

**SOCIO-ECONOMIC AND PSYCHOSOCIAL FACTORS ASSOCIATED WITH
ABSENTEEISM AMONG SECONDARY SCHOOL STUDENTS OF
POLYTECHNIC STATE COLLEGE OF ANTIQUE
TARIO-LIM RUIZ CAMPUS SY 2000-2001**

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by

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ABSTRACT

This study was conducted to find out the extent of absenteeism of the secondary school students at PSCA -TLRC and to determine whether or not selected socioeconomic and psychosocial factors are associated with their extent of absenteeism.

It was hypothesized that socioeconomic factors such as parents' educational attainment, occupation of both mothers and fathers, family income, and students' average daily allowance are significantly associated with the students' extent of absenteeism. It was further hypothesized that the selected psychosocial characteristics of the students such as their perception on the teachers' degree of concern for students, teachers' extent of motivation to students, and teachers' degree of rapport with students are significantly associated with their extent of absenteeism.

The study utilized ex post facto research using co-relational or causal design. The sample population of 230 high school students at the Polytechnic State College of Antique Tario-Lim-Ruiz Campus were selected through stratified random sampling. The data were gathered using a structured questionnaire. To ensure validity of the instrument, the investigator requested experts to evaluate its content and consistency. The SPSS for Windows Version 10.0 was used in data processing and analysis.

Frequency count, percentage distribution and the mean were used to describe the students in terms of selected socioeconomic and psychosocial characteristics. To find out the existence and degree of association between the selected socioeconomic factors and psychosocial factors and their extent of absenteeism, Chi square test and the Pearson Product Moment Coefficient were used, whichever was appropriate. The result of the statistical test were interpreted at .05 level of significance.

Major Findings:

1. Majority of the parents of the respondents attained high school education and had an income of P4,000.00 and below. As to occupation, majority of the fathers of the respondents were home working while the mothers were non working. Most students received an average daily allowance of P6.00 - P11.00.
2. In general, the students' extent of absenteeism in PSCA-TLRC is moderate. It remained to be moderate even when the students were classified in terms of selected socioeconomic characteristics such as parents' educational attainment, occupation of parents, family income and average daily allowance. The average number of absences of students per year was five to eight days.
3. The students' extent of absenteeism was also moderate even when they were classified according to selected psychosocial characteristics such as students' perception of the teachers' degree of concern for students, teachers' extent of motivation to students, and teachers' degree of rapport with students

4. Extent of absenteeism tended to decrease with increase in the educational attainment of the mothers and fathers of the students; however, the test of association between the two variables did not reach a significant level.

5. There is no significant association between the students' extent of absenteeism and the occupations of fathers and mothers and the income of the parents.

6. There is a significant association between the amount of daily allowance students' get and their extent of absenteeism. The higher their daily allowance the more absences they make in their classes.

7. The teachers were perceived to have shown some degree of motivation to the students. When associated with students' extent of absenteeism, it was found out that perceived teachers' motivation is a significant factor affecting students' absenteeism.

8. Most of the students perceived that their teachers show some degree of concern to them. However, the students' perception of their teachers' degree of concern displayed to them is not associated with students' extent of absenteeism.

9. The teachers' degree of rapport was not a determining factor of students' extent of absenteeism.

Based on the findings and interpretation of the data, the following conclusions were drawn:

1. The students' in PSCA-TLRC have a moderate extent of students' absenteeism.

2. The education attained by the parents, their occupations and income, and whether the father or mother is non working or employed abroad or has a bigger salary have no association for students' extent of absenteeism.

3. The amount of daily allowance of the students is one crucial factor associated in absenteeism. Students with higher daily allowance tend to commit more absences than those with lower daily allowance.

4. The teachers' degree of concern, and rapport for the students are not significantly associated with students' extent of absenteeism as perceived by the students. Whether a teacher displays concern, or rapport, the students may engage in absenteeism.

5. The degree of motivation displayed by the teachers to their students is significantly associated with students' extent of absenteeism. The motivational techniques or procedures used by the teachers in dealing with students may encourage their students to attend classes regularly. This therefore supports the idea of Callahan (1986) that students' absenteeism is associated with school related factors which include the lack of motivation that result to poor academic performance and low self esteem. Thus, motivation is recognized as an essential condition upon which learning is dependent and a factor for students to stay in school.