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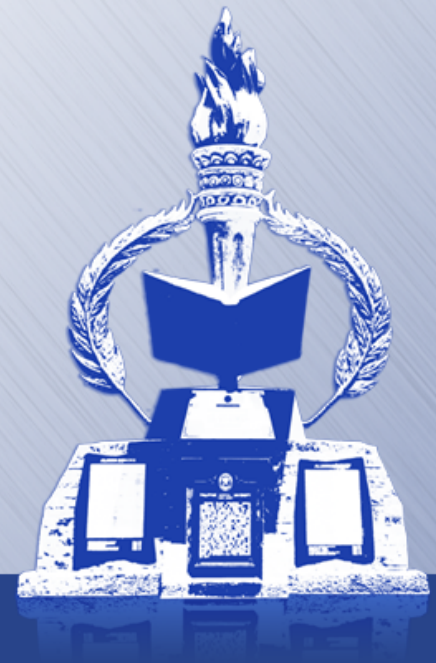
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Truancy among Public Senior High School Students: Basis for a Guidance Program on Alleviating Absenteeism

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**TRUANCY AMONG PUBLIC SENIOR HIGH SCHOOL STUDENTS:
BASIS FOR A GUIDANCE PROGRAM ON ALLEVIATING
ABSENTEEISM**

**A Special Project Presented to the College
of the Graduate School and Teacher Education Research
Philippine Normal University, Manila**

**In Partial Fulfillment of the Requirements for the Degree of Master of
Education with Specialization in Guidance and Counseling**

**Rosalinda P. Jocson
May 2019**

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taught me to value most the importance of prayers, handwork and perseverance in everything that I do.

Most of all, to the Lord Almighty, for giving me the wisdom and strength I need, and for sending people who became His instruments in helping me complete my work. Thank God for everything!

DEDICATION

This special project is successfully dedicated to my loving parents, tatay Temson and nanay Peryang in heaven; to my beloved husband, Ka Itoy, to my sons Jhun and Enan and to my daughters Sahlee and Yna, thank very much. Most importantly, to my Lord and Savior Jesus Christ, this special project is to all for you.

RPJ

ABSTRACT

Name : **ROSALINDA PABROA JOCSON**

Title : Truancy among Public Senior High School Students:
Basis for a Guidance Program on Alleviating Absenteeism

Key Concepts : Common Causes of Absenteeism, Senior High School
Students, Sex, Guidance Program

Degree : Master of Arts in Education

Specialization : Guidance and Counseling

Adviser : Dr. Peter Howard R. Obias

This descriptive research study was conducted to determine the different reasons of absenteeism among 300 Senior High School students from public school. The respondent of this study were given survey questionnaires forms with information data sheets for their profile such as age and sex. The results of this study became the bases for designing the proposed guidance program. Frequency, mean, percentage and independent T- Test were the statistical treatments used. Findings show that absenteeism of the students came from the five factors namely: (1) Physical Factor, (2) Health, (3) Personal Attitude, (4) Teacher-Related Factors (5) Classroom atmosphere, and (6) Home-Related Factors. Likewise, significant differences on several variables involving the six factors, age and sex were

determined, and these were appropriately considered in developing a proposed guidance program. For future research and special project, it is recommended that the proposed program be implemented to evaluate its effectiveness and alleviate students' absenteeism.

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CHAPTER I

The Problem and Literature Review

Background of the Study

Students' attendance is the most important part of teaching and learning activity. In school activity participation and attendance contributed a lot in the success of the program. Students' attendance play an important role in students' learning. Several studies have cited the effects of students' attendance and academic performance.

Based on the study done by Atkinson (1998) school attendance is part of students' success in school, the rate at which students are absent from school is relevant. Regular school attendance is important to the students to succeed academically and to ensure that they don't get lower grades. Several studies have cited the effects of student attendance and academic performance. Absenteeism often leads to poor academic performance, student dropout and non-mastery of skills and competencies. However, one of the major problems being faced by public schools nowadays is that of chronic absenteeism among high school students (Komakech, 2015).

Murbuger (2001) cited that absenteeism, tardiness, cutting classes, and drop – outs are some of the causes of low performances of the student. This supports that attendance is the most important factor in school success among high school student. Start in pre - school; , students who attend school regularly score higher on tests than their peers who are frequently absent.

Although, the contamination of sickness and disease can be avoided because of the absences of a sick student, the habit of absenteeism can be a problem to the school administration and may cause a decrease in school's performance. The implications of absenteeism are felt outside the classroom. High absenteeism is one of the essential characteristics of students and later will drop out of the school. Many of those students who have dropped out of school became engaged in delinquency and crime (Bennet, 2010).

Lotz and Lee (1999) have indicated that delinquency have been more frequent among students who have low grades, low attendance, low self-esteem, non – focus and would later drop out of school. Likewise, misbehavior in high school and deviant behavior outside the school, drug or alcohol use during school time, teenage parenting and childbearing are all offensively associated with higher dropout and absenteeism. Having friends who engage in criminal behavior and disadvantaged family background may also increase the opportunity of dropping out, (Murcia, 2015).

On the other hand, Gale Group Incorporation has labeled the right of students to have a cultured and active but educated teacher. He also conferred the importance of ideal community and emphasized the importance of truthfulness, thoroughness and effort on the part of the student in the classroom. According to Glasersfeld (1989) truancy / absenteeism is one of the main problems in school, learners will tend to make their own meaning and will try to find the events of the world even in the absence of complete information, and construct their own understanding, retrieved by Bagley (2004). Absenteeism is not a normal behavior of the students because they will not gain anything from the school in return. According

to Walberg (1981) the feelings of competence and potential to solve new problems are based from the experience of having problems in the past and are much more influential than any external response and motivation. And because with truancy, competencies may not fully develop, thus affecting students' motivation as well (Prawat & Floden, 1994).

Seagal (2008) considered the student nonattendance has been a difficult to handle for years. This was the reasons of the department of education and school boards across the country to study and develop policies, procedures, and programs designed predominantly with the objective of reducing and preventing student absenteeism. It is also one of the most bothersome experiences for teachers when students are absent. Classroom environment and class participation makes the teachers prepare lesson plans with 100% objective that the students will learn from the day's classroom activities, and it is most satisfying when all students are present on that day and ensure maximum learning. No matter what the teachers can do it is very difficult to achieve perfect attendance. The difficulty is when the teachers' are well-prepared in the lessons and teaching materials surely the students will miss day's activities due to absences. Absenteeism has disturbed the teaching-learning environment and adversely has affected the overall well-being of classes. Weller (1996) emphasized that lecturers who used their time in lecturing students will surely enhanced students absenteeism (Jaura, 2008).

Kearney (2008) explained that going to school regularly is important for a student's education and social skills. Absent students are at a disadvantage in academic aspects. They miss out on interaction inside the classroom and while

continuously limiting their academic progress. This can result to low self-esteem and dissatisfaction. Further, he has claimed that there have been different categories of absenteeism, and students have been absent for many reasons. The categories mentioned in the research include school phobia, anxiety which includes emotional distress or worry while in school, stress about being away from parents or relatives and refusal behaviour to go to school.

Regardless whether advisers and subject teachers doing home visitations to see to it that the students will report for the next school days is still not enough; some students will always be absent. Students may hang out on the streets. Since they have nothing to do, they resort to crimes like stealing and shop lifting. Others may become addicted to drugs or engage in other destructive behavior (McConnell & Kubina, 2014).

The school vision, mission and goals are to lessen, if not eradicate, absenteeism among its students. One way of addressing this problem is to identify the causes of truancy. Once they are singled out, understood the reasons and analyzed the situations, the issues of absenteeism are then addressed with specific actions and measures. This will eventually result in the better performance of the students, teachers, and the school. The Mean Percentage Score (MPS) of the students during examination will surely increase. Skinner (1948) did not advocate the use of punishment. He believed that punishment is not actually the solution for misbehavior. His main focus was behavior and the consequences of students' reaction either positive or negative. His research suggested that punishment is not the right way of controlling behavior, but actually, this is only a short-term behavior

change, but because of the punishment, the negative behavior will become positive (Berger, 2005).

This research was conducted to understand absenteeism better and minimize problem, if not eradicate it completely. It was anticipated to result into an accurate analysis. Furthermore, the results will introduce and formulate plans, projects, and programs to minimize absences. Even if one is not an educator he or she would be enlightened and may be helping a student to stay in school. Although, much research has been done about absenteeism, the researcher wants to know the actual reasons of absenteeism specifically senior high school students, since the K12 program is newly establish. The output of this study will provide valuable data regarding the effectiveness of school attendance policies and programs. Moreover, this research will aid and support the educational community in making a Guidance Program that will fit to their students' needs.

Literature Review

Truancy can be defined as unexcused refusal of student to attend school without any important reasons (Amendola et. al., 2012). McCray (2006) explained the non-attendance in school can be reasons to even bigger problems for the students involved. Absenteeism was one of the identified reasons of students why students drop out of school. It also leads to other issues such as delinquency, lowered educational attainment, drug involvement, and criminal activity. Students who were not attending classes, were prone to committing crimes, such as vandalism and shoplifting (Gleinch-Bope, 2014). The program of the Department of Education "Education for All" (EFA), became more useful in tackling absenteeism.

A brief explanation and guidelines about EFA by the Department Education Policy and Programs stated that its commitment to intensify efforts to provide quality, accessible, inclusive, and liberating basic public education for all Filipino learners. In her statement in “Isang Daan, Isang Buhay DepEd Toward Education for All,” DepEd Secretary Leonor Briones said, “The role of education in improving and uplifting the living standards of disadvantaged groups in the Philippines is not lost in the administration’s agenda, in fact, it is the focal point of every reform and continuity have been carrying it out. Likewise, the Philippine Constitution of 1987, Chapter 2 Section 3.3. states that “The State shall promote the right of every individual to relevant quality education, regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation. The State shall therefore promote and maintain equality of access to education as well as the enjoyment of the benefits of education by all its citizens.”

DepEd emphasized the importance of school attendance as reflected in DepEd Order 44 s. 1988 Chapter 3 which states that:

1.2.1 Regularity of attendance and punctuality are required in all classes the guidance counselor or the cases maybe.

1.2.3 Absences. A pupil or a student who incurs absences for more than twenty percent of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credits for the course or subject.

1.2.4 Habitual Tardiness especially during the first period in the morning and in

the first period of the afternoon shall not be allowed. Teachers concerned shall call the attention of parents or visit him or her at home.

Furthermore, the school head may, at his or her discretion and in the individual case exempt a student who exceeds the twenty percent limit for reasons considered valid and acceptable to the school. Meanwhile, different experts agreed that if students were taught in the right manner, absenteeism can be lessened, if not totally eradicated. According to Keter (2010) Coordinator of Community Relations at Eneza Education Ltd., there are different causes of absenteeism. He confirmed that if the school knows the actual causes and effects of absenteeism they will easily form different programs or adjust their program suited to the needs of the students. He enumerated and categorized absenteeism as Phobic, Lack of Interest, Teacher approach, private coaching, diseases school Infrastructural facilities and entertainment. As such, he also explained that absenteeism can lead to depression and also result in poor quality of education as a result of time lost while being away from school. It could also lead to moral degradation that leads to drug abuse, early pregnancies and unruly behavior. However, absenteeism can be remedied by providing adequate co-curricular activities to students. It could be curbed by creating of clubs and societies to keep students busy when they are out of class. Schools should strive to have up to date learning facilities like libraries as well as sporting facilities to make students enhance student retention.

Other experts also connotes the other causes of absenteeism like Sharron (2007) mentioned the following reasons of absenteeism such as lack of subject interest, lack of personal interest in studies, available opportunities for entertainment,

and the mental capacity of students. Also, excessive homework and sometimes fear from or preparation for examinations keep students away from school. Attending parties, socialization among other students and parents comparison to other students will also become a hindrance to attend school (Hanebuth, 2008).

Harris (1996) claimed that peer groups are more powerful than parents in shaping values. He explained that teenagers can put themselves into peer groups and they can usually find anti-intellectual groups even in the neighborhoods (Hartnett, 2007).

David Kolb (1984) was credited with launching the learning styles movement in the early seventies and perhaps one of the most influential learning models developed. According to Kolb (1984) learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it. Kolb's learning theory sets out four distinct learning styles, which are based on a four-stage learning cycle. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences (McLeod, 2017).

Shoobas' (2013) findings explained that the major causes of students' absenteeism were physical factors such as residing in a place far from school; adverse climate especially in the rainy season when roads became impassable due

to floods; health factors such as illnesses and death in the family; and personal attitude like students' not being interested in school due to peer pressure and laziness. Like the different causes of students' absenteeism the following reasons included home related factors like parents and guardians having a negative attitude towards school, house chores, parents' failure to provide food and other school requirements. Furthermore, social factors such as early marriages, early pregnancies, as well as teacher related factors like teacher's absenteeism from work and lack of commitment, teachers' failure to cover the syllabus adequately and failure to prepare the students for examinations were also considered as other causes of pupil absenteeism. Additionally, school climate and classroom environment were also found to be causes of pupil absenteeism during examinations especially sanitation, water supply, lack of classroom and unavailability of teacher. Students who have absenteeism problems generally suffer in academic. According to Baker and Jansen (2000), studies have indicated that students who have been absent have lower participation and get the lowest test scores. Absences may lead to retention and later to truancy. Mayer & Mitchell (1993) also revealed that the schools have experienced high rates of absenteeism suffer loss of learning and loss of instructional time. Teachers must also try to provide remediation and instructional worksheets for the students (Williams, 1997).

In focusing on what schools can do to increase and maintain student's daily attendance and even fewer studies explore how families-school-community can build a partnership to work together towards this goal. Educators need to continue to find innovative ways to bridge the gap between home and school. Communication with

parents and the need for a strong partnership will make the students find success.

The roles of the parents and schools are to lower absenteeism and guiding the students. Counseling the students and providing recreational activities will also help the students to lower absenteeism. It was further recommended that students absenteeism from examinations could be stopped through teacher monitoring, if schools have provided suitable environment for teaching and learning, absenteeism can be lessen.

Other researcher mentioned that the Child-motivated absences were at the volition of the child, partly due to increased autonomy and non-child-motivated absences manifested through influences external to the child, retrieved by Orpinas, 1999. Thus, the United Nation (2007) made their own way to show their concerns and appreciation to the future of the students by making different programs. It is not surprising that the necessity of achieving accessible primary education has been recognized by the United Nations (UN) since its inception in 1945, given the substantial private and social returns on investment in education. As such, the principles of justice, human dignity and the well-being of all people guided the UN in its policies and initiatives. The critical role of education in achieving the goals of the UN was first recognized in Article 26 of the Universal Declaration of Human Rights (UDHR) in 1948.

Article 26 laid the groundwork for the acknowledgement of accessible education as a driving force behind the development of individuals and nations. At this time education was considered to be accessible when children of the

appropriate age for a given level of education had the means, resources and ability to attend school and benefit fully from the instruction received. Article 26, however, did not address the specific challenges that education systems faced with respect to established cultural and religious biases, nor did it offer any framework or guidelines for the achievement of these ideals. The Article also made no mention of the importance of continuous and uninterrupted access to differing levels of education, (such as primary, secondary, and tertiary education) which is critical to student advancement through education systems.

Many schools now days introduce different ways of solving problems of absenteeism. According to Hasnlinger, Kelly & O' Lare of Langley Park (1996); McCormick Elementary School at Maryland developed a program called "an attendance incentive program". One of the goals of the program is to contact the parents or the families of each student everyday if the student is not coming to school. Immediate reaction is needed to make sure the whereabouts of the students. The school authorities like the school heads, class advisers, and class presidents will then be speaking with them in a respectful, non – confrontational way. Each month, the school will give incentives to those students with perfect attendance as well as parents who did their very best in sending their students to the school attentively. On the other hand, for the parents who are giving excuses for not sending their children in the school, the schools authorities have develop strategies to encourage them to send their children to school (McCormick, 2011).

Another way to solve the problem of absenteeism is creating classroom

relationships that allow students to feel known. This is classroom strategy to catch the attention of the students. In this way, students feel better and welcome in every corner of the classroom. According to Divoll & Alan (2010), a student can avoid absenteeism by making them well known in the classroom and feel accepted every day in the school. This study enumerated the benefits of school and classroom community. Likewise, the importance of classroom community has become so accepted that it would be difficult to find anyone to persuasively argue against its importance. Many educators, theorists, and researchers have linked a positive classroom or school community with a productive and cooperative classroom. Researches focused on school community and classroom community showed that the community positively affects students throughout the different schooling levels: Consequently, a positive classroom or school community contributes in promoting the following: a) the students' academic motivation, achievement and commitment to school. (Bryk & Driscoll, 1988); b) the students' democratic attitudes and values (Battistich, Solomon, Kim et al.,1995) and democratic behavior (Solomon & Kendall, 1976); the use of democratic methods to solve truancy problems (Allman-Snyder et, al.,1975). Furthermore, according to Battistich & Hom (1997) research suggested that a positive classroom and school community can result in improved: (a) moral reasoning and (b) prosocial behaviors such as cooperativeness, helpfulness, and concern for others. Research also suggested that having a positive classroom community and school community helped with issues of problem behaviors such as drug use and delinquency. Moreover, positive long term effects on

academic attitudes, motivation, and performance have been found when school and classroom community approaches have been used early in a student's academic career (Divoll & Alan, 2010).

On the other hand, people in the religious sector also shared their part in solving absenteeism in the school. Katherine Pastor, a school counselor at Flagstaff (AZ) High School and member of the American School Counselor Association's 2016. As a counselor, Pastor (2010) encouraged students to speak to their teachers about their home responsibilities and; sometimes asked permission to do so on their behalf. Pastor emphasized relationship building with students with large out of-school responsibilities, 'It's so great to see you today.' Instead of 'Where have you been?'. "Saying hi to every kid that walks in and smiling at them telling a student who was absent the other day, such as saying hi to every kid that walks in and smiling at them, who was absent the other day, 'It's so great to see you today.' Instead of 'Where have you been?'. "

Synthesis

The aforementioned studies and literature bear resemblance or similarities and relations to the present study. The review of literature on student's absenteeism as discussed by Dexter (1992), Steinberg (1999), McCray (2006) were significantly related to the present investigation as how absenteeism of the students affects largely in their studies, behavior and decision making. The literature about motivated absenteeism and non – motivated absenteeism of the students was explained by Kearney (2001) and Steinberg (1999), as that may involve the students' parent's

reasons were given by students during the research process.

The process of reinforcement on student's absenteeism was also explained in the literature review. Skinner et. al., (1993) developed the Functional Model of School Refusal Behavior (FMSRB) in a clinical setting to understand child-motivated school refusal behavior. The model comprises assessment of negative and positive reinforcing behaviors through four functional profiles that describe why a child is not attending school. Skinner believed that the first enthusiasm of the child on entering school since pre – school comes from reinforcement which one of the options to make them attend the class. Models have shown improvement in student attendance (Freiberg, 1979) and retention (Lesko & Fernandez (1989), Divoll & Alan (2010) also proved that positive classroom atmosphere helps a lot in student's attendance. Keter (2010) stated that absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. He enumerated the different causes of absenteeism. He confirmed that if the school knows the actual causes and effects of absenteeism they will easily form different programs or adjust their program suited to the needs of the students. Different learning styles of David Kolb (1974) explained that experiences have something to do to the students' ability to learn and understand the situation. Learning styles help the students to adjust in their everyday school experiences. The research done by Keter (2010) proves that in every school there must be a suitable, valuable and applicable program for truant students. Finally, several national and international policies were created and implemented so as to address the delivery of quality education and the minimization of student truancy.

Conceptual Framework

Different learning theories based on styles, perspectives and paradigm has been introduced just to solve truancy among students. Some researches explained the effects of truancy to the school programs and projects. Some of them explained that learning environment and learning style are one of the factors on students' learning.

David Kolb (1974) published his learning styles model in 1984 from which he developed his learning style inventory. Much of Kolb's theory is concerned with the learner's internal cognitive processes. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the development of new concepts is provided by new experiences. He explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. Everyone responds to and needs the stimulus of all types of learning styles to one extent or another; it was a matter of using emphasis that fits best with the given situation and a person's learning style preferences. He explained that the four combinations of perceiving and processing determine one of four learning styles of how people prefer to learn. He also believes that learning styles are not fixed personality traits, but relatively stable patterns of behavior that is based on their background and experiences. Thus, they can be thought of more learning preferences, rather than styles. Kolb proposes that

experiential learning has six main characteristics: 1. Learning is best conceived as a process, not in terms of outcomes. 2. Learning is a continuous process grounded in experience. 3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world (learning is by its very nature full of tension). 4. Learning is a holistic process of adaptation to the world. 5. Learning involves transactions between the person and the environment. 6. Learning is the process of creating knowledge that is the result of the transaction between social knowledge and personal knowledge (McLeod, 2017).

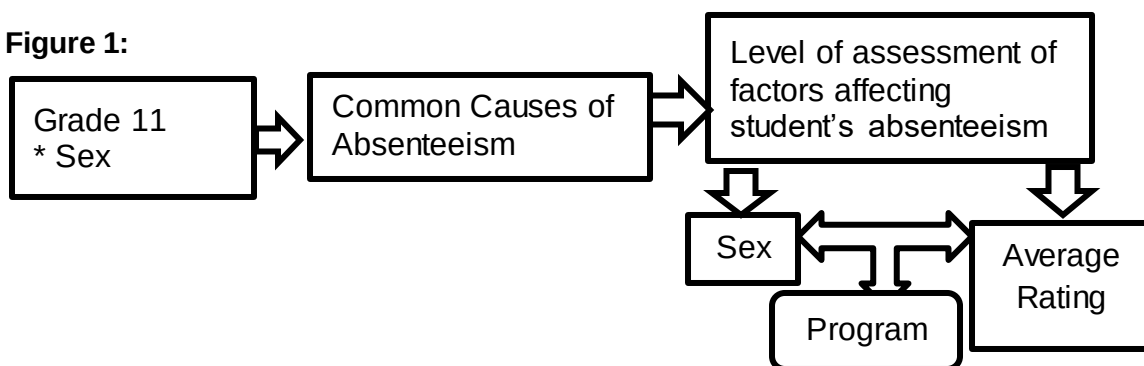
On the other hand, John Dewey (1952) believed that learners must adapt to each other and to their environment. Hence, schools should emphasize the subject matter of social experience. All learning is dependent on the context of place, time, and circumstances. Regarding relationship between student absenteeism and academic achievement, Epstein and Sheldon (2002) stated that student with absenteeism miss opportunities to learn the material that enables them to succeed later in school and; fall behind their classmates in academic achievement. In this notion, previous studies have revealed that student absenteeism is related academic failure and academic performance (Adıgüzel & Karadaş, 2013). When it comes to reinforcement, the theory of Burrhus Frederick Skinner (1938) was also used. Skinner (1938) believed that we do have such a thing as a mind, but that it is simply more productive to study observable behavior rather than internal mental events. The approach used by Skinner is more on behavior. Behavior which reinforced tends to be repeated (strengthen); behavior which is not reinforced tends to

die out – or be extinguished (weakened). Researches proved that truancy has cause and effects we need to address as soon as possible.

This study shows that truancy among public senior high school students was due to several factors. The researcher based the assumption from the different levels of assessment of factors affecting student's absenteeism.

Figure 1 shows the different constructs such as profile of the students' Sex, Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Physical Factors Level of Assessments of the Respondents on the Factor Affecting Absenteeism in Terms of Health, Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Personal Attitude, Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Teacher – Related Factors, Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Classroom Atmosphere, Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Home – Related Factors. Identification of specific factors based on the study will lead to the development of a guidance program on alleviating absenteeism.

Figure 1:



“Truancy among Public Senior High School Students: Basis for a Guidance Program on Alleviating Absenteeism”

Research Problem:

The study aimed to proper guidance program for the alleviating absenteeism among students:

1. What is the demographic profile of the respondents in terms of sex?
2. What is the assessment of the respondents on the factors affecting absenteeism with regards to:
 - 2.1 Physical Factor;
 - 2.2 Health;
 - 2.3 Personal Attitude;
 - 2.4 Teacher – Related Factors;
 - 2.5 Classroom – Related Factors; and
 - 2.6 Home – Related Factors?
3. Is there a significant difference on the factors affecting absenteeism when grouped according to sex?
4. Develop a guidance program based from the results of the study.

Significance of the Study

Students are absent for a different reasons. The reasons range from emergencies to students just not wanting to attend classes. The end results are the same: missed work, missed participation, and missed opportunities. It is a reality of school life that students will not always show up for class but rather stay outside the school premises or with their friends. It is hope that the study would be useful to various educational providers in curbing student's absenteeism. This research will be 4more beneficial to the following:

School Heads -

This research will help on planning goal, organize, administrate and to supervise the school discipline. Help students in academic activities and non – academic activities. Guide the teaching and non-teaching staff in forming human relations promote consideration, humanity and tolerance among students and harmonious relationship as teacher and student in the classroom and establish good relationship in the community and stakeholders.

Guidance and Counseling Office –

The school needs guidance program to address the need of the students.

This research will help them formulate rules and regulations on absenteeism cases of the students and develop and promote the following (1) parenting workshops for the parents of students; (2) school wide strategies that encourage students to arrive at school on time; (3) a communication system that will inform parents of tardiest on a daily basis; (4) rewards system for students and praise parents for maintaining good attendance records in school.

Department Heads -

This study will help the Department Heads in singling out some weakness in the instructional programs and at the same time work out intervention programs to improve academic performance create programs and project that enhance teacher's ability, skills and performance and workshops to enhance positive teacher-student interactions and initiate programs that will improve students' perceptions of teachers.

Administrators -

The findings of this study will likewise benefit the administrators for the proper

Institution of remedial measures for possible problems encountered by the students giving of support necessary for the improvement of learning, parental attitudes, family structure, socioeconomic status, teacher attitudes, and schoolmates' influence. This study will also help them as a basis for the formulation of their programs and activity for the students, teachers, non – teaching personnel, guidance programs, department programs, supervisory plans, school improvement plan, work plan, and annual work plan for the years to come.

Teachers –

This research will help the teachers to understand the main problem and causes of students' absenteeism, it will help her bring change in her classroom provide her hold in the class to teach with effectiveness.

Parents -

Having knowledge for reasons of absenteeism in the classroom of their children, the parents will find no difficulty in providing help, assistance and encouragement to their children to attend the school regularly. They will be more active participants of the school as one of the stakeholders. As expected, this study will encourage the parents to be on guard, alert and open minded about the situations of their children.

Students -

The study will aim to determine the weakness, difficulties and problems as well as the reasons of absenteeism of the students. From here, it could pave to the wholesome improvement in their academic achievement, eradicate absenteeism and gain better understanding on the subjects.

Community -

Absenteeism creates the annoyance in every corner of the school and in society too. Without students, a class is not a class. The distractive and disturbing behavior of the student is vulnerable. It may induce them to take part in any of the anti-social act. This research will help to identify the students' with problem of not attending school and to keep the environment safe.

Definition of Terms

The following terms are used contextually and operationally in this study.

a. Absenteeism – In the context of school, it is the habitual or intentional failure to attend school. (Merriam-Webster dictionary, 1829). In the study, it will be discussed around the different factors of absenteeism:

1. *Physical Factors - the most frequently identified factor contributing to chronic absenteeism? Included within the student physical factors category were health issues ranging from flu to headaches to asthma to chronic conditions (such as diabetes).*
2. *Health - "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (Business Dictionary,2016).*
3. *Personal Attitude - a state which is totally dependent on the condition of the event or situation. It can be evaluated by two measures, the one is extremely negative and the other is extremely positive. .(Business Dictionary,2016).*
4. *Teacher – Related Factors - are factors related to the teacher's role in the*

5. *intellectual and moral development of students by using various techniques, assessments, and methods to improve student achievement in school. (Hussain, October 2, 2018).*
 6. *Classroom Atmosphere - Every possible area of the room to create an atmosphere that encourages participation and learning. (Dalton,1951).*
 7. *Home – Related Factors - the home-based factors that are likely to contribute to the poor performance of students such as family income and jparental relationship (Merriam-Webster dictionary, 2016).*
- b. Senior High School – the secondary school level that comprises two years which students attend before entering college.
 - c. Truancy - refer to any absences without permission, but it often refers to being absent from school.

CHAPTER II

Methodology

This chapter describes the methodology used on descriptive research study. The discussion includes research design of the study, research setting, population, instrument and the data collection procedures.

Research Design

A descriptive research design was used to investigate the reasons of chronic absenteeism of the students. The descriptive developmental research design aimed at casting light on current issues or problems through a process of data collection that enables to describe the situation more completely, retrieved by John & Willy, 2017. This design provides the possibility to observe the natural and unchanged environment of the students to help in arriving to the accurate results of the study. A study involves gathering data that describe events and then organizes, tabulates, and describes the data collection (Glass & Hopkins, 1984) retrieved by AECT (2001). The basic purpose is to acquire first hand personal and realistic information from the adolescents-respondents and identify the population and sample, the instrument, and the procedures used for the study. The data analysis defined all the variables used in the study, as well as described the statistical analysis process of the study. The validity focused on the reliability and validity of the instruments, as well as of the research study as a whole. The study aims to determine absenteeism of the students in order to make Guidance Program for the school. The program development was based on the significant findings of the study.

Research Setting

The study was set at public senior high school in Navotas City and the respondents were purposely chosen because of the attendance records presented by the Guidance teacher. There were two reasons why one of the public senior high school in Navotas City was chosen. First is its accessibility, hence, data can be secured as needed. Second, the school was one of the newly established senior high schools where the students came from families with average income and have parents who do not monitor them. The researcher is not part of the school to avoid any discrepancy or loopholes to the study.

Research Population and Sampling

The respondents of this study were the 300 students taking different strands (STEM, ABM, HUMMS) at a Navotas public senior high school who were purposively selected. Using the stratified sampling technique the samples were then classified based on sex and the criteria of absenteeism namely; Physical Factor, Health, Personal Attitude, Teacher – Related Factors, Classroom – Related Factors, and Home – Related Factors. When enough information is known to identify characteristics that may influence how the phenomenon is manifest, then use a stratified purposeful sampling approach.

Research Instrument

The survey questionnaire used in this study was the primary instrument for gathering data from the respondents. The researcher has conducted the research using questionnaire validated by three registered guidance counselors from three different

public high schools. The questionnaire thus, contains the questions relevant to the topic of the research.

The set of questionnaire for the students was well prepared. The factors were (1) Physical Factor, (2) Health, (3) Personal Attitude, (4) Teacher-Related Factors (5) Classroom atmosphere, and (6) Home-Related Factors. It is culture – free and not gender – biased. It contains items which are culturally fair and do not favor certain gender of respondents. It has a total of forty two (42) comprising seven (7) items for physical factor, five (5) items for health, ten (10) items for personal attitude, five (5) items for teacher-related factors, five (5) items for classroom atmosphere, and ten (10) items for home-related factors. The survey questionnaire was used to know the cause and effect of absenteeism from the school achievement and learning performances, as well as to know the reasons of absenteeism.

The instrument was administered to grade 11 students of public senior high school and it took them sixty (60) minutes one (1) hour to finish answering the survey.

The instrument was administered following the technical procedures; 1) The parents of the students were informed through the parent's permit distributed to the student one week before the administration of the test. 2) The data-gathering activity was scheduled. 3) Before the data-gathering activity, the students were informed on the nature of the survey questionnaire and the researcher explained to the respondents the procedure on how to answer the questionnaires that is to check the column which best describe the intensity of the need by choosing the indicators: always (5), very often (4), sometimes (3), rarely (2), and never (1).

The data gathered in this study was processed using SPSS (Statistical Package for Social Sciences). The scale value, range and verbal interpretation for the weighted mean of levels of factors affecting absenteeism are as follows:

Scale Value	Range	Verbal Interpretation
5	4.20-5.00	Always
4	3.40-4.19	Very Often
3	2.60-3.39	Sometimes
2	1.80-2.59	Rarely
1	1.00-1.79	Never

Data Gathering Procedures

This study followed two phases of data gathering procedures:

Phase 1: Survey of Student's reasons of absenteeism through the use of questionnaires made by the researcher and checked and validated by the five (5) Guidance Licensed Counselors (see Appendix A). The researcher first made a letter of request asking permission to the Division Office of the Superintendent of Navotas City (see Appendix C). Upon approval of the division office and the school principal the letter of request to parents was sent. The three hundred (300) respondents gave parental consent to participate in the study. The survey was administered in a classroom setting, particularly inside the respondents' respective classrooms. The survey was finished within two weeks. Students were oriented that the data gathered in this research would be kept confidential and their identities will be kept anonymous. They were reassured that individual answers will be treated with strict confidentiality. Data encoded in a computer was protected by a password and the universal storage bus (usb) which is a personal belonging of the researcher is well

kept that not everybody can use it without the permission of the researcher.

The accomplished survey form was tallied and categorized accordingly. Frequency distribution and percentage conversion were obtained as well as the t-Test scores. Finally the respondents' answers were summarized and the common responses were noted.

Phase 2: Creating Guidance and Counseling Program Based on the results obtained by the researcher, the Guidance and Counseling Program was developed consisting of the following parts:

- a. Rationale
- b. Introduction
- c. Vision
- d. Mission
- e. Objectives of the Program
- f. Content of the Program
- g. Program Activities
- h. Modules

In terms of content, there were specific modules prepared for grade eleven (11) students. A formal letter was sent to the expert counselors for the validation of the program (see Appendix K). The experts are composed of a licensed Psychometric, Guidance Counselors and a Public School District Supervisor in Guidance and Counseling who can give valuable comments and insights on the program.

Data Analysis

The questionnaires were developed, checked, evaluated and approved by the five licensed guidance counselors and one licensed psychometric. (see Appendix).

The data gathered in this study was processed using SPSS (Statistical Package for Social Sciences) and the following statistical tools were utilized:

- a. Frequencies – the rate at which something occurs over a particular period of time or in a given sample.
- b. Percentages - the fraction of an amount expressed as a particular number of hundredths of that amount.
- c. Weighted mean – is a kind of average. Instead of each data point contributing equally to the final mean, some data points contribute more “weight” than others. If all the weights are equal, then the weighted mean equals the arithmetic mean
- d. Independent t-test – the independent t-test, also called the two sample t-test, independent-samples t-test or student's t-test is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.

Percentages were used to summarize the distribution of the respondents according to their demographic profile such as sex. The weighted mean was used to describe the levels of assessment of the respondents on the factors affecting absenteeism in terms of: (a) Physical Factor, (b) Home-Related Factors, (c) Health, (d) Personal Attitude, (e) Teacher – Related Factors, and (f) Classroom Atmosphere.

Independent Samples t- Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. This was used to determine whether there is a significant difference on the assessment of the respondents on factors affecting absenteeism when they are grouped according to their sex.

CHAPTER III

Results and Discussion

This part of the study involves presentation, analysis and interpretation of the gathered data. Using the survey questionnaires the data was gathered and obtained.

Purpose #1: Distinguish the demographic profile of the respondents in terms of Sex.

The survey questionnaire was used in this study as the primary instrument for gathering data, the percentages and frequency were also used for computation.

Profile of the respondents

Table1 shows the frequency and the percentage distribution of respondents in terms of sex. A total number of 166 female respondents constitute 55.3% of the sample population, and a total of 134 male respondents represent 44.7% of the respondents' population. Based on the enrolment data of public senior high school, there were more female respondents, and they have the highest number of attendance recorded. The male attendance was the same as the first day of the classes, although there were male absences but it was tolerable and can be handled easily.

According to the study of Byrne & Flood (2008) gender was not significantly associated with achievement measurement. The secondary data from the research of Jelas & Dahan (2010) that there is a tendency for female students to be more academically successful and to confirm research conducted by developing countries. While their primary data indicate that female learning characteristics contribute

substantially to their academic achievement. According to Garkaz et al. (2011) there was a significant difference between male and female academic achievement, that is, women have better academic achievement than men. Similarly, the study also conducted by Aidia & Marina (2014) also said that female students have an average GPA better than male students;, while Arthur & Everett (2012) conducted an investigation to find out whether gender affected student achievement by using multiple choice tests and constructed-response questions. The results show that women are superior to men and men are better at performing multiple choice tests than constructed-response questions.

Table 1: Frequency and Percentage Distribution of the Respondents According to Sex

Gender	Frequency	Percentage (%)
Male	134	44.7
Female	166	55.3
Total	300	100.0

Table 2 shows the frequency and the percentage distribution of respondents in terms of age. A total number of 196 respondents whose age is 14 years old constitute 65.3% of the sample population, and a total of 104 respondents whose age is 15 years old represent 34.7% of the respondents' population.

Table 2: Frequency and Percentage Distribution of the Respondents According to Age.

Age	Frequency	Percentage (%)
14 years Old	196	65.3
15 years old	104	34.7
Total	300	100.0

Purpose # 2: Determine the most common causes of absenteeism of Grade 11 Students.

Determine the most common causes of absenteeism in terms of physical factors, Health, Personal Attitude, Teacher Related Factor, Classroom Atmosphere and Home Related Factor the researcher used the frequency and percentage distribution.

Physical Factors

Table 3: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Physical Factors

Physical Factor	Never	Rarely	Some times	Very Often	Always	Weighted Mean	Verbal Interpretation	Rank
	1	2	3	4	5			
	Frequency							
1. Our house is far from the school.	127	22	28	20	103	2.83	Sometimes	2
2. It is unsafe to go to school alone.	79	72	33	14	102	2.96	Sometimes	1
3. Nobody accompanies me in going to school since it is far.	68	75	63	40	54	2.79	Sometimes	3
4. There are so many bystanders on my way to school.	77	129	68	19	7	2.17	Rarely	5
5. A heavy traffic is one of the reasons.	86	82	89	31	12	2.33	Rarely	4
6. I was forced to go to school.	132	100	48	13	7	1.87	Rarely	7
7. I don't like the school environment.	108	104	78	7	3	1.97	Rarely	6
Average Weighted Mean						2.42	Rarely	

Legend: *Never 1-1.50* *Rarely 1.51-2.50* *Sometimes 2.51-3.50* * Very Often 3.51-4.50*
Always 4.51-5.00

Table 3 shows the frequency according to Likert Scale, weighted mean, and the verbal interpretation under Physical Factor. Based on the table, statement 1, 2

and 3 got a mean response of sometimes while the rest got a mean response of rarely. The Overall Weighted Mean is equal to 2.42 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to Physical Factor.

In addition previous studies of McCoach & Siegle (2003) have also found that these physical factors were related with academic achievement. These studies reported students with negative academic self-perception, negative attitude towards teacher and school and lower level of motivation had high rate of absenteeism. Thus, it is hypothesized that physical factors would be predictor of previous and current absenteeism, and academic achievement.

Health

Table 4 shows the frequency according to the weighted mean, and the equivalent verbal interpretation of each statement under Health Factor. Based on the table, all statements got a mean response of rarely. The Overall Weighted Mean is equal to 1.94 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to Health Factor.

Based on the table, health factors are sometimes the reasons for student's absences as proven by the following responses: the statement "I have a headache" showed (2.25) that this is sometimes the health factor affecting the absenteeism; while "I have a toothache"(2.05), "My stomach hurts"(1.91), "I'm down with fever/flu"(1.79), "I have other diseases like diarrhea and backache"(1.72) showed that these are rarely the health factors affecting their absenteeism.

Students' attendance is an important factor in school. Unexcused absence is a strong predictor of undesirable outcomes in adolescence, including academic failure, dropping out of school, substance abuse, gang involvement, and criminal activity. However, absences are increasingly identified as an important early warning sign that a student is at risk for school failure and early dropout. Many of these absences are excused, but the students are still missing school. In some cases, the illness is the barrier to attendance.

Table 4: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Health

Health	Never	Rarely	Sometimes	Very Often	Always	Weighted Mean	Verbal Interpretation	Rank
	1	2	3	4	5			
	Frequency							
1. I have toothache	84	139	59	14	4	2.05	Rarely	2
2. My stomach hurts.	105	135	45	12	3	1.91	Rarely	3
3. I have a headache	87	105	69	28	11	2.25	Rarely	1
4. I'm down with fever/flu.	134	111	43	8	4	1.79	Rarely	4
5. I have other diseases like diarrhea and backache	134	128	29	7	2	1.72	Rarely	5
Average Weighted Mean						1.94	Rarely	

*Legend: *Never 1-1.50* *Rarely 1.51-2.50* *Sometimes 2.51-3.50* *Very Often 3.51-4.50* *Always 4.51-5.00**

Personal Attitude Factor

Table 5 shows the frequency according to the weighted mean, and the verbal interpretation of each statement under Personal Attitude Factor. Based on the table,

all statement got a mean response of rarely. The Average Weighted Mean is equal to 2.14 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to Personal Attitude Factor.

The statements “I am not interested in my studies” (2.49),; “I spent the whole night chatting with friends” (2.42),; “I watched TV / video tapes during the night” (2.30),; “I lay down in bed but I can’t sleep”(2.290),; “I did not study/make my assignments the night before”(2.27),; “I feel lazy” (2.08),; “My friends influence me to be absent from my class.(1.96),; “I can’t concentrate in my studies” (1.94),; “I got fond of playing computer games” (1.81),; and “I did not wake up early” (1.81),; showed that these are rarely the personal attitudes affecting the students’ absenteeism. The average weighted mean with the total of 2.14 implies that these reasons of absenteeism are used rarely. The reasons were beyond everybody’s control when it comes to personal reasons. The statistical results show that the reasons of absenteeism were normal because of the students who do not feel like going or attending school voluntarily, because of sickness or other reasons like having fun with friends, or other activity at night like texting or watching television. These reasons make them active at night. The reason “I lay down in bed but I can’t sleep” with 2.96 percent is very common among the students.

The findings of Bendel, Halfon and Ever-Hadani (1976) is affirmed by studies which suggest that the factors influencing students’ absenteeism can be classified into medical and non-medical or four broad categories: home and family, school,

community and personal characteristics of the students or two broad categories: school factors and family and personal factors, indicated that possible medical factors influencing students' absenteeism included respiratory infections, toothaches, abdominal pains, headache, and pains on legs or arms; while non-medical reasons for absenteeism were truancy, family events, excursions, and helping family at home, retrieved by David Blazar (2016) .

Table 5: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Personal Attitude

Personal Attitude	Never	Rarely	Some times	Often	Very	Always	Weighted Mean	Verbal Interpretation	Rank
	1	2	3	4	5	5			
	Frequency								
1. I am not interested in my studies.	65	85	102	34	14		2.49	Rarely	1
2. I feel lazy.	105	112	51	14	17		2.08	Rarely	6
3. My friends influenced me to be absent from my classes.	111	119	54	3	13		1.96	Rarely	7
4. I can't concentrate in my studies.	97	138	51	13	1		1.94	Rarely	8
5. I didn't wake up early.	125	122	41	10	2		1.81	Rarely	10
6. I did not study/make my assignments the night before.	89	125	32	25	29		2.27	Rarely	5
7. I got fond of playing computer games.	126	119	42	12	1		1.81	Rarely	9
8. I spent the whole night chatting with friends.	56	136	52	38	18		2.42	Rarely	2
9. I watched TV / video tapes during the night.	54	144	68	25	9		2.30	Rarely	3
10. I lay down in bed but I can't sleep.	63	136	69	15	17		2.29	Rarely	4
Average Weighted Mean							2.14	Rarely	

*Legend: *Never 1-1.50* *Rarely 1.51-2.50* *Sometimes 2.51-3.50* * Very Often 3.51-4.50* *Always 4.51-5.00**

Teacher – Related Factors

Table 6 shows the frequency according to the weighted mean, and the verbal interpretation of each statement under Teacher Related Factor. Based on the table, only statement 1 got a mean response of sometimes while the rest got a mean response of rarely. The Average Weighted Mean is equal to 2.18 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to *Teacher Related Factor*.

Table 6: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Teacher – Related Factors

Teacher – Related Factors	Weighted Mean	Verbal Interpretation	Rank
1. I can't understand my teacher's lessons.	2.86	Rarely	1
2. I don't like my teacher.	2.33	Rarely	2
3. I don't like the way my teacher taught us.	2.03	Never	3
4. I feel bored in every subject.	1.96	Sometimes	4
5. I'm very disappointed to my Teacher's way of teaching.	1.70	Rarely	5
Average Weighted Mean	2.18	Rarely	

Legend: "Never 1.00 – 1.79", "Rarely 1.80 – 2.59", "Sometimes 2.60 – 3.39", "Very Often 3.40 – 4.19", "Always 4.20 – 5.00"

Based on the table, the statement "I can't understand my teacher's lessons" (2.86) has the verbal interpretation of *sometimes* while the rest of the statement is interpreted to be has *rarely* experienced by the students, like the statements "I don't like my teacher" (2.33); "I don't like the way my teacher taught us"(2.03); "I feel bored in every subject" (1.96); and "I'm very disappointed to my teacher way of teaching"(1.70). This shows that the teacher – related factors rarely affect the students' absenteeism.

It is said that teaching is the absolute most imperative and respectable profession in the world. Teachers are the ones who are responsible to pass on knowledge to students and contribute in making them enlightened nationals.

Teachers have phenomenal influence in the lives of the youngsters during the developmental years of their improvement and the importance of teachers is something that can't be understated. Teachers are the nation builders. Teachers make a difference in the students' well-being or in the students' personality, character, and future decision making which enable the students to be more aware and successful to their chosen career.

Classroom Atmosphere

Table 7 shows the frequency according to weighted mean, and the verbal interpretation of each statement under Classroom Atmosphere Factor. Based on the table, all statement got a mean response of rarely. The Average Weighted Mean is equal to 2.06 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to Classroom Atmosphere Factor. Based on the table, the statements "Our classroom is hot and uncomfortable" (2.47),; "It's very noisy inside our classroom" (2.14),; "A classmate/classmates bully me every day" (2.01),; "I have no friends in our class" (1.91); and "Our classroom is totally a mess" (1.56), showed that the classroom atmosphere is rarely a factors that affects absenteeism.

Research suggests that a variety of school-level factors influence student attendance. This include the factors related to the culture and climate of the school;

the condition of the school facility, particularly the school's ventilation system; as well as the rigor and relevance of the school's instructional program (Barnham, 2004; Lauchlan, 2003; Schendell, et al., 2004; Simons, Hwang, Fitzgerald, Kielb, & Lin, 2010) retrieved by McCormick (2017). These factors shape student perceptions of the school environment and thus shape the desirability they feel to attend school.

Home – Related Factors

Table 7: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Classroom Atmosphere

Classroom Atmosphere	Never	Rarely	Some times	Very Often	Always	Weighted Mean	Verbal Interpretation	Rank
	1	2	3	4	5			
1. Our classroom is hot and uncomfortable.	72	65	127	21	15	2.47	Rarely	1
2. It's very noisy inside our classroom.	96	116	55	16	17	2.14	Rarely	2
3. A classmate / classmates bully me every day.	117	82	87	9	5	2.01	Rarely	3
4. I have no friends in our class.	104	140	41	11	4	1.91	Rarely	4
5. Our classroom is totally a mess.	137	115	31	10	7	1.78	Rarely	5
Average Weighted Mean						2.06	Rarely	

*Legend: *Never 1-1.50* *Rarely 1.51-2.50* *Sometimes 2.51-3.50* *Very Often 3.51-4.50* *Always 4.51-5.00**

Table 8 shows the frequency according to weighted mean and the verbal interpretation of each statement under Home Related Factor. Based on the table, all statements got a mean response of rarely. The Average Weighted Mean is equal to 2.04 which is equivalent to rarely. This implies that respondents rarely experience the stated factors affecting absenteeism with regards to Home Related Factor.

Based on the table, all the statements “My parents ask me to be absent from class” (2.34); “My parents always quarreled” (2.07). “My parents are not supporting me” (1.85), “I’m too pre-occupied with household chores” (1.85); “I take care of my little sister / brother” (1.92); “I have no money to buy snacks in school” (1.92); “We have no food at home, I did not eat” (2.20); “I have to work first before going to school” (2.01), “I have no money to buy school projects” (2.26); and “Even my

Table 8: Level of Assessments of the Respondents on the Factors Affecting Absenteeism in Terms of Home – Related Factors

Home Related Factor	Never	Rarely	Sometimes	Very Often	Always	Weigh ted Mean	Verbal Interpret ation	Rank
	1	2	3	4	5			
	Frequency							
1. My parents ask me to be absentfrom class.	64	107	94	32	3	2.34	Rarely	1
2. My parents always quarreled.	76	153	55	7	9	2.07	Rarely	4
3. My parents are not supporting me.	142	77	66	14	1	1.85	Rarely	9
4. I'm too pre-occupied with household chores.	123	124	33	14	6	1.85	Rarely	9
5. I take care of my little sister/brother.	116	119	44	14	7	1.92	Rarely	7
6. I have no money to buy snacks in school.	127	103	41	26	3	1.92	Rarely	7
7. We have no food at home, I did not eat.	64	152	45	38	1	2.2	Rarely	3
8. I have to work first before going to school.	121	110	34	15	20	2.01	Rarely	5
9. I have no money to buy school projects.	101	107	45	18	29	2.23	Rarely	2
10. Even my brothers/ sisters did not go to school	118	108	45	11	18	2.01	Rarely	5
Average Weighted Mean						2.04	Rarely	
Legend: *Never 1-1.50* *Rarely 1.51-2.50* *Sometimes 2.51-3.50* * Very Often 3.51-4.50* *Always 4.51-5.00*								

brothers / sisters did not go to school” (2.01) showed that these are rarely the factors affecting their absenteeism.

The research done by Corville-Smith, Ryan, Adams & Dalicandro (1998) suggests that parental over-involvement can be detrimental to student attendance.

Ford and Sutphen (1996) suggest that there are long-term consequences to student truancy such as joblessness and lowered income which have profound impacts on a student later in their life. Because of their behaviors, they are not prepared to enter the workforce and therefore will contribute to the unemployment population. In relation with the lack of preparation for adulthood, if one is jobless, one will suffer from having no income. If one was able to find a job, their lack of skills and truant behavior as a child would create hardships for them to find a good job, and therefore would have issues involving lowered income which in turn would create even more problems in supporting oneself or others retrieved by McCormick (2014).

Purpose #3: A Significant difference on the factors affecting absenteeism when grouped according to sex.

Sex

Table 9 exhibits the significant difference in affecting absenteeism when sex is considered. Based on the table, a p-value of 0.26 is achieved and since it is greater than the level of significance (alpha level=0.05) the null hypothesis is retained. This implies that there is no significant difference in the Health factor affecting absenteeism when sex is considered.

The table shows the comparison between the factors affecting absenteeism as assessed by the respondents when grouped according to sex using independent

sample t-test. However, based on the table, Health has the highest mean among other factors in terms of sex. More males are affected by “health” compared to females that caused them to be absent in school.

Table 9: Independent Sample t-test: Comparison between the Factors Affecting Absenteeism as Assessed by the respondents when Grouped according to Sex.

Indicators	Male	Female	t-Value	p-value	Decision	Remarks
Physical Factors	2.39	2.45	-1.143	0.26	Accept Ho	Not Significant
Health	1.96	1.93	0.585	0.56	Accept Ho	Not Significant
Personal Attitude	2.12	2.15	-0.936	0.36	Accept Ho	Not Significant
Teacher - Related Factors	2.01	2.31	-4.453	0.00	Reject Ho	Significant
Classroom Atmosphere	2.16	1.98	3.500	0.00	Reject Ho	Significant
Home - Related Factors	2.04	2.04	0.065	0.96	Accept Ho	Not Significant
<i>t-Critical Value at 0.05 Level of Significance (α) = ± 1.97</i>						

Note: If p value is less than or equal to the level of significance which is 0.05 reject the null hypothesis otherwise accept.

Based on the table, majority of the factors such as physical factor, health, personal attitude, home related factor teacher – related factors, with a p-value of 0.26, 0.56, 0.36, 0.96 respectively, have no significant difference when they are grouped according to sex. This is because those p-values are greater than the level of significance of 0.05, thus that the null hypothesis, “there is no significant difference on the assessed factors affecting absenteeism when grouped according to respondents’ sex, is not rejected. On the other hand, since the p-value of Classroom Atmosphere is 0.00 and Teacher - Related Factor is 0.00 which are less than the level of significance which is 0.05, it can be concluded that to the null hypothesis is rejected. Moreover, the respondents when grouped according to their sex are

affected differently by the factors affecting absenteeism when it comes to Classroom Atmosphere and Teacher - Related Factor.

Average Rating of the Respondents

Table 10 exhibits the Overall weighted mean computed and the verbal interpretation of the factors that cause the absenteeism of Grade 11 students. Based on the table, students rarely consider Physical, Health Related, Personal Attitude, Teacher Related, Classroom Atmosphere and Home Related Factor as a cause of their absenteeism.

The results revealed that Physical Factor, with weighted mean of 2.42, has the highest average ratings among other aspects. This is followed by Teacher Related Factor with weighted mean of 2.18. After these two factors are the Personal Attitude with a weighted mean of 2.14, Classroom Atmosphere with 2.06 and Home Related Factor with 2.04, Health Factors has the lowest average rating with weighted mean of 1.94. In summary, the overall weighted mean for all the factors affecting absenteeism assessment is 2.13. The overall weighted mean for all the factors affecting absenteeism is quite high which means that the student's reasons for being absent were mainly due to physical factors.

According to Dougherty (2000) it is absolutely essential to have well-developed school policies regarding student attendance. And, of equal importance is that everyone, teachers, parents, and students, understand the attendance policy and that policy is consistently enforced. Research supports this relationship development as well as other strategies for involving parents in order to reduce

absenteeism and truancy. One of these strategies is communicating with every parent, retrieved by Hubbard (2003).

Table 10: Average Rating of the Respondents

Indicator	Average Weighted Mean	Verbal Interpretation	Rank
Physical Factor	2.42	Rarely	1
Health	1.94	Rarely	6
Personal Attitude	2.14	Rarely	3
Teacher Related Factor	2.18	Rarely	2
Classroom Atmosphere	2.06	Rarely	4
Home Related Factor	2.04	Rarely	5
Overall Weighted Mean	2.13	Rarely	

Purpose # 4: Develop a guidance program based from the results of the study.

The preparation of the guidance program for the grade 11 students was the main output of this study.

The results of the study served as the basis of the preparation and creation of the program modules. The results of this study indicate that there has no significant difference when they are grouped according to sex. Therefore, this proposed guidance program contains activities regardless of sex that will help student to go back to school and focus on their studies at the time while being in the school. The findings of the study revealed that generally, all reasons and causes of absenteeism of grade 11 students have connections in their daily lives. The study considered activities on “*Teacher Related Factor*” with focused on parents support since it was found to be a strongly significant factor in absenteeism. Likewise, emphasis on

physical factor was also considered for being the highest on average rating from the respondents and is thus concluded as the major factors affecting absenteeism:

The activities included in the module corresponded to the factors which were rated highest: *"It is unsafe to go to school alone"*, *"Our house is far from the school"*, and *"Nobody accompanies me in going to school since it is far"*. Therefore, this proposed guidance program contains activities that will help both male and females student to go back to school and focus on their studies while being in school (see appendix F and its full program).

CHAPTER IV

Summary, Conclusion and Recommendation

This chapter presents the summary of findings, conclusions and recommendation of the study.

Summary

This study used data on students' absenteeism from the school's guidance teacher and 300 grade 11 students. The data on the student reasons for absenteeism was determined using the survey questionnaires and supervised by the registered guidance counselors.

This study made use of descriptive research design. The researcher used purposive sampling technique. Purposive sampling techniques are used in the selection of units from individuals and institutions base on a particular purpose that is associated with answering research analysis questions (Etikan, 2017). The data gathered in this study was processed using SPSS (Statistical Package for Social Sciences) and the following statistical tools were utilized: frequencies and percentages, weighted mean, and independent t-test. Frequencies and Percentages were used to summarize the distribution of the respondents according to their demographic profile such as gender.

Summary of Findings

The following are the summary of significant findings obtained in this study.

Profile of the Respondents

There are three hundred (300) Grade 11 student participants, where there were 166

female respondents and 134 male respondents.

Gender. A total number of 166 female respondents constitute 55.3% of the sample population, and a total of 134 male respondents represent 44.7% of the respondents' population. Majority of the factors such as physical factor, health, personal attitude, teacher – related factors, and classroom atmosphere with a p-value of 0.090, 0.229, 0.190, 0.115, and 0.954, respectively, have no significant difference when they are grouped according to gender this is because those p-values are greater than the significance of 0.05, then it implies to fail to reject the null hypothesis “there is no significant difference on the assessed factors affecting absenteeism when grouped according to respondents' gender”. On the other hand, since the p-value of home – related factors is 0.011 which shows less than the level of significance which is 0.05, it concludes to reject the null hypothesis, therefore, the respondents when grouped according to their gender have different assessment on the factors affecting absenteeism.

The common causes of absenteeism of Grade 11 students base on the following factors are:

Physical Factor. Terms of Physical Factors, the overall weighted mean is 2.42 with verbal interpretation of rarely. Under this, specific factors such as the following were found: “It is unsafe to go to school alone ranked first with 2.96 weighted mean and verbal interpretation of sometimes, and followed by “Our house is far from the school” with 2.83 weighted mean and with verbal interpretation of sometimes, “Nobody accompanies me in going to school since it is far” with 2.79 weighted

mean and with verbal interpretation of sometimes, On the other hand, “A heavy traffic is one of the reasons” with 2.33 weighted mean “There are so many bystanders on my way to school” with 2.17 weighted mean; “I don’t like the school environment” with 1.97 weighted mean; and “I was forced to go to school” with 1.87 weighted mean are verbally interpreted as rarely the reason for absenteeism.

Health. In Terms of Health, which has 1.94 overall weighted mean with rarely as verbal interpretation, it is found that the factors “I have a headache” got the highest weighted mean of 2.25 n Terms of Health has 1.94 overall weighted mean with rarely verbal interpretation, reported that “I have a headache” has the highest weighted mean of 2.25, followed by “I have a toothache” with 2.05 weighted mean, “My stomach hurts” with 1.91 weighted mean, third, “I’m down with fever/flu” with 1.79 weighted mean, and last, “I have other diseases like diarrhea and backache” with 1.72 mean all with the verbal interpretation as rarely the reason for absenteeism.

Personal Attitude. In Terms of Personal Attitude which has an overall weighted mean of 2.14 with verbal interpretation of rarely, it is found that the specific factors “I am not interested in my studies” has 2.49 and the highest among all the factors with rarely as verbal interpretation. It is followed by “I spent the whole night chatting with friends” with 2.42 weighted mean, “I watched TV / video tapes during the night” with 2.30 weighted mean, “I lay down in bed but I can’t sleep” with 2.29 weighted mean, “I did not study/make my assignments the night before” with 2.27 weighted mean, “I feel lazy” with 2.08 weighted mean “My friends influenced me to be absent from my classes” with 1.96 weighted mean “I can’t concentrate in my studies” with 1.94

weighted mean, and “I got fond of playing computer games” and “I didn’t wake up early” both with 1.81 weighted mean.

Teacher-Related Factors. In Terms of Teacher – Related Factors which got the average weighted mean of 2.18 with verbal interpretation of rarely, the following specific factors were found to have the same verbal interpretation of rarely, “I can’t understand my teacher’s lessons” with 2.86 weighted mean, “I don’t like my teacher” with 2.33, “I don’t like the way my teacher taught us” with 2.03 weighted mean, “I’m very disappointed with my teacher’s way of teaching” with 1.70 weighted mean, “I feel bored in every subject” with 1.96 weighted mean and “I feel bored in every subject” with 1.96 weighted mean. These mean that the reasons for student absenteeism.

Classroom Atmosphere. In Terms of Classroom Atmosphere which has an overall average weighted mean of 2.06 with verbal interpretation of rarely, it is found the factors like “Our classroom is hot and uncomfortable” with 2.47 weighted mean, “It’s very noisy inside our classroom” with 2.14 weighted mean, “A classmate/ classmates bully me every day” with 2.01 weighted mean, “I have no friends in our class” with 1.91 weighted mean and “Our classroom is totally a mess” with 1.78 weighted mean, are rarely the factors for student absenteeism.

Home-Related Factors. In Terms of Home – Related Factors which has an average weighted mean of 2.04 with verbal interpretation of rarely, it was found that the factors “My parents ask me to be absent from class” with 2.34 weighted mean, “I have no money to buy school projects” has 2.23, “We have no food at home, I did not eat” with 2.20 weighted mean, “My parents always quarreled” with 2.07

weighted mean, “Even my brothers/ sisters did not go to school” and “I have to work first before going to school” both with 2.01 weighted mean, “I take care of my little sister/ brother” and “I have no money to buy snacks in school” with 1.92 weighted mean, “My parents are not supporting me” and “. I’m too pre-occupied with household chores” with 1.85 weighted mean weighted mean are verbally interpreted as rarely the reasons for student absenteeism. When data between the factors affecting absenteeism according to sex were compared, the study found out the following:

Majority of the factors such as physical factors, health, personal attitude, teacher – related factors, and classroom atmosphere with p-value of 0.26, 0.56, 0.36, and 0.96, respectively, have no significant difference when they are grouped according to sex because these p-values are greater than the significance of 0.05, which does not reject the null hypothesis, “there is no significant difference on the assessed factors affecting absenteeism when grouped according to respondents’ sex”. On the other hand, since the p-value of teacher – related factors and classroom atmosphere is 0.00 which shows less than the level of significance of 0.05, which rejects the null hypothesis, it can be concluded that when the respondents are grouped according to their sex they have different assessment on the factors affecting absenteeism. The results also revealed that physical factor, with weighted mean of 2.42, has the highest average ratings among other aspects. This is followed by teacher’s related factor with weighted mean of 2.18, personal attitude with 2.14, classroom atmosphere with 2.06, and home – related factors with 2.04 weighted means. Lastly, health factors have the lowest average rating with weighted mean of

1.94. In summary, the overall weighted mean for all the factors affecting absenteeism assessment is 2.13.

Develop a guidance program based from the results of the study.

The results of the study served as the basis of the preparation and creation of the program modules. The results of this study indicate that there has no significant difference when they are grouped according to sex. Therefore, this proposed guidance program contains activities regardless of sex that will help student to go back to school and focus on their studies at the time while being in the school. The modules were subjected to content validation by experts, with results obtaining a weighted mean average of 2.13 interpreted as appropriate.

Conclusion

The following are the conclusions drawn from the findings:

1. *Personal Attitude* has the highest weighted mean in the level of assessment of the respondents. The factor “I didn’t wake up early” was one of the factors in absenteeism that only the students can change. The findings show that the participants need more encouragement to go to school. The modules prepared in this program contain activities not only to encourage them but to make wise decisions.
2. The other factors in personal attitude, “I lay down in bed but I can’t sleep” and “I spent the whole night chatting with friends”, were the other factors that contribute to student’s absenteeism. The influence of friends and the use of gadgets during bed time make the students wake up late in the morning and

tend not to go to school at all. Hence, the program modules also have an activity that motivates the students to dream for their future.

3. The factor “I can’t concentrate in my study” was another contributing factor that the researcher considered important. The factor “Due to family problems” was rated as the reason that “Sometimes”, thus, it means that the family problems cause disturbances to the students. The program modules have specific activity that will help students to make a timeline for her / his experiences that will enable them to track down the solutions applicable to their problems and lead them to continue their studies.
4. The Home – Related Factor like “My parents are not supporting me” suggests that the family’s socioeconomic status wield a significant influence on the likelihood that students will attend school regularly. Students who reside in urban neighborhoods are more likely to miss school and/or become chronically absent due to the myriad of factors that distract students from school. The researcher prepared a module in “decision making”, wherein, the students will learn to make a wise decision for their future.

Recommendation

In the light of findings and conclusions, the following recommendations are therefore presented:

1. The percentage of absenteeism according to sex state that physical factors are accrued as the main reasons of absenteeism among females students.
2. Physical factor has different aspects that need parent consent when used as

reason for absences. If the excused absences of the students are limited, absenteeism and truancy will also be lessened.

3. Set an attendance policy to limit the student's absences. The data showed that absenteeism is commonly caused by the five factors namely, Physical Factors, Home Related, Health, Teacher-Related Factors and Personal Attitude. Hence, if; schools will set attendance policy, absenteeism will be lessened.
4. Include all peer identity groups in school. Including some of the marginalized students in social groups or in any groups in the school will give them a feeling of belongingness and ownership and perhaps will encourage attendance in classes as well.
5. Work with parents: Advisers should call, email, or send notes home to parents more frequently. Maintain a positive relationship to parents as much as possible.
6. With regard to absenteeism (academic self- perception, attitudes towards teacher and school, family factors and academic achievement), the findings revealed that student absenteeism was negatively related to attitudes towards teacher and school, and academic performance. Results also revealed that student absenteeism differed with respect to parents' income, personal and family factors and that they significantly predict previous and current student absenteeism.
7. Enhance the career counseling program. Now more than ever, students need to graduate from senior high school. Students who speak often in the

classroom about the benefits of attendance will improve their grades; learn more personal discipline through making tough choices. The more the student feels emotionally connected to the school, its personnel, and its purposes, the higher the attendance performance will be. Understanding how students experience schools may be the key to systemic change.

8. Ensure that classroom atmosphere is conducive to learning. Noise-reduction among students should be a priority. The teacher must also see to it that the students are comfortable and have no other concerns except the lesson at hand. There should be a lively interaction between the teacher and the students. Self-control should be a virtue which the teacher should practice in the course of her teaching; he/she should give extra attention to those who are left behind in the lessons.
9. Finally, the researcher recommends that the proposed Guidance and Counseling program be tried out at the research locale for S. Y. 2019 - 2020.

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APPENDIX A

A SURVEY QUESTIONNAIRE FOR ABSENTEEISM

A. PHYSICAL FACTOR	Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. Our house is far from the school.					
2. It is unsafe to go to school.					
3. Nobody accompanies me in going to school since it is far.					
B. Health					
1. I have a toothache.					
2. My stomach hurts.					
3. I have a headache					
4. I'm down with fever/flu.					
5. I have other diseases like diarrhea, etc.					
C. Personal Attitude					
1. I am not interested in my studies.					
2. I feel lazy.					
3. My friends influence me to be absent from my classes.					
4. I can't concentrate in my studies.					
5. I didn't wake up early.					
6. I did not study/make my assignments the night before.					
7. I got fond of playing computer games.					
8. I spent the whole night chatting with friends.					
9. I watched TV / video tapes during the night.					
I lay down in bed but I can't sleep.					
D. Teacher-Related Factors					
1. My teacher scolded me.					
2. I can't understand my teacher's lessons.					
3. I don't like my teacher.					
1. I don't like the way my teacher taught us.					
E. Classroom atmosphere					
1. Our classroom is hot and uncomfortable.					

2. It's noisy inside our classroom.					
3. A classmate/classmates bully me.					
4. I have no friends in our class.					
5. Our classroom is a mess.					
F. Home-Related Factors					
1. My parents ask me to be absent from class.					
2. My parents quarreled.					
3. My parents don't care about my studies.					
4. I'm too pre-occupied with household chores.					
5. I have no money to buy snacks in school.					
6. We have no food/I did not eat.					

APPENDIX B

FORMULA FOR RESEARCH STATISTICS USED

- a. Frequencies – the rate at which something occurs over a particular period of time or in a given sample, the rate per second of a vibration const.

f = The symbol of frequency

- b. Percentages - A percentage is a fraction of an amount expressed as a particular number of hundredths of that amount. It derived by multiplying each of the relative frequency values by 100.

Percentage % = $n/N \times 100$

Where n = the frequency count of a given category

N = the total number of cases under study

- c. The arithmetic mean or simply “mean” (popularly called average) refers to the sum of the separate scores or measures divided by the number of the scores. (Meriam Webster).

Weighted Mean: $\bar{X} = \frac{\sum fx}{N}$

Where: $\bar{X}$ = is the weighted arithmetic mean

$\sum fx$ = is the sum of all products of f and x

f = is the frequency count of each weight

X = the weight

- b. Independent t-test – The independent t-test is a parametric test used to test

significant difference of two independent groups Formula:

$$S_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}$$

APPENDIX C

FREQUENCY DISTRIBUTION DATA

Physical Factor	Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. Our house is far from the school.	104	70	68	42	16	2.32	Rarely
2. It is unsafe to go to school alone.	112	94	67	9	18	2.09	Rarely
3. Nobody accompanies me in going to school since it is far.	80	68	50	41	61	2.78	Sometimes
4. There are so many bystanders on my way to school.	101	72	56	59	12	2.36	Rarely
5. A heavy traffic is one of the reasons.	68	107	57	31	37	2.54	Rarely
6. I was forced to go to school.	127	47	49	27	50	2.42	Rarely
7. I don't like the school environment.	145	58	69	21	7	1.96	Rarely

Health	Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. I have a toothache.	86	113	77	18	6	2.15	Rarely
2. My stomach hurts.	99	60	97	15	29	2.38	Rarely
3. I have a headache	62	65	81	35	57	2.87	Sometimes
4. I'm down with fever/flu.	95	71	77	25	32	2.43	Rarely

5. I have other diseases like diarrhea and backache	108	71	73	37	11	2.24	Rarely
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Personal Attitude	Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. I am not interested in my studies.	116	76	57	31	20	2.21	Rarely
2. I feel lazy.	65	64	58	61	52	2.90	Sometimes
3. My friends influence me to be absent from my classes.	111	46	62	52	29	2.47	Rarely
4. I can't concentrate in my studies.	71	83	58	60	28	2.64	Sometimes
5. I didn't wake up early.	65	54	79	28	74	2.97	Sometimes
6. I did not study/make my assignments the night before.	74	54	86	65	21	2.68	Sometimes
7. I got fond of playing computer games.	77	57	65	56	45	2.78	Sometimes
8. I spent the whole night chatting with friends.	60	57	70	62	51	2.96	Sometimes
9. I watched TV / video tapes during the night.	66	66	77	55	36	2.76	Sometimes
10. I lay down in bed but I can't sleep.	47	65	86	57	45	2.96	Sometimes

Teacher-Related Factors	Always (5)	Very Often (4)	Sometime s (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. I can't understand my teacher's lessons.	93	109	66	31	1	2.13	Rarely
2. I don't like my teacher.	126	75	66	33	0	2.02	Rarely
3. I don't like the way my teacher taught us.	164	77	45	13	1	1.70	Never
4. I feel bored in every subject.	74	55	81	62	28	2.72	Sometimes
5. I'm very disappointed to my teacher way of teaching.	143	69	46	37	5	1.97	Rarely

Classroom atmosphere	Alwa ys (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. Our classroom is hot and uncomfortable.	37	52	55	88	68	3.33	Sometimes
2. It's very noisy inside our classroom.	50	43	104	70	33	2.98	Sometimes
3. A classmate/classmates bully me every day.	159	64	71	6	0	1.75	Never
4. I have no friends in our class.	241	14	34	6	5	1.40	Never
5. Our classroom is totally a mess.	161	19	70	44	6	2.05	Rarely
Home-Related Factors	Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Weighted Mean	Verbal Interpretation
Frequency							
1. My parents ask me to be absent from class.	131	92	45	19	13	1.97	Rarely
2. My parents always quarreled.	102	104	63	17	14	2.12	Rarely
3. My parents are not supporting me.	92	48	91	54	15	2.51	Rarely
4. I'm too pre-occupied with household chores.	112	101	40	40	7	2.10	Rarely
5. I take care of my little sister / brother.	106	116	36	32	10	2.08	Rarely
6. I have no money to buy snacks in school.	83	115	71	25	6	2.19	Rarely
7. We have no food at home, I did not eat.	102	118	56	20	4	2.02	Rarely
8. I have to work first before going to school.	104	46	87	48	15	2.41	Rarely
9. I have no money to buy school projects.	109	108	38	36	9	2.09	Rarely
10. Even my brothers / sisters did not go to school.	128	117	19	29	7	1.90	Rarely

APPENDIX D

Letter of Request for the Schools Division Superintendent

August 19, 2017

Dr. Meliton P. Zurbano

Schools Division Superintendent
Division of Navotas
Navotas City

Dear Sir;

Good Day!

The undersigned would like to ask permission from your good office to please allow me to conduct a survey to Bangkulasi Senior High School. Presently, I am now completing my master's degree at Philippine Normal University. Currently enrolled in Master of Arts in Guidance and Counseling and writing a thesis entitled "***Absenteeism among Grade 11 Public Senior High School Students: Basis for a Guidance Program***"

Attached herewith are my questionnaires for your perusal.

It's my honor and privilege to conduct a survey at the said school with your kind permission.

Thank you very much.

Respectfully yours,

ROSALINDA P. JOCSON

M.A. Guidance and Counseling
Philippine Normal University

Research Adviser:

PETER HOWARD D. OBIAS, MD,PhdD,RPM, R.Psy.
Program Coordinator Behavioral Social Science of
CGSTER

APPENDIX E

Letter of Request for the School Principal

August 26, 2017

Dr. Meliton P. Zurbano
Schools Division Superintendent
Division of Navotas
Navotas City

Thru: **Mr. PERFECTO O. CINCOLLAGAS**
Officer in – Charge
Bangkulasi Senior High School

Dear Sir;

Good Day!

The undersigned would like to ask permission from your good office to please allow me to conduct a survey to Bangkulasi Senior High School students. Presently, I am now completing my master's degree at Philippine Normal University. Currently enrolled in Master of Arts in Guidance and Counseling and a thesis writing entitled ***“Absenteeism among Grade 11 Public Senior High School Students: Basis for a Guidance Program”***

Attached herewith are my questionnaires for your perusal.

It's my honor and privilege to conduct a survey at the said school with your kind permission.

Thank you very much.

Respectfully yours,

ROSALINDA P. JOCSON
M.A. Guidance and Counseling
Philippine Normal University

Research Adviser:

PETER HOWARD D. OBIAS, MD,PhdD,RPM, R.Psy.
Program Coordinator Behavioral Social Science of
CGSTER

APPENDIX F

Letter of Request for the Parent

Dear Parent/ Guardian,

I, the undersigned, am currently writing my special project entitled **“Absenteeism among Grade 11 Public Senior High School Students: Basis for a Guidance Program”**. This is in connection with my graduate studies in M.A. in Education with specialization in Guidance and Counseling. This research aims to a guidance and counseling program that will help students to lessen absenteeism in the class.

Completion of these survey questionnaires is estimated to take no more than twenty to thirty minutes of class time. The survey will be administered at their respective classrooms during the time allowed by the school administrators.

All of the information I obtain from your child will be kept confidential. Your child's name will not be used on any of the forms they complete, and no information about your child will ever leave school premises.

If you and your child agree that your child may take part in the research please return a signed copy of this form to me in the enclosed envelope. You may keep the other copy for future reference.

If you decide to allow your child to participate, please sign the form below to signify your consent. Thank you very much and God bless.

Sincerely yours,

ROSALINDA P. JOCSON

Graduate Student, Philippine Normal University

CONSENT

I understand that my son's / daughter's participation as a respondent in this survey of senior high school student is not compulsory and that I can withdraw my consent at any time without penalty and have the results of my son's / daughter's

participation, to the extent that it can be identified, removed from the records.

I am allowing my son's / daughter's to participate as a respondent in the survey. I understand that the results of my son's / daughter's participation in this survey will be held in the strictest confidentiality and will not be released to any school administrator, faculty member, staff or person in any individually identifiable form without my prior consent.

Parents or Guardian's Signature/ Date

Name of School

Student Respondent/ Grade Level & Section

APPENDIX G

Letter of Request to the Guidance Counselor for Validation and Evaluation of the Survey Questionnaires

July 29, 2017

EVA I. CHAN

Guidance Coordinator
C. Arellano High School
Manila, Philippines

Sir/ Madam;

I, Rosalinda P. Jocson, Graduate Student from Philippine Normal University , with Guidance and Counseling as my major is presently working for my Special Project entitled ““ ***Absenteeism among Grade 11 Public Senior High School Students: Basis for a Guidance Program***” would like to request from your good office to please validate and evaluate my survey questionnaires.

Your kind attention is highly needed to pursue my project and finish my graduate studies course.

Thank you very much.

Respectfully yours,

ROSALINDA P. JOCSON

Guidance and Counseling Student
Philippine Normal University

Recommending Approval:

PETER HOWARD D. OBIAS, MD,PhdD,RPM, R.Psy.
Program Coordinator Behavioral Social Science of
CGSTER

APPENDIX H

Letter of Request to the Guidance Counselor for Validation and Evaluation of the Survey Questionnaires

July 29, 2017

MARILYN T. MONTEROSO

Guidance Counselor III
Rafael Palma Elementary School
Manila, Philippines

Sir/ Madam;

I, Rosalinda P. Jocson, Graduate Student from Philippine Normal University , with Guidance and Counseling as my major is presently working for my Special Project entitled ““ ***Absenteeism among Grade 11 Public Senior High School Students: Basis for a Comprehensive Guidance Program***” would like to request from your good office to please validate and evaluate my survey questionnaires.

Your kind attention is highly needed to pursue my project and finish my graduate studies course.

Thank you very much.

Respectfully yours,

ROSALINDA P. JOCSON

Guidance and Counseling Student
Philippine Normal University

Recommending Approval:

PETER HOWARD D. OBIAS, MD,PhdD,RPM, R.Psy.
Program Coordinator Behavioral Social Science of
CGSTER

APPENDIX I

Letter of Request to the Psychometrician for Validation of the Survey Questionnaires

July 30, 2017

GLENDA C. IDIAN

Master Teacher I
Licensed Psychometrician
San Roque National High School
Navotas City
Manila, Philippines

Sir/ Madam;

I, Rosalinda P. Jocson, Graduate Student from Philippine Normal University , with Guidance and Counseling as my major is presently working for my Special Project entitled ““ ***Absenteeism among Grade 11 Public Senior High School Students: Basis for a Guidance Program***” would like to request from your good office to please validate and evaluate my survey questionnaires.

Your kind attention is highly needed to pursue my project and finish my graduate studies course.

Thank you very much.

Respectfully yours,

ROSALINDA P. JOCSO

Guidance and Counseling Student
Philippine Normal University

Research Adviser:

PETER HOWARD D. OBIAS, MD,PhdD,RPM, R.Psy.
Program Coordinator Behavioral Social Science of
CGSTER

APPENDIX J

THE PROPOSED GUIDANCE PROGRAM

**THE PROPOSED GUIDANCE
PROGRAM FOR
SENIOR HIGH SCHOOL
STUDENTS**

PROPOSED GUIDANCE PROGRAM

Rationale

A school guidance program is a holistic educational plan designed to provide all students' academic, career, and personal/social domains. It is promoted by the state that provide clear roles and responsibilities of the school in order to promote students well – being, career choices and academic performance. The guidance program was also designed to take responsibilities to develop students' performance, build positive character and successful wellbeing. School counselors are expected to provide support to every student so each individual can achieve success, work with students, parents, teachers, and community members, support educational program through professional development, activities, and community work. Additionally, a guidance program must provide a systematic, collaborative, developmental, and preventative approach that is integrated into the school's mission and vision.

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career, personal and social development experiences. However, the findings of the study show that students in grade 11 need guidance program that will help them realize the importance of school attendance. The findings served as points of reference in formulating the guidance program to be implemented for the grade eleven (11) to grade twelve (12) students of the research locale.

In general, the guidance program is deemed beneficial for the students, teachers and the school to lessen absenteeism if not totally eradicate it.

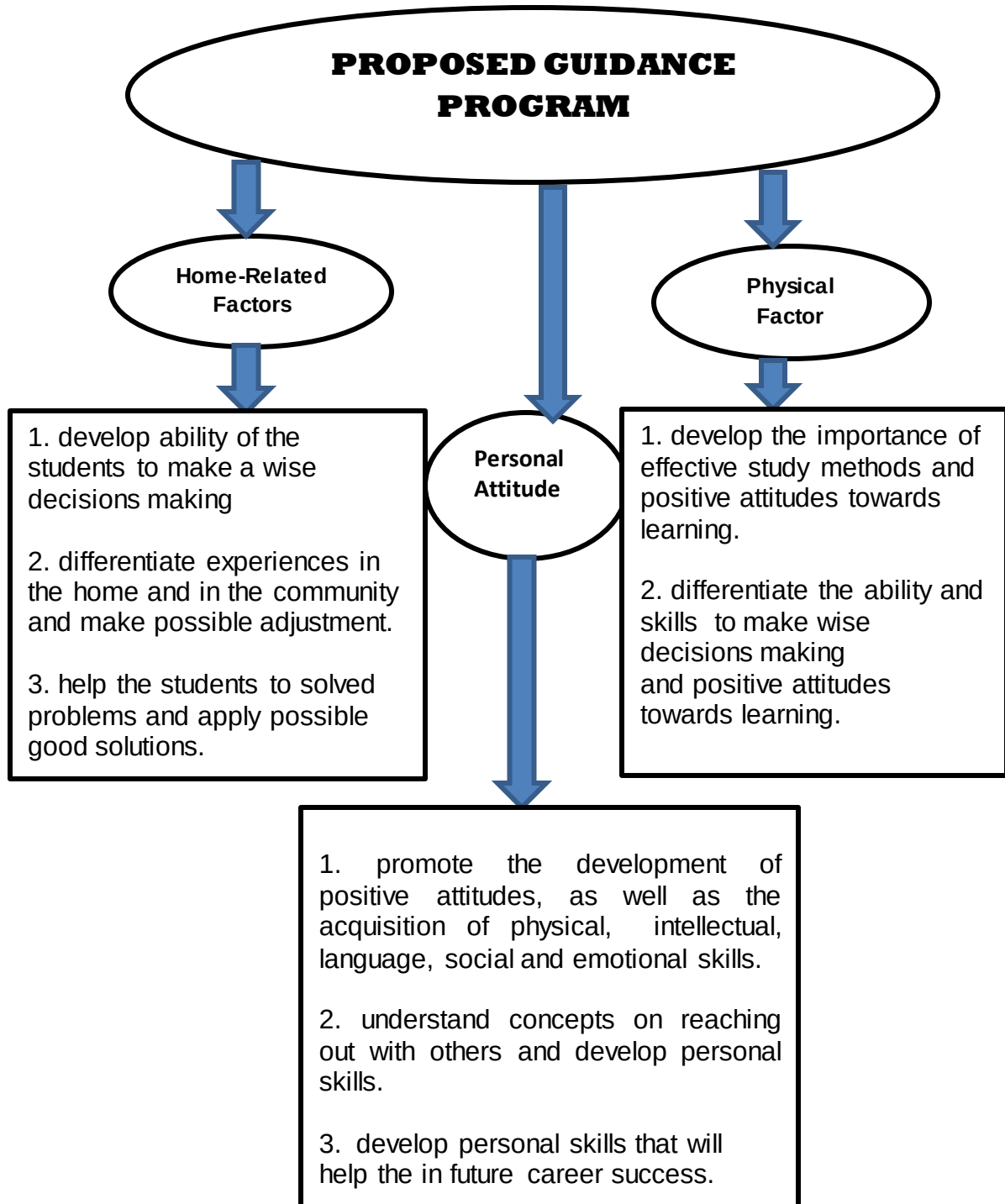
II. FEATURES OF THE PROGRAM

The figure below shows the proposed guidance and counseling program. Significant findings based on Physical Factor, Health, Personal Attitude, Teacher-Related Factors, Classroom atmosphere, and Home-Related Factors suggestions were considered in designing the program.

It is composed of activities that make the students realize the importance of school, decision making, family, friends and studies. The modules focused on the needs of the senior high school students in decision making and future planning. The Guidance and Counseling program will address the needs of all students as part of the instructional program and total educational experiences. There are many benefits of a Guidance and Counseling Program for the students, parents, teachers, counselors, and administrators. Students are prepared for the challenges of the future when their academic, career, personal/social development and community

participation are supported, students are taught the skills for a lifetime learning, career self-management, social interaction and decision making. The program also helps in developing future workforce with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skill.

THE PROPOSED GUIDANCE PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS



III. Program Description

John Dewey (1859-1952) believed that learners must adapt to each other and to their environment. Hence, schools should emphasize the subject matter of social experience. All learning is dependent on the context of place, time, and circumstance. (Encyclopedia Britanica, UA, 2005 – 2007). The starting place in Dewey's philosophy and educational theory is the world of everyday life. In fact, he defined the educational process as a continual reorganization, reconstruction and transformation of experience, for he believed that it is only through experience that man learns about the world and only by the use of his experience that man can maintain and better himself in the world. The theory emphasizes that students must realize the difference between studies, career and the life itself. They have to learn also that school is the foundation of learning and learning is the only way to achieve better life. Looking at Dewey's point of view of learning this guidance and counseling program will help more on students to be more attentive in going to school and attending classes. Whatever may be the objectives of school education, students need the assistance of teachers and others connected with them to be able to make satisfactory progress. No student has ever been able to manifest and maximize his potentialities on large extent, make appropriate career plans, get a suitable occupation and make satisfactory adjustment in the society without assistance of guidance program organized in school. Thus, this guidance program will help in formulating student's interest to pursue their career and to alleviate absenteeism.

IV. OBJECTIVES OF THE PROGRAM

A. General Objectives

The program aims to alleviate student's absenteeism if not totally eradicate it through the modules prepared. The modules will help the students to improve decision making and study habits. It also aims to establish a more intensified school guidance program.

B. Specific Objectives

Specifically the program intends to:

1. develop the importance of effective study methods and positive attitudes towards learning.
2. differentiate the ability to make wise decision making and positive attitudes towards learning.
3. develop positive attitudes, as well as the acquisition of physical, intellectual, language, social and emotional skills.
4. understand concepts on reaching out with others and develop personal skills.
5. develop ability of the students to make wise decisions to solve problems and apply possible good solutions.
6. differentiate experiences in the home and in the community and make possible adjustment.

V. Content of the Program

The Guidance Program for Senior High School Students is composed of seven modules which aim to address the needs of the students. These seven modules were developed to enhance students' ability and skills in decision making and positive attitudes towards learning..

Area	Home-Related Factor	Physical Factor	Personal Attitude
Decision Making	Module # 1 “Success” Develop the ability of the students to make a good and wise decisions.	Module # 4 “I Have a Dream” Develop the importance of effective study methods and positive attitudes towards learning.	Module # 7 “Love for Learning” Development of positive attitudes, as well as the acquisition of physical, intellectual, language, social and emotional skills.
Experiences in the home and community	Module # 3 “Experiences” Experiences in the home and in the community.	Module # 5 “I Counter Act” Possible ways on how to solve problems, application of different solutions and problem solving skills.	Module # 6 “Decision Making” Internal and external factors that influence decision making, personal decisions over the decision of other individuals; and personal solutions on how to achieve goals for the common good.
Effective Study Habits	Module # 2 “Effective Study Methods” Develop the importance of effective study methods and positive attitudes towards learning.	Module # 7 “Love for Learning” Positive attitudes essential to academic success and demonstrate factors which may inhibit motivation to achieve academically.	

VI. Delivery Mechanism of the Program

The guidance program will be implemented to the grade 11 students of the research locale during the first semester of the school year. The modules will be delivered during the homeroom guidance sessions inside the students' respective classrooms. Before conducting this program, permission from the school administrators regarding the schedule of activities will be asked first. Upon approval, a letter informing students, teachers, class advisers and parents will be provided. The students' will also be given orientation regarding the program.

VII. Program Evaluation

The guidance program was shown to experts in the field for validation. The experts were composed of the following: three registered guidance counselors from different public senior and junior high school, one registered psychometric from a public junior high school, and one guidance teacher from research the locale.

Suggestions and recommendations of the experts were greatly considered in finalizing the program modules. The following rating interpretation for the evaluation was used:

Appropriate	= 3	- 2.50 – 3.00
Needs Revision	= 2	- 1.50 – 2.49
Not Appropriate	= 1	- 1.00 – 1.49

The program modules garnered a weighted mean of 2.98 considered as appropriate based on the standard rating.

