proposal for Partnership: Project Present- A Free Transportation Project for Students	Regular	Basud National High School Basud, Camarines Norte August, 2023															
4. Key Session Objectives																	
<p>The primary objective of this proposed partnership is to establish a free transportation service for students living in far-flung areas of Barangay Pinagwarasan. By providing a reliable means of transportation, we aim to reduce absenteeism rates and promote consistent attendance among these students, thereby improving their academic achievements and enhancing their overall educational opportunities.</p>																	
5. Session Format and Activities																	
<p>Conduct of collaborative plans and meetings with the barangay officials in identifying the specific areas within Barangay Pinagwarasan where students face transportation challenges. Upon considering the specific location of students' residences, a transportation route plan will be developed with the collaboration of selected officials of Barangay Pinagwarasan and the learners' class advisers in Basud National High School. Letters and proposals will be disseminated seeking funding or possible sponsorships in acquiring vehicles for the said project. Maintenance and insurance of the said vehicles will also be conducted within this time frame. Collaborative plans and meetings regarding regular monitoring and evaluations will be conducted upon assessing the results of the Project Present project.</p>																	
6. Participating/Cooperating Unit/Office																	
<p>Basud National High School Edukasyon sa Pagpapakatao Department Other Stakeholders</p>																	
7. Target Participants																	
<p>Grade 8 students of Basud, National High School</p>																	
<p>Monitoring and Evaluation: Regular monitoring and evaluation will be conducted to assess the impact of the free transportation project. Data on attendance rates, academic performance, and student feedback will be collected and analyzed to measure the effectiveness of the initiative.</p>																	
11. Technical Working Committees																	
<p>Executive Committee MILAGROS S. TINDOY Secondary School Principal II MELISSA B. VALIENTE Department Head I-ESP VERONICA O. BOLLANDS Master Teacher I-ESP</p>																	
<p>Planning Committee Lead Technical Committee Chairpersons: ANA LAVISTE Co-Chairpersons: OSCAR ALDAVE Members: ARLYN V. ORENDAIN, JANICE GUADALUPE, LOVES CLUB OFFICERS</p>																	
<p>IMPLEMETATION PLAN: SCHEDULE The project implementation for this proposal will take two months which may start on the 1<sup>st</sup> week of classes this August for the next school year 2023-2024.</p> <table border="1"> <thead> <tr> <th>ACTIONS</th> <th>DETAILS</th> <th>ESTIMATED SCHEDULE</th> </tr> </thead> <tbody> <tr> <td>Collaboration with barangay officials and Identification of Target Areas</td> <td>Conduct of collaborative plans and meetings with the barangay officials in identifying the specific areas within Barangay Pinagwarasan where students face transportation challenges.</td> <td>2 weeks</td> </tr> <tr> <td>Establishment of Transportation Route</td> <td>Upon considering the specific location of students' residences, a transportation route plan will be developed with the collaboration of selected officials of Barangay Pinagwarasan and the learners' class advisers in Basud National High School.</td> <td>2 weeks</td> </tr> <tr> <td>Action Plans in the Acquisition of vehicles and schedule plans</td> <td>Letters and proposals will be disseminated seeking funding or possible sponsorships in acquiring vehicles for the said project. Maintenance and insurance of the said vehicles will also be conducted within this time frame.</td> <td>3 weeks</td> </tr> <tr> <td>Conduct of Monitoring and Evaluation Plans/Meetings</td> <td>Collaborative plans and meetings regarding regular monitoring and evaluations will be conducted upon assessing the results of the Project Present project.</td> <td>1 week</td> </tr> </tbody> </table>			ACTIONS	DETAILS	ESTIMATED SCHEDULE	Collaboration with barangay officials and Identification of Target Areas	Conduct of collaborative plans and meetings with the barangay officials in identifying the specific areas within Barangay Pinagwarasan where students face transportation challenges.	2 weeks	Establishment of Transportation Route	Upon considering the specific location of students' residences, a transportation route plan will be developed with the collaboration of selected officials of Barangay Pinagwarasan and the learners' class advisers in Basud National High School.	2 weeks	Action Plans in the Acquisition of vehicles and schedule plans	Letters and proposals will be disseminated seeking funding or possible sponsorships in acquiring vehicles for the said project. Maintenance and insurance of the said vehicles will also be conducted within this time frame.	3 weeks	Conduct of Monitoring and Evaluation Plans/Meetings	Collaborative plans and meetings regarding regular monitoring and evaluations will be conducted upon assessing the results of the Project Present project.	1 week
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<p>Prepared: MARILYN ROCABO Teacher III Proposer</p> <p>Approved: MILAGROS S. TINDOY Secondary School Principal II</p>																	

Figure 1. Proposal for Partnership” Project Present

CONCLUSION

The study's findings on the causes and practices related to absenteeism among Grade 8 learners revealed that financial constraints are consistently identified as a significant factor by both the community and teachers. This highlights the socioeconomic challenges faced by students and the importance of targeted interventions to address economic barriers. Additionally, discrepancies in perceptions among teachers, parents, and the community emphasize the need for comprehensive collaboration in addressing absenteeism. Effective community practices, such as mentorship programs, and parental practices, including developing plans and

encouraging attendance, are perceived as effective in reducing absenteeism. Positive teacher-student relationships and motivation also play a crucial role. However, the lack of agreement in practices suggests the need for further exploration and coordination to develop more effective strategies in addressing absenteeism among Grade 8 learners.

RECOMMENDATIONS

1. Based on the drawn conclusions, the following recommendations were offered: Conduct parent awareness programs to address absenteeism perceptions.
2. Implement transportation solutions for students in remote areas.
3. Provide financial support through scholarships for students in need.
4. Hold regular meetings to identify causes and develop strategies with community officials and parents.
5. Encourage parental involvement through meetings and home visitations.
6. Use reward systems to motivate regular attendance.
7. Enhance parental understanding and commitment in reducing absenteeism.
8. Evaluate the impact of free transportation on attendance, academics, and well-being.
9. Future research should focus on long-term effects, parental involvement, school climate, technology interventions, and the link between absenteeism and mental health.

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contributions, and professional insights that greatly enriched this study.

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