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Abstract

This study aimed to determine the factors affecting absenteeism of second year students in a typical public high school. A 38-item survey questionnaire was conducted among 80 junior high school students coming from first and last section only. The survey questionnaire was conducted and consisted of five corresponding reasons for absenteeism such as personal reasons, natural reasons, subject-related reasons, teacher-related reasons, and the school administration reasons. The survey questionnaire was developed, pilot-tested, and validated by the researcher. The collected data were analyzed using descriptive statistics like percentage frequency distribution. The findings of the study revealed that attending household chores in personal reasons, sickness in the family and bad weather in natural and social reasons, availability of lessons in the web and classmates' notes in subject-related reasons, and the perception of students that teacher is biased in the class in teacher-related reasons, were the highest agreed responses of students not attending the classes. Also, the most prevalent factors that affect the absenteeism of students are personal reasons, natural and social reasons, and subject-related reasons while teacher-related reasons and school administration reasons are not considered as major factors of students' absenteeism in school.

Introduction

Absenteeism is one of the major and continuous issues in the field of academe in the country. It has a big impact on the learning of the students because the larger the number of absences the students acquire, the lesser lessons the students would be able to attend in class. This would also mean that there would be lesser and disconnected concepts of learning. The students who are regularly absent have greater tendency to drop the school at early age and will not continue schooling, and this might lead to unemployment, low average incomes, and poverty in the country.

The unexpected arrival of COVID-19 crisis affects the educational system especially the enrollment of students in the country. In pre-pandemic year of 2019-2020, the Department of Education (DepEd) has an average of 28 million of enrollees both from government and private schools while during pandemic, the number of enrollees decrease to 25 million (Bello, 2020). Also, the recent survey of the Department of Education in the Philippines

indicated that one out of ten children is considered as constant absent in school. The rate of student absences is 4.5%, quite high and increasing, and is highly observable in middle schools (Cepada & Grepon, 2020). Moreover, the study of Philippine Institute for Development Studies (PIDS) indicated that the numbers of drop out in school are more inclined to boys as compared to girls. In 2017, about 65% of boys from aged 5-17 years were classified as out-of-school children (OOSC). In the same manner, the rate of out-of-schoolboys reached at 8% as compared to the rate of out-of-schoolgirls which is 3% in the lower secondary level with the age bracket from 12-15 years old (Gonzales, 2019).

School absenteeism is now a worsening and continuing problem in the secondary school (Demir & Akman-Karabeyoglu, 2015; Reichenberg & Lofgren, 2019). A noticeable problem especially in public schools is that those students who belong to the lower sections acquire more absences than those who belong to the higher sections. Students in pilot section tend to attend the class and grade conscious as compared to the students in lower section, leading to frequent attendance rather than missing school. Reasons for not attending and becoming disinterested in school come from the lack of interest and motivation of the learners and the lack of desire of parents to send their kids to school. Malcolm (2003, as cited in Cepada and Grepon, 2020) viewed the absenteeism as an indirect variable which cause a building gap between the learners and the teachers.

There were several factors and reasons to consider that the students were not willing to attend the school. These factors include conflict in the family, health emergency, inability to maintain the everyday expenses, weather disturbances, use of alcohol, and unavailability of transportation (Teasley, 2004, as cited in Balkis et al., 2020). Furthermore, Pehlivan (2006, as cited in Demir and Akman-Karabeyoglu, 2015) revealed the reasons for the non-attendance of students in school including the lack of expectations on the subject, they were bored, and the lessons were not being aligned to their interests.

With this, the study aimed to consolidate the different factors affecting students' absenteeism in a public high school. Also, it aimed to determine the factors of students' absenteeism that are more prevalent in a public high school. Simultaneously, this would help the teachers and school administrators to understand students' reason for absenteeism and devise strategies and plan of action to motivate the students to attend classes. Moreover, provision of the possibly effective solutions and preventive measures to minimize absenteeism of students and give educators the opportunity to know what and how to improve the student attendance.

Literature Review

The Needs Theory

This study is anchored under Maslow's Hierarchy of Needs Theory. This theory contains five levels of needs including physiological, safety, social, esteem, and self-actualization (Maslow, 1943). The basic necessity such as food, clothing, and shelter belong to the physiological needs of human. According to Lussier and Achua (2001, as cited in Senyamator et al., 2018), if the necessity of the students is satisfied and sufficient, then they were encouraged to attend the school. Another is safety needs which fall under the security from physical harm and basic necessity. Loren (2011) mentioned that safety in the environment of students is necessary to let them

continue to go to school without fear. Social needs are the sense of belongingness and acceptance of the people around. The care and affection of parents and teachers allow the students to progress and attend the class. Ego and self-esteem refer to the validation and positive reflection from others. The support from the inner circle of friends and family boosts the confidence of students to strive harder in school. Lastly, self-actualization is maximizing the potential of students. Talents and skills of students are enhanced by giving support and remediation that could be of great help in securing the future. With this, students are encouraged to continue schooling to reach the goal which may incline to success (Senyameter et al., 2018).

Student Absenteeism

Student absenteeism is defined as the period of not attending to school. It also refers to the persistent absences from work, school, meeting and the likes. According to Lannegrand-Willems et al. (2012), when a child misses some of the classes or not present at the school with or without a valid excuse, it falls on absenteeism. When a student has not attended school for a long period of time, they are classified as truant or absentee. In this manner, the constant absence of students abstains the opportunity to learn, hence, the learning process is interrupted.

The attendance of the students in school is one variable that affect the students' academic performance and may not attain the success of life. One study of Gottfried (2010) revealed that academic achievement and school attendance has a positive relationship in attaining high scores in the chosen field or course. When students were absent, it may lead to academic failure and other possible risk factors (Balfanz & Byrnes, 2012, as cited in Demir & Akman-Karabeyoglu, 2015).

Factors of Absenteeism

Reasons, why students do not attend school, can be influenced by several factors ranging from the lack of community support, unsupportive school environment, family matters, bad weather, transportation problems, poor health, peer pressure, and the addicted offer of social media (Ingul et al., 2012). When students are absent from school, there is a wide range of short-term educational consequences. First, they will miss assignments which might lead to perform poorly and out of synch in different subjects. Moreover, they will miss classroom activities which cause a tendency to be left behind because of being not involved in the learning activities.

In the study of Clark (2008, as cited in Demir and Akman-Karabeyoglu, 2015), it was found out that non-attendeess generally fall behind their peers in academic achievements and development of social competence. As students move up to the higher levels, challenges and problems are more likely to surface causing them to be frustrated and would cause them to escape in the form of skipping and not attending classes, and the worst, drop out of school.

The internal problems within the family also affect student absenteeism. Reasons such as low economic level, a conflict between parents, alcohol problems, and students are forced to work to sustain the family needs are some

of the factors that hinder the student not to attend the class (Balkis et al., 2016; Scungio, 2016). Also, health problems are identified as a major contributor to student absenteeism, whether it is the student's health issue or family health issues, as the family prohibits the students from attending the school (Corley, 2012).

In addition to the consequences of student absenteeism, a range of factors such as inclement or bad weather and transportation problems are some of the reasons why the students do not attend classes in school. Severe weather like heavy rains and storms could let the students not be able to leave their houses. They chose to stay at home rather than going to school because of the fear of risks such as accidents and getting wet that result in being sick. Transportation issues such as buses not coming to the house, risky roads, traffic, and overloaded vehicle will impart a great impact on the student's ability not to go to school. Minor contributions such as no allowance or no snacks are also considered a factor. This means that students' absenteeism in high school leads to more negative effects on academic learning and social problems (Balkis et al., 2016).

Statement of the Problem

This study aimed to compare the factors affecting absenteeism of junior high school students from a public high school. Specifically, it sought to answer the following:

1. What are the consolidated factors affecting students' absenteeism from a public high school in terms of:
 - a. personal reason,
 - b. social and natural reason,
 - c. subject-related reason,
 - d. teacher-related reason, and
 - e. school administration reason?
2. Which among the reasons of students' absenteeism are more prevalent in a public high school?

Method

Research Sample

This study aimed to consolidate and determine the factors affecting absenteeism in a public high school. The respondents of this study consisted of 80 students from second year high school in a public high school in an urban area in the Philippines. Two sections were used came from section 1 and section 47 respectively. The age group ranges from 14-15 years old of male and female.

Instrument

The self-report survey questionnaire consisted of the demographic profile of the students and their reasons for not attending the whole day classes. The instrument was adapted and developed by the researcher, was measured and considered as variable in this study. The survey was trimmed down from 50 to 38 items. Table 1 shows the reliability of the survey questionnaire.

Table 1. Reliability Analysis of Survey Questionnaire

<i>Reasons/Factors</i>	<i>Cronbach alpha coefficient</i>
Personal	0.61
Natural and Social	0.73
Subject-related	0.67
Teacher-related	0.80
Administration-related	0.77

The overall reliability of the questionnaire was above 0.6. This indicated that the instrument is consistent and acceptable. The form of assessment used is Likert scale with three-point scale with: strongly agree (SA), neither agree nor disagree (NAD), and totally disagree (TD). After the survey, factors affecting absenteeism were identified of which are prevalent to the surveyed school. The corresponding reasons indicated in the survey were as follow: personal reason, social and natural reason, subject-related reason, teacher-related reason, and school administration reason. The number of students who answered strongly agree were counted to determine which of the factors had the highest influence on the students' absenteeism and the number of students who answered totally disagree were tallied to determine the factors that had the less influence on the students' absenteeism.

Data Analysis

The data for the factors affecting absenteeism were organized in tables to determine which factor is prevailing in the school. The data collected were treated and analyzed using the Statistical Package for the Social Science (SPSS) software. The scale was determined with the use of percentage frequency distribution and usual descriptive statistical measures. The top five reasons for every factor were tabulated and the total counts of the respondents were determined. A piece of additional information or background was included by interviewing teachers regarding the program and policy on absenteeism implemented in the school.

Results and Discussion

The Consolidated Factors Affecting Absenteeism of Students

Personal Reason

Table 2 shows the Likert scale responses of the second-year students from a public high school. The two sections were combined to determine the total responses in the factor provided in personal reason. Based on the responses, most of the students agreed that they did not attend the class because they have never missed the class, so it was the time that they had to take a rest, gaining the highest tally of 48 out of 80 respondents in item 16. Another tally that got 48 out of 80 is item 15 which indicated that they are needed in their house to work for household subjects such as washing dishes, cleaning the house, or look around the house because either one of their parents was not around so they were obliged to observe and stay in the house. Thirty-nine of them also said that they have no allowance at school. Thirty-eight of them also agreed that they were absent in class because of a health emergency; thirty-eight of them decided not to attend the class on the given day because of the job-related conflict and they chose to pursue the work to earn money for school allowance, project, and other

expenses. Thirty-seven of them said that their house is far from school; thirty-five of them said that they have not done their assignments and projects to one or several subjects so they tend not to attend the class because they perceived that they might be scolded or punished by their teachers if assignments will not be submitted or done at home.

Table 2. Factors that gained the Highest Strongly Agree and Totally Disagree Responses in Personal Reason in a Public High School

<i>Item Number</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
<i>Strongly Agree Responses</i>						
16. I have never missed the class.	48	60.00	11	13.75	21	26.25
15. I was needed in the house for household chores or subjects.	48	60.00	25	31.25	7	8.75
1. I had no allowance.	39	48.75	21	26.25	20	25.00
3. I was sick.	38	47.50	27	33.75	15	18.75
6. I have a job-related conflict.	38	47.50	23	28.75	19	23.75
11. The school is far from our house.	37	46.25	14	17.50	29	36.25
12. I have not done my assignment/projects to one/several subjects.	35	43.75	27	33.75	18	22.50
<i>Totally Disagree Responses</i>						
8. I overslept because I had fun the night before.	20	25.00	12	15.00	48	60.00
9. I wanted to take a break.	25	31.25	22	27.50	47	58.75
13. I dislike the subject matters.	17	21.25	28	35.00	45	56.25
7. I attended an important occasion (e.g. wedding).	17	21.25	23	28.75	40	50.00
5. I was out-of- town.	15	18.75	29	36.25	36	45.00
14. I don't like one/some of my teachers.	21	26.25	23	28.75	36	45.00

Total number of respondents (N=80)

There were items not included in the tables but had great showing in strongly agree responses. Item 3 with thirty-four responses agreed that they don't need to attend the class because there is emergency in the house such as accident of family members or one of the family members is in need to be admitted in the hospital for certain sickness or diseases. The same number of students agreed that they had personal task on that day that is why they prioritized the personal task instead of attending the class in item 4. Thirty-three out of eighty students strongly agree that the reason for not attending the class is because they are recovering from alcohol as mentioned in item 10. Students from public high school are prone to alcohol addiction because this was their way of escaping problems and stress in home and in school.

In the totally disagree responses, two succeeding items (item number 8 and 9) got 48 and 47 out of 80 respondents. Item 8 and 9 were indicated as not valid reasons for not attending the class. Also, forty-five said that disliking the subject matter and forty of them said that attending an important occasion such as a wedding is no reason for being away from school. In the same manner, thirty -six respondents pointed out that being out of town and disliking the teachers are not factors for not attending the class.

These findings are related to Senyamator et al. (2018), who indicated that students became absent in school because the parents obliged their children to finish the task and household chores. Also, Heyne et al. (2018) pointed out that getting sick and the inability to finish the homework accounted for students to be absent in school. Moreover, Loren (2011) found that the majority cause of absenteeism is rooted in parental or family-related matters. However, this is in contrast with the study of Demir and Akman-Karabeyoglu (2015) which indicated that family-related factors had the least influence on students' absenteeism. These conflicting findings could be due to the differences in students' demographic profiles and geographical locations.

Natural and Social Reason

Table 3 shows the Likert scale responses of students. Based on the result, the factor that gained the highest strongly agree responses is item 5 with 47 responses. It indicated that students did not attend the class because they had to take care of someone else in the family member or those who have sickness in the family. This case is dominant in the country commonly in the urban areas because diseases and sickness are easily acquired in the environment. Next is the natural phenomenon such as bad weather with an agreed response of 42 out of 80. In the context of the Philippine archipelago, it was obvious that seasons just varied from the rainy or dry season. Rainy seasons bring torrential rains that cause flooding in the urban areas because of the leaked and poor drainage system which led to the cancellation of classes. When a typhoon occurs, parents discourage their children not to go or attend the classes on that day to prevent unexpected accidents.

Third from the strongly agreed responses that got the high score was the reason that they had campus-related appointments such as participation of the school in athletic event or contest with 38 responses. Teachers embolden the students to participate in the said event for the school credits and student's enhancement as well. The last high score in the strongly agree response was the religious holiday which got 32 out of 80. Based on the responses, the last two items in the natural reason such as dislike of classmates and the dislike of school got the highest response in the totally disagree with the scores of 37 and 40 out of 80 respondents consecutively.

The abovementioned result agreed with Hocking (2008, as cited in Martin et al., 2019) that severe weather could contribute to skipping class as students were encouraged to stay home for safety and to avoid the diseases obtained from clogged canals due to flooding. Also, Henderson and Norton (2014) mentioned that families with health-related issues are more likely at risk of not attending the class that will lead to dropping out of school. Moreover, Abdul et al. (2017) indicated that social factors affect more boys to be frequently absent compared to girls.

Table 3. Factors that gained the Highest Strongly Agree and Totally Disagree Responses in Natural and Social Reason in a Public High School

<i>Item Number</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
<i>Strongly Agree Responses</i>						
5. I had to take care for someone else (e.g. sick people/family member).	47	58.75	23	28.75	10	12.50
1. The weather was bad.	42	52.50	27	33.75	11	13.75
3. I had campus related appointment (to participate in an athletic event or contest, etc.).	38	47.50	29	36.25	13	16.25
4. It was religious holiday.	32	40.00	25	31.25	23	28.75
<i>Totally Disagree Responses</i>						
7. I dislike the school.	17	21.25	23	28.75	40	50.00
6. I dislike my classmates.	20	25.00	23	28.75	37	46.25
2. A needed ride or vehicle wasn't available.	21	26.25	29	36.25	30	37.50
<i>Total number of respondents (N=80)</i>						

Subject-related Reason

Table 4 shows the Likert scale responses of students in subject-related reason. Results show that item 4 which indicates that the subject content is available from other sources such as books, internet, tutorials and classmates' notes had the highest number of strongly agree response among the 4 items. Following was item 1 and 3 respectively which got the scores of 35 out of 80 respondents (The topic is boring, and the subject is easy). In the totally disagree response, result shows that item 2 which indicates that the topics are confusing or hard to deal with got the highest number of strongly disagree response among the 4 items.

Table 4. Factors that gained the Highest Strongly Agree and Totally Disagree Responses in Subject-related Reason in a Public High School

<i>Item Number</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
<i>Strongly Agree Responses</i>						
4. The subject content is available from another sources like books, internet, tutorial, classmates' notes, etc.	43	53.75	20	25.00	17	21.25
3. The subject/s is/are easy, and I don't need to attend the class to know it.	35	43.75	24	30.00	21	26.25
1. The topic is/are boring.	35	43.75	21	26.25	24	30.00
<i>Totally Disagree Responses</i>						
2. The topics are confusing/hard to deal with.	27	33.75	23	28.75	30	37.50
<i>Total number of respondents (N=80)</i>						

The study of Abdullah (2020) agreed on the above-stated result. It was revealed that subject-related factor has manifested a low or minor reason of absences in school. Exposure of students to computers and mobile phones as an excuse of availing the lessons may tend to be addicted to the use of social media and online games which is the cause of absenteeism and lack of focus in school (Philippine Institute for Development Studies [PIDS], 2018). Teasley (2004, as cited in Balkis et al., 2016) opined that if the students find difficulty in the subject, interventions such as peer tutoring and mentoring will alleviate and improve student's attendance in school.

Teacher-related Reason

Table 5 shows the Likert scale responses of students on teacher-related reason. Based on the results, the item number that got the highest number of strongly agree responses is item 7 with 36 responses which says that the students did not attend class because the teacher is biased to some students (e.g. favoritism). These biases may refer to the demographic profile of student such as family background, educational attainment, and politically inclined clan. This factor is uncontrollable and most likely subjective depending on the perception of students in the class. Next item got 29 out of 80, which says that the teachers are confusing or jump quickly to the other topics, so I don't learn much when I attend the class. It is important to check the students learning by asking them on the lesson that are easy or difficult for them to understand so that there is a continuity of material and concept as the lesson progresses.

Table 5. Factors that gained the Highest Strongly Agree and Totally Disagree Responses in Teacher-related Reason in a Public High School

<i>Item Number</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
<i>Strongly Agree Responses</i>						
7. The teacher is/are biased to some students (e.g. favoritism).	36	45.00	17	21.25	27	33.75
2. The teachers are confusing or jump quickly to other topics, so I don't learn much when I attend the class.	29	36.25	27	33.75	24	30.00
<i>Totally Disagree Responses</i>						
1. The teachers are boring.	13	16.25	20	25.00	47	58.75
4. The teachers' speech is not clear, audible, and discriminating.	15	18.75	21	26.25	44	55.00
3. The teachers' writings are not clear.	17	21.25	21	26.25	42	52.50
6. The teacher/s doesn't/don't like me.	11	13.75	29	36.25	40	50.00
5. The teacher/s doesn't/don't notice when I attend the class.	18	22.50	26	32.50	36	45.00
8. The teacher/s is/are not delivering the lessons effectively.	18	22.50	32	40.00	30	37.50
<i>Total number of respondents (N=80)</i>						

In the totally disagree, the responses that got the highest score is item 1 with 47 responses. It says that the teacher is boring; next was item 4 with 44 responses which indicates that the teacher's speech is not clear, audible, or discriminating. Following was item 3 with 42 responses which indicates that the teacher's writing is not clear; after, was item 6 saying that the teachers don't like me with corresponding responses of 40 out of 80. Succeeding items were numbers 8 and 5 which say that the teacher doesn't notice or care when the students attend class, and the teacher is not delivering the lessons effectively with the tallied scores of 36 and 30 out of 80 respondents respectively. This means that the students appreciate the effort and teaching of teachers in school. The abovementioned findings agreed with Abdullah (2020) revealed that teacher-related factor has low or minor reason of absences of students in school. Also, Senyamator et al. (2018) indicated that teacher-related reason is not a contributing factor on students' absenteeism.

Administration-related Reason

Table 6 shows the Likert scale responses of students on administration-related reasons. Based on the results, all items are more inclined to totally disagree responses. Item number 3 which indicated that the administration is not strict so I can go out of school easily and go somewhere else got the highest number response of 45 out of 80. Followed by item 1 which indicated that the administration has discrimination among students with 44 responses, lastly, item 2 which indicated that the administration closes the school gate, and the student will not be able to enter the school got the response of 36 out of 80. This shows that the administration is strict in maintaining order and procedure in terms of the attendance of the students once they come inside the school premises.

Table 6. Factors that gained the Highest Totally Disagree Responses in Administration-related Reason in a Public High School

<i>Item Number</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
<i>Totally Disagree Responses</i>						
3. The administration is not strict so I can go out of the school easily and go anywhere.	17	21.25	18	22.50	45	56.25
1. The administration has discrimination among students.	19	23.75	17	21.25	44	55.00
2. The administration closes the school gate, and I will not be able to enter the school, so I will just go somewhere else.	20	25.00	24	30.00	36	45.00
<i>Total number of respondents (N=80)</i>						

Based on the abovementioned result, Hamm and Faircloth (2005, as cited in Senyamator et al., 2018) found that commitment in school to become clear, secure, and strict in policy will translate the students' attendance to increase. If the school is committed to care and open to the needs of students, it would result to increase in the feeling of belongingness and students will attend regularly to classes. However, the study of Demir and Akman-

Karabeyoglu (2015) contradicted and found that school-environment factors were responsible for students not attending school.

Prevalent Reasons of Students' Absenteeism

Table 7 shows that the natural and social reasons are highest in public high school as the main reason why students do not attend classes followed by personal reasons and subject-related reasons. The teacher factors and school administration-related reasons are driven into the column of totally disagree response which means that it does not constitute or affect for not attending the classes.

Table 7. The Total Likert Scale Responses of 2nd Year Students from a Public High School for Every Reason for not Attending Classes

<i>Reasons for Not Attending Classes</i>	<i>SA</i>	<i>F (%)</i>	<i>NAD</i>	<i>F (%)</i>	<i>TD</i>	<i>F (%)</i>
Personal Reasons	44	55.00	13	16.25	23	28.75
Natural and Social Reasons	48	60.00	19	23.75	13	16.25
Subject-Related Reasons	40	50.00	21	26.25	19	23.75
Teacher as Factor	13	16.25	24	30.00	43	53.75
School Administration-Related Reasons	20	25.00	21	26.25	39	48.75

Total number of respondents (N=80)

Based on the above-cited reasons, it is evident that the public high school got 55% of the total respondents for strongly agree as strong relationship with the personal reasons. Also, the percentage for natural and social reasons in the public high school got 60%, considered as the highest percentage in strongly agree among the rest of the factors. Lastly, the subject-related reason got 50% on the strongly agreed response in the public high school. While the two factors such as teacher factors and school administration-related reasons got the highest feedback of totally disagree in the public high school.

These findings are related to the study of Shahzada et al. (2011) and Abdul et al. (2017) who found out that social and natural factors are major contributors to students' absenteeism in school. The abovementioned result had the same showing of Heyne et al. (2018), cited those personal factors account for the student's absenteeism. The reasons include sleeping late and not waking up early, getting ill, and not completing the assignments are the significant reasons for not going to school. Also, Senyamator et al. (2018) revealed the same reasons such as failure to do the assignment and unable to wake up early as the cause of being absent from school. However, Abdul et al. (2017) revealed that subject-related factor was not responsible for students' absenteeism.

On the disagreed response part, this had the same showing on the study of Senyamator et al. (2018) which revealed that teacher-related reasons did not affect the reason why the students are being absent. Also, Robinson (2009, as cited in Senyamator et al., 2018) opined that school administration did not influence students' absenteeism. Although, Demir and Akman-Karabeyoglu (2015) found that teacher-related and school environment-related factor was the highest factor responsible for pupils' school absenteeism.

Conclusion

Based on the findings of the study, the following conclusions were drawn. First, the study showed that the students in public high school may not attend classes because of the following reasons: they have never missed the class and they have household chores to attend to as personal reasons, followed by sickness in the family and weather disturbances in natural and social reasons. Subject-related reasons of absenteeism include the availability of lessons in internet and classmates' notes, and the topic is boring, followed by the perception of students that teacher has favoritism and the teachers are confusing or jump quickly to other topics. Second, on the findings of the study, the most prevalent factors that affect the absenteeism of students are personal reasons, natural and social reasons, and subject-related reasons. On the other hand, teacher-related reasons and school administration reasons are not considered as major factors of students' absenteeism in school.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were given. First, the administration must implement the heterogeneity of the class where students with different intellectual level can interact with one another. Second, the administration and counselor should maintain a counseling session for students to realize the good benefits of education for their future and avoid absenteeism. Third, consultation from parents, teachers, and administration must be done in order to give ways the comments and talk on the reason of students' absenteeism in class. Fourth, the survey must include the entire sample of high school students to obtain good results and proportionality of the sample. Fifth, the future researchers can make a comparative analysis on the factors of absenteeism in different setting such as public high school versus private high school. Lastly, the future researchers can make a comparative analysis on the factors of absenteeism between elementary and secondary level in urban and rural area.

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