



THE ABSENTEEISM BEHAVIOR OF EARNING UNIT STUDENTS OF FLVARGAS COLLEGE CARITAN CAMPUS

Anthony Y. Paras, Cagayan State University, Tuguegarao City

Abstract: *Classroom teaching is a traditional tool which education employs to stir the community towards an improved condition. One destructive factor that needs to be addressed is student absenteeism. The learning potential is curbed to a significant measure without the presence of the students in the classroom context, which caters as the avenue for different manners of involvement, participation and experience.*

Absenteeism, however, is but a symptom of a greater and deep-lying cause. This study therefore derives its premise in that the underlying factors of absenteeism must be determined for accurate diagnosis of the problem and only then can solutions be drawn accordingly.

63 earning unit students of F.L. Vargas College, Caritan Campus were the subject of this study. Their class attendance was monitored and then studied comparatively against specific elements in the profile of the students. This study also proposed possible reasons to the observed practice of students to absent themselves from classes.

The conclusions gleaned from the data gathered and analyzed gave insight to how school administration and faculty may respond to the trend of absenteeism.

1. THE PROBLEM AND ITS BACKGROUND

Introduction

Education is an important means by which an organized society achieves stability, progress and prosperity. Through the process of education, the citizenry is first imbued with proper ideals, attitudes, values and aspirations. Secondly, it is provided with opportunities for acquisition of essential knowledge and understanding, habits and skills. Through education, it is also given vital training and instruction for the development of an individual's intellectual, physical, social, emotional and spiritual faculties that he can achieve maximum self-realization and contribute to the well-being of the group.

Regarding this matter, the school plays a valuable role. It is a place wherein students and teachers interact for learning, the latter being responsible as carrier of various knowledge and model of scholastic spirit. One of the major responsibilities of a teacher is the



maintenance of classroom discipline and good attendance to provide an atmosphere conducive to the teaching and learning process. However, such situation is sometimes not successfully realized because of some behavioral disorders among students such as absenteeism and tardiness. These have been found to hamper the progress of the students in their studies.

According to the handbook of F.L. Vargas College, attendance in classes and mandatory activities every semester has three guidelines. First is when a student's absences reach 20% of the prescribed number of hours in the subject, he shall be dropped from the class. Second, if majority of the absences are not excused, he shall be given a failing grade. One particular stipulation is time lost by late enrollment shall be considered as unexcused absence. Tardiness of 15 minutes shall be equivalent to absence from a one-hour period. The instructor has the prerogative to control tardiness by reasonable measures and penalties best adopted under the circumstances. Lastly, a student with a passing standing shall be given a grade of "Incomplete" in a course if he is absent from the final examination. In case the absence is justifiable, a special examination may be authorized by the Dean, subject to existing rules. Otherwise and on the condition that the student's current standing is below the passing mark, a failing grade shall be given.

Despite reinforcements and disciplinary measures that teachers employ, casualties are inevitable due to factors beyond their control. Many reasons may attribute to the sporadic attendance of students and consequently the dropping out of school.

To arrive at this objective, it is the intent therefore of this study to identify the class attendance in F.L. Vargas College.

Statement of the Problem

The main purpose of this study is to determine the class attendance of F.L. Vargas College, earning units at the Caritan Campus.

Specifically, it seeks to answer the following questions:

1. What is the profile of the student-respondent in terms of:
 - a. Sex
 - b. Age
 - c. Specialization
 - d. University graduated from



- e. Ethnicity
2. What are the reasons that affect the attendance of earning unit students of F.L. Vargas College in their respective classes as regards to:
 - a. Career preoccupations
 - b. Discipline imposed by teachers
 - c. Commitment of teachers
 - d. Accessibility to school
 - e. Accessibility of rooms
3. Is there a significant relationship between the student profile and class attendance?

Null Hypothesis of the Study

There is no significant relationship between the profile of the student and his/her class attendance.

Significance of the Study

Attendance in the class is indispensable in the learning process in that the performance of the learners is affected by their involvement and engagement with the learning tools and methods in the classroom. It is on this premise that the findings of this study could be hopefully beneficial to the following:

Teachers. To be motivated to increase further in their professional competence that leads in becoming more effective and efficient in facilitating the learning process in the classroom.

Students. To create for them an awareness on how their irregular attendance in the class makes a direct effect on their academic performance.

Administrators. To provide a framework of reference upon which the administrators can gain useful insights on how to improve supervisory assistance, especially its accessibility for a newly established academic institution like Vargas College, Caritan Campus.

Scope and Delimitation

This study is concerned primarily on the class attendance among earning unit students at F.L. Vargas College, Caritan Campus.

Table 1 show the distribution of the respondents using Solving's sampling technique.

TABLE 1. Distribution of Respondents among Earning Unit Students



Course	No. of Enrollees	Sample	Percentage
Earning Unit	125	63	51

The table presents 63 students from the population of 125 as respondents. This is 51% of the community.

Research Paradigm

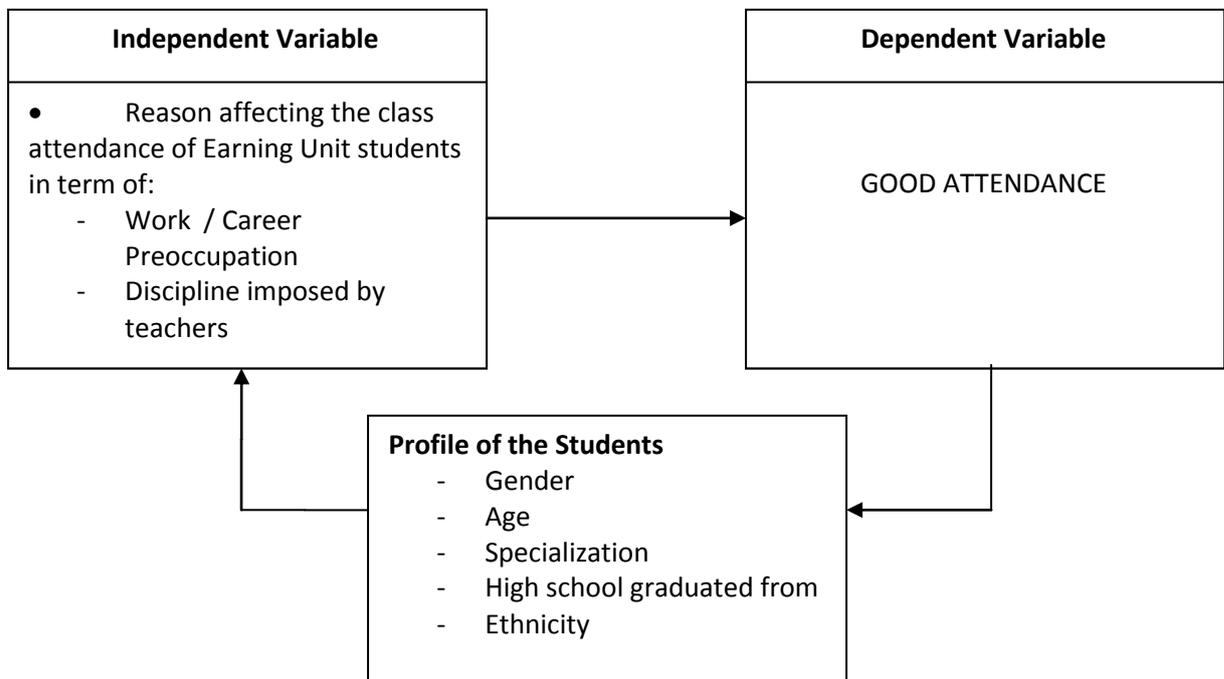


Figure 1. Conceptual paradigm showing the reasons affecting the class attendance of Earning Unit Students of F.L. Vargas College

Conceptual Framework

This study has its independent variables: the reason affecting the class attendance of the earning unit students in terms of career preoccupation, discipline imposed by teachers, commitment of teachers, accessibility to school and accessibility of rooms.

The dependent variable in the paradigm shows the reasons affecting the class attendance. Careful analysis of the independents could serve as basis of the class attendance of earning unit students to bring about good attendance.

Definition of Terms

For the readers to understand clearly the study, the following terms are hereby operationally defined:

Age. It pertains to the actual age of respondents.



Attendance. It refers to the number of presence of the student in the class

Class Attendance. It is the responsibility of the student and it is assumed that all students will attend the classes in which they are registered.

Ethnicity. It is the belonging to the groups of mankind who are of the same nationality and who share a common language, culture, etc.

Career Preoccupation. It is the set of activities related to the students' works which directly/indirectly interfere with the students' attendance in school.

Private School. It refers to a school maintained under private or corporate management, usually for profit.

Public School. It is applied to a school maintained by public funds for education of the children of the community.

School. It is a place for teaching and learning.

Sex. It refers to the classification of the respondents, whether male or female.

Specialization. It refers to the major which the earning unit students will specialize in based on PRC's classification.

Teachers. It refers to the persons primarily concerned with the problems and needs of the students.

2. REVIEW OF RELATED LITERATURE

This chapter presents related literature, studies and important information related to the present study.

Related Literature

Klausmier (1996) revealed that irregular attendance is likely to be serious maladjustment involving such matter as unsatisfactory home condition, getting involved with the opposite sex and sometimes aggravated by friends. He further explained that this was observed in most studies regarding attendance of the students.

Benitez (1997) stated that there are three major reasons why students leave school. These are 1.) inability to meet "the hidden costs of schooling" 2.) obligation for family upkeep 3.) lack of interest in schooling.

On the other hand, Sipe (1992) in his article "Students in my Class" mentioned that the observable cause of absenteeism are the following: lack of clothing, residence in remote areas, lack of food to eat particularly during breakfast and lunch, sickness like skin diseases



or body weakness because of poverty, unavailability of raincoats and umbrellas during the rainy season, and undone assignments.

Cabarteja (1997) in his article "How to Achieve Interest and Motivation in the Classroom" stated that attendance in the class is the physical presence of the students in the classroom. He considers it an indispensable element in the learning process making direct connection to the performance of students.

Khazzaka (1997/98) also cited schools' curricula and the strength of sanctions against chronic absenteeism as contributing causes to the problem. Lack of challenging or interesting course work and curriculum was cited by some students as a reason for their class attendance.

According to Wilson and Rayner (1993) and Riding (1996), the lack of consistency between policies and enforcement is part of the continuing factors. When students perceive that teachers do not care enough to follow up on absences, their motivation for attendance is decreased.

Camacho (1998) cited that getting along with peers is one of the most pressing problems among parents when they start to venture away from their home. The students then find worth with their peers who influence them to neglect their classes. Teevan and Dryburgh (2000), in studies addressing truancy behavior, the desire to participate in hedonistic activities and socialization with peers away from school provide other explanations for high absenteeism.

Stickney and Miltenberger (1998) identify the pursuit of more enjoyable activities as the main reason for nonattendance from school.

Watkins and Watkins (1994) explain that indicators such as course failure, low school efforts, low reading achievement, and retention in previous grades are strong predictors for students to exhibit absenteeism.

Related Studies

Manalo (1976) found out that the students themselves are the root cause of their problem because of their absences and tardiness in school. The school atmosphere and their relationship with other students also have something to do with their absences.

He also stated that the teachers sometimes were found out to have something to do with the absences of the students.



The studies conducted by Lee and Millerberger(1996), and Daleiden and Chorpita (1999) cited that students seek attention from parents or guardians who provide positive reinforcement when student are absent from school such as watching television, playing games, and other pleasurable activities. In the study conducted by Kilpatrick, Stickney and Miltenberger (1996), in many cases, parents actually condone the absences of their children by ignoring or supplying excuses when no valid reason is apparent for their children's absence from school.

Teachers use class discussion to enhance students' critical thinking skills (Buckalew, Daly and Coffield, 1986). They can ask the students to explain the material in their own words or pose questions that require students to make connections between different elements of the class materials, or challenge them to relate class material to other areas of psychology or to realms outside of the field. The principle is the more the students examine and analyze the material, the higher the retention. Thus, in general class attendance influences course grades.

Van Blerkon (1992) points that the majority of students reported that attending class is important but about two-thirds indicated that they would miss more classes if they could get the missed notes from the professor. Students miss class for a variety of reasons, most frequently because they need to complete other course works, find the class boring, are ill, or have social obligation.

According to Baker and Jansen (2000), studies indicate that student who are absent have lower achievement and may be penalized on test scores. Sustained absences may lead to retention and later to truancy.

In addition to the anxiety disorders described in school refusal behavior (SRB), Lotz and Lee (1999) corroborate that some students cite a negative self-image and low self-esteem as reasons for nonattendance.

An interesting study by Linger, Morton and Laing (1997) presents the argument that students in cooperative work experiences actually have a higher rate of absenteeism. While the cause for this occurrence is not conclusive, the researchers point out two possible explanations. First, students who already exhibit absenteeism might be attracted to the programs, might disassociate themselves more from the school and thus have more days of nonattendance. Secondly, students in cooperative programs might disassociate themselves



more from the school setting because they are experiencing the world of work. Additionally because older students who participate may have access to their own transportation and find it easier to be absent.

Enomoto (1997) provided a case study of an urban high school in which students exhibited high rates of absenteeism. From interviews and anecdotal references, Enomoto discovered that students perceive instances of inconsistency between policies and enforcements. They learn quickly which teachers or administrators will enforce attendance policies and which will be lenient; thus, they are able to escape from punishment for absenteeism.

3. RESEARCH METHODOLOGY AND PROCEDURE

This chapter presents the research design, sources of data, data gathering instrument, data gathering procedure and statistical treatment of the study.

Research Design

As this study aims to find out the class attendance of earning unit students, the researchers used descriptive method of research with the written form of questionnaire. The research is descriptive because it ventured on ascertaining the existing class attendance of earning unit students.

Sources of Data

The respondents of the study were the earning unit students of Vargas College, Caritan Campus. There are 125 earning units student and only 63 students or 51% percent of the total population was drawn as the sample.

To have scientific determination of sample size, the Slovin's Formula was used for easy tabulation and statistical analysis. The formula is taken from Pogoso and Montana (1997) sampling technique.

$$n = \frac{N}{1 + Ne^2}$$

Where:

N = total population

n = sample size

l = consonant

e = margin of error (0.05)



Data Gathering Instrument

The researchers used the questionnaire as a guide to gather data in order for them to have accurate and reliable information as their basis to form interpretation, conclusion and recommendation. The said instrument is composed of two parts: the first part consists of the students' profile in term of sex, age, specialization, school graduated from secondary level and ethnicity; the second part contains the reasons of attendance earning unit students of Vargas College in their respective classes.

Data Gathering Procedure

The researchers presented the questionnaire to their adviser for corrections and suggestions. Questions not related to the study were revised and more items were included particularly those that would elicit complete information about the respondents and the needed data to answer the problem under study.

Method of Analysis

The class attendance of Vargas College earning units was analyzed and interpreted using the three point Likert Scale which expressed as:

Numerical Value	Mean Rating	Description
3	2.34 -3.00	Always/Very Much Accessible
2	1.67 -2.33	Sometimes/Accessible
1	1.00 – 1.66	Never/Not Accessible

Statistical Treatment of Data

To give meaning to the data gathered, the following statistical instrument were used:

1. Descriptive statistics used which includes: frequency count, percentage and weighted mean to determine the
 - a. Profile of the respondents;
 - b. Reason affecting the class attendance of earning unit students

The formula in getting the Weighted Average mean is:

$$WAM = \frac{W \times F}{N}$$

Where:

W x F = the assigned weight multiplied

N = total number of the respondents given



2. Chi- Square to determine the relationship between the profile and class attendance of earning unit students.

$$X^2 = \frac{(fo - fe)^2}{fe}$$

Where:

X^2 = chi- square value

fe = expected frequency

fo = observed frequency

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered.

Profile of the Respondents

In order to determine the profile of the respondents, the following tables are hereby presented.

TABLE 2 Frequency and Percentage Distribution of Respondents in Terms of Sex

Sex	Frequency	Percent
Female	36	57.15
Male	27	42.85
Total	63	100

As shown in the table, 27 or 42.85% are male respondents, while there are 36 or 57.15% female respondents. It explicitly indicates that there are more female than male who served as respondents of this study.

TABLE 3 Frequency and Percentage Distribution of Respondents in Term of Age

Age	Frequency	Percentage
21 –30	45	71.43
31 - 40	14	22.22
41 – 43	4	6.35
TOTAL	63	100

As could be gleaned from the table, 45 or 71.43% are within the age bracket of 21 – 30; 14 or 22.22% to 31 – 40 years of age; 4 or 6.35% are at the age level of 41-43 years old. This means that most of them are within the age bracket of 21- 30 years old. This implies that they are matured enough for their year level.



TABLE 4 Frequency and Percentage Distribution of Respondents in Terms of Specialization

Specialization	Frequency	Percent
Social Studies	23	36.51
Biology	6	9.52
T.L.E	7	11.11
Values	3	4.76
Math	13	20.63
English	11	17.46
TOTAL	63	100

Table 4 reveals that there are 23 or 36.51% who are Social Studies majors, 6 or 9.52% of respondents are Biology students, 7 or 11.11% are taking up T.L.E., 3 or 4.76% are Values majors; 13 or 20.63%major in Math; 11 or 17.46% of respondents are majoring in English. This goes to show that majority of the respondents are in Social Studies, which is the umbrella of Commerce, Accounting, Economics, Political Science and Public Administration.

**TABLE 5 Frequency and Percentage Distribution of Respondents in Terms of
From What Kind of High School They Graduated**

High School Graduated From	Frequency	Percent
Private School	35	55.56
Public School	28	44.44
TOTAL	63	100

As shown in the table, 35 or 55.56% of the respondents graduated from a private school, while 28 or 44.44% graduated from a public school. The data reveal that more of the respondents are products of a private academic institution like St. Paul University and St. Louis University.

TABLE 6 Frequency and Percentage Distribution of Respondents in Terms of Ethnicity

Ethnicity	Frequency	Percent
Kalinga	3	4.76
Ibanag	36	57.14
Ilocano	15	23.81
Tagalog	9	14.29
TOTAL	63	100

It can be inferred from the table that there is dominance of Ibanags in the respondents, specifically 36 or 57.14%. In decreasing order are 15 or 23.81% are Ilocanos, 9 or 14.29% are Tagalogs, and 3 or 4.76% are Kalingas.



TABLE 7 Class Attendance in Terms of Career Preoccupation (N = 63)

Item	1	2	3	TWP	WAM	DR
1. The student is working on a weekend	206	103	69	439	2.22	Sometimes
2. The student has to read overtime on a weekend	20	128	50	426	2.15	Sometimes
3. The student sometimes brings home his work to be done on weekend	35	104	59	492	2.12	Sometimes
4. The student is too tired to attend the weekend earning units class	33	104	61	424	2.14	Sometimes
MEAN					2.16	Sometimes

Legend:

TWP – Total Weighted Points

WAM – Weighted Average Mean

DR – Descriptive Rating

Numerical Value

3

2

1

Mean Rating

2.34 – 3.00

1.67 – 2.33

1.00 – 1.66

Descriptive Rating

Always

Sometimes

Never

As gleaned from Table 7, there were four items under class attendance in terms of career preoccupation. All items were rated “**sometimes**”. The overall weighted mean arrived at 2.16 with a remark “**sometimes**”. This indicates that the students are “**sometimes**” preoccupied on a weekend.

TABLE 8 Class Attendance in Term of Discipline Imposed by Teachers (N = 63)

Item	1	2	3	TWP	WAM	DR
1. The teacher refuses the students to enter the class when not in proper uniform.	44	101	53	405	2.05	Sometimes
2. The teacher is very strict in checking the attendance of the students.	28	117	53	421	2.13	Sometimes
3. The teacher starts and ends punctually the class period prescribed for lecture and laboratory.	40	105	53	409	2.13	Sometimes
4. The teacher refuses to admit students who have been absent in class the previous day without admission slip from the guidance office	40	115	43	399	2.02	Sometimes
MEAN					2.06	Sometimes



As regards to the discipline imposed by the teacher, item 1.) The teacher refuses the students to enter the class when not in proper uniform was “**sometimes**” emphasized. Followed and equally considered to be “**sometimes**” emphasized are: item 2.) The teacher is very strict in checking the attendance of the students; item 3.) The teacher starts and ends punctually the class period prescribed for lecture and laboratory; item 4.) The teacher refuses to admit students who have been absent in class the previous day without admission slip from the guidance office.

The grand mean of 2.06 which is described as “sometimes” reflects that the rules and policies implemented by the teacher in the classroom are not observed regularly.

Wilson, Rayner and Riding’s study also conforms with the foregoing explanation when they revealed that lack of consistency between policies and enforcement was cited by the students as a reason for their attendance. Consequently, when students perceive that their teachers do not care enough to follow up on absences, their motivation for attendance declines.

TABLE 9 Class Attendance in Terms of Commitment of Teachers (N = 63)

Item	1	2	3	TWP	WAM	DR
1. The teacher presents the lessons/activities in an interesting and organized manner.	17	90	01	470	2.37	Always
2. The teacher meets his class regularly.	21	97	80	455	2.30	Sometimes
3. The teacher shows wide knowledge of his subject matter.	17	88	93	427	2.38	Always
4. The teacher comes to class on time.	34	97	67	429	2.17	Sometimes
MEAN					2.18	Sometimes

Table 9 presents the class attendance in terms of commitment of teacher. Item 1 and 3 are “always”. This means that their teachers consistently present their lessons in engaging methods and they show mastery and depth of understanding of the subject matter they teach. On the other hand, items 2 and 4 are rated “sometimes” which reveal that their teachers do not come to their classes on time and regularly.

In general, all the indicators under class attendance are 2.18, with descriptive rating “sometimes” are the following: Health reason gave a weighted average of 2.16; discipline imposed by teachers perceived weighted average of 2.06; commitment of teacher gave a



weighted average mean of 2.31. The data imply that these factors affect the class attendance of the students.

TABLE 10 Class Attendance in Terms of Accessibility to School

N = 63

Item	1	2	3	TWP	WAM	DR
1. The student's house/boarding house is adjacent to the school.	53	109	36	379	1.91	Accessible
2. The student's house/boarding house is far from the school.	51	106	41	386	1.95	Accessible
3. The student commutes daily.	69	63	66	393	1.98	Accessible
4. The student's vehicle cannot reach the school within 15 minutes because of traffic.	72	101	25	349	1.76	Accessible
MEAN					1.90	Accessible

Legend:

TWP - Total Weighted Points

WAM -Weighted Average Mean

DR - Descriptive Rating

Numerical Value	Mean Rating	Descriptive Rating
3	2.34 – 3.00	Very Much Accessible
2	1.67 – 2.33	Accessible
1	1.00 – 1.66	Not Accessible

It could be noticed from the table that all items are rated “**accessible**”. The student's house/boarding house is adjacent to the school gave a weighted mean of 1.91; The student's house/boarding house is far from the school a mean of 1.95; the student commutes daily gave a weighted average mean of 1.98; The student's vehicle cannot reach the school within 15 minutes because of traffic counted a weighted average mean of 1.76. The overall weighted mean of 1.90 with a remark “accessible” indicates that the school is accessible to the students. Hence, an implication could be given that it is easy for the student to reach the school.



TABLE 11 Class Attendance in Terms of Accessibility of Rooms (N = 63)

Item	1	2	3	TWP	WAM	DR
1. Rooms are adjacent to each other.	45	129	24	375	1.89	Accessible
2. The pathway going to the other building is easy.	86	89	23	333	1.68	Accessible
3. Distance between buildings is short.	70	95	33	359	1.81	Accessible
4. Transferring from one room to another is easy.	78	89	33	357	1.77	Accessible
Mean					1.79	Accessible

The table presents all items as “**Accessible**”. Rooms are adjacent to each other obtained a weighted average mean of 1.89; The pathway going to the other building is easy gave a weighted average mean of 1.68; Distance between buildings is short obtained a weighted average mean of 1.81; Transferring from one room to another is easy gave a rating of 1.77. This data imply that the room assignments provide efficient movement for the students. Distance of classrooms is not an excuse for absenteeism.

TABLE 12 Significant Relationship between the Student’s Profile and Class Attendance

Profile	X ² – Test		Analysis	Decision	Remarks
	Computed Critical				
	X ² C	X ² t			
Gender	7.72	5.99	X ² c > X ² t	Ho is rejected	There is significant relationship
Age	10.07	12.59	X ² c < X ² t	Ho is accepted	No significant relationship
Specialization	19.58	21.03	X ² c < X ² t	Ho is accepted	No significant relationship
University	5.64	9.49	X ² c < X ² t	Ho is accepted	No significant relationship
Ethnicity	4.81	12.59	X ² c < X ² t	Ho is accepted	No significant relationship

Table 12 shows the result of the test on the significant relationship between the student’s profile and class attendance using the chi-square test of the computer aided statistic at 0.05 level of significance alpha.

As shown, the computed chi-square values of 10.07, 19.58, 5.64 and 4.81 for profile age, specialization, high school graduated from and ethnicity are less than the critical chi-square



values of 12.59, 21.03, 9.29 and 12.59, respectively. The null hypotheses are accepted. These indicate that there is no significant relationship between the student's profile age, specialization, high school graduated from and ethnicity to class attendance.

Furthermore, class attendance of students is independent of their age, specialization, high school graduated from, and ethnicity.

For their gender, the computed chi-square value of 7.72 is greater than the critical chi-square value of 5.99, thus the null hypothesis is rejected. This reflects that their gender has bearing on their class attendance.

5. SUMMARY, CONCLUSION AND RECOMMEDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

Summary

The main purpose of the study is to determine the class attendance of earning unit students at Vargas College, Caritan Campus.

Specifically, it sought to answer the following question:

1. What is the profile of the student- respondent in terms of:
 - a. Sex
 - b. Age
 - c. Specialization
 - d. High school graduated from
 - e. Ethnicity
2. What are the reasons affecting the attendance of earning unit students in their respective classes along:
 - a. Career preoccupation
 - b. Discipline imposed by teachers
 - c. Commitment of teachers
 - d. Accessibility to school
 - e. Accessibility to rooms
3. Is there a significant relationship between the students' profile and class attendance?

Findings

Based on the data gathered and presented, the researchers were able to draw the following findings:



1. Majority of the respondents are female. They are within the age bracket of 21-43. Most of them graduated from private universities and have Social Science as their major. The data likewise reveal that most of the respondents are Ibanags.
2. The indicators of students' reasons of class attendance which were rated "Sometimes" are as follows: career preoccupation, discipline imposed by teachers, and commitment of teachers. On the other hand, accessibility to rooms and school obtained a remark "accessible."
3. There is no relationship between the students' profile age, specialization, school graduated from and ethnicity to their class attendance. On the other hand, there is significant relationship between the students' gender and class attendance. This signifies that the gender has something to do with students' attendance in the class. Apparently, of the total population of the respondents, there are more females than males. It indicates that female respondents attend punctually and regularly to their classes. In this regard, they are more responsible than the male respondents.

CONCLUSIONS

In light of the findings made, the following conclusions were drawn:

1. The reasons of classroom attendance are:
 - 1.1 Most of the students are working or sometimes are required to read overtime on weekends.
 - 1.2 Rules and standards on disciplining the students are not strictly imposed by the teachers.
 - 1.3 The teachers show wide knowledge on their subject matter; however, coming to school on time and religiously are not always observed frequently by their students.
 - 1.4 The school is accessible and the room assignment efficient. Thus, it is easy for students to reach the school and transfer from one room to another.
2. Attendance of the respondents has nothing to do with their age, specialization, university graduated from and ethnicity. This means that these elements of personal profile are not predictors for the nonattendance of the respondents. On the other hand, their gender is determinant to their class attendance.



RECOMMENDATION

Based on the foregoing findings and conclusions, the following recommendations are offered.

1. The school administrators should be sensitive to and considerate of the needs of the students and allow minimal absences to good and fast learning student especially to those who belong to the self-supporting or working class.
2. The teachers should be a good model to their students by coming on time and regularly to motivate their students to be eager to learn and participate in their classes.
3. The teachers should be strict in implementing or enforcing disciplinary measures in the class room pertaining to attendance policies. Reinforcements such as course bonus points can also be given.
4. The deans or chairmen should ensure the instructors or professors come to school on time and religiously.
5. Research of this kind should be conducted in a wider scope for more comprehensive results.

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