



Student Profile Success and Absenteeism

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Abstract:

Student profiling is a term used to refer to a process in which checklists of behaviors and personal characteristics associated with youth who have perpetrated violence are used to try to gauge an individual students' potential for acting out in a violent manner in the future. The research is a quantitative in nature. It uses the purposive sampling technique with the Grade 7 -12 students who have more than 10 absences in class of Jagobiao National High School the respondents of the study. The study aims to assess student profile, success and absenteeism. In gathering the data, they used survey questionnaire. In overall, it was found out that in every year level, students have different level of attitude in perceiving their academic success and each level of students' attitude can motivate and help them in perceiving their academic success. To demonstrate, most of the students are in the "high level" of their attitude in perceiving their academic success. It should still have a school based seminar about different student profile and absenteeism.

Keywords: Academic performance, family relationship, peer relationship, extra-curricular activities, student profiling, success, absenteeism

I. INTRODUCTION

Student profiling is a term used to refer to a process in which checklists of behaviors and personal characteristics associated with youth who have perpetrated violence are used to try to gauge an individual students' potential for acting out in a violent manner in the future, as Kearney (2007) state. In inductive profiling, the profiler looks for patterns in the available data and infers possible outcomes in the case of schools, possible acts of violence committed by students who fit the pattern. The strategy is used to predict behavior and apprehend potential offenders before they commit a crime. Absenteeism, according to Merriam-Webster dictionary means chronic absence. In the context of the school it is the habitual or intentional failure from going to school. Absenteeism cannot be denied because every now and then, students may miss some school activities and lessons and it becomes a problem if the student is away from school for many days. According to Komakech and Osuu (2014), chronic absenteeism is typically based on total days of school missed, including both excused and unexcused absences. Researchers want to evaluate how student profiling leads the students in absenteeism. Researchers want to know how student profiling affect their academics and how absenteeism affect their academic performance. Absenteeism from school is a serious mental and physical health concern for many children and adolescents. Absenteeism or placement in alternative educational settings, usually for absenteeism, is a high risk factor for suicide attempt, perilous sexual behavior, teenage pregnancy, violence, unintentional injury, driving under the influence of alcohol, marijuana, tobacco and other substance use (Lumsden, 2000). In overall, the purpose of this research is to evaluate student profile and absenteeism and to provide a concise review of contemporary research on school absenteeism. Researchers want to know other behaviors of students in which lead them to absenteeism. They want to know the real student profile and they aim to make it less issue today. Researchers want to take actions on this issue through doing this research in which it can lead the researchers to know some of the benefits in doing this research.

II. STATEMENT OF THE PROBLEM

This study aims to assess the student profiling, success and absenteeism specifically among the senior high students of Jagobiao National High School for the first semester of academic year 2018-2019.

Specifically, it attempted to answer the following questions

1. To what extent does students perceived their academic success in terms of:
 - 2.1 Family Relationship
 - 2.2 Peer Relationship
 - 2.3 Extra-curricular activities?
2. What is the level of attitude of students towards
 - 2.1 Family Relationship
 - 2.2 Peer Relationship
 - 2.3 Extra-curricular Activities
3. Is there an association between the perceived academic success of students and the level of attitude of students?

III. REVIEW OF RELATED LITERATURE

Student profiling is one of the controversial approach to violence prevention that many administrators are deliberating in their claim to keep schools safe. While some perceive profiling as a promising tool, others view it as an ill-conceived response to the issue of school violence that will do more harm than good. In addition, student profiling is a term used to refer to a series of actions in which there is a listing of behaviors and personal attitude associated with youth who have commit violence are used to try to figure an individual student's potential for acting out in a violent manner in the future, Kearney (2008). In addition, Lumsden (2008) states that, one of a key contextual factor for school absenteeism is school climate. According to her school climate refers to student feelings of being linked to their school and degree of support a student feels regarding academic, social, and other needs. School climate and being linked to school may also include positive classroom management, participation in extra-curricular activities, and uncomplaining disciplinary process.

In addition to this, parental involvement in a child's educational progress is also commonly connected to academic achievement and attendance. Oghuvbu (2008), he have identified illness, voluntary absenteeism, as frequent forms of absenteeism. The identified causes of absenteeism include: illness, financial problem of the family, students' behavior, and peer influence. Heavy school rules and regulations could also cause absenteeism. Rodriguez et.al (2013) noticed that as what Absenteeism Rates because of illness he observed that from year 2006-2007 to 2008-2009 the mean number of absences among students in schools increased. This happened due to students' behavior which lead them to be absent in their class. From the fore mentioned above factors of absenteeism, illness is common in all. According to Corville-Smith, Ryan, Adams & Dalicandro (2008) he noticed that appealing in what is sometimes referred to as occurrence profiling the other term for student profiling can also aid schools in their claim to minimize violence and other behavioral events. He added that school absence is a big problem. Gilliland et.al (2007), illness-related school absenteeism is important but is inadequately studied result in children. Illness-related absences are common circumstances that portray a deep range of morbidity from moderate momentary illnesses to the most harsh and worst illnesses that suggest emergency room visits or else a hospital admissions already. Although most absences are associated with illnesses at the low end of the morbidity range, an absence signify an illness of sufficient hard condition to affect the child's daily functioning and lead them to absenteeism. He also noticed that population-based studies exposed that absence rates varies in every school. The majority of school absences are illness related. According to Guinan and McGuckin (2008) they consider hand washing as one of the most important factors in controlling the spread of micro-organisms and to minimize the spread illnesses and also to prevent the development of infections that lead students to absenteeism. In addition, Cook and Ezenne (2005) also identified four significant dimensions of absenteeism aside from illnesses and others he identified: truancy, school refusal, school withdrawal, and early leaving. Truancy among students is caused by school-related reasons, bullied by schoolmates or even classmates, boredom, dislike of teachers and avoidance of tests. Jimerson (2005) also noticed the two dimensions of school engagement: affective and behavioral. Affective dimension includes students' mood about the school, teachers, and or peers. Behavioral dimension includes students' observable actions or performance and characteristics, such as participation in extracurricular activities, completion of homework, as well as grades and scores on achievement tests. While in some study of some authors menstrual disorders is their reason why students being absent mostly girls, menstrual disorders affect females and are a common reason for them to be absent in school. Menstrual related complaints are a major reason for school absenteeism among teens, Houston et.al (2006). Kim and Han (2014) noticed that, students' personality traits can be considered precursors of academic performance. Bader & Pollack (2018) states that, the estimate student profiling proficiency and problem difficulty play central roles in students. In other hand, according to Wolke, Broomfield & Karstadt (2010) to examine the association of direct and relational hurtful manipulation of peer relationship experienced by students are leading them to be absent in school. This is added by Barnes & Stamper (n.d), the particular difficulty for students who are unfamiliar with the different factors of absenteeism is that they are not aware of it. According to Beck (n.d), student profiling has a long history in the field of intelligent educational software and is the basis

for many tutorial decisions. Furthermore, the task of assessing a student's level of attitude is basic building block in the educational data process. In addition, Leszczenski & Beck (n.d), the task of student profiling cognition is at best an attempt to approximate how students mentally represent a given task. Lloyd, Heffernan & Ruiz (n.d), detection and prevention of off-task student behaviour in an intelligent tutoring system has gained a significant amount of attention in recent years. However, the research has largely ignored the incorporation of the expert on student behavior in the classroom, this is supported by Carlson, Rau, Genin & Scheines (2012). According to Darcan & Badur (2012), they have investigated the profiles of students in MIS department by performing clear analysis on various dimensions of academic abilities based on their official grade data for the required courses (Zhang, Mostow & Beck, 2007). According to Lounsbury & Gibson (2005), they interpreted the study of Darcan and Badur in which they sates that student abilities in academic is low because of their attitude in class, this is interpreted by Lotsari, Verykios, Panagiotakopolous & Kalles (n.d). Lounsbury, Steel, Loveland & Gibson (2006) stated about the investigation of personality traits in relation to adolescent school absenteeism, this study stated that there is no association between student success and student level of attitude, this study of them is the continuation of their first study together with Gibson which states the academic performance of the students is low because of their attitude. In addition with it, Bovo, Sanchez ,Heguy & Duthen (2013) stated the tool for profiling students that aim to predict students' performance. This is added by Javier & Ghaoui (n.d) which stated that student profiling using communication preference and learning styles mapping to teaching styles are developing. This is proven by Kwok et.al (2008), student profiling system for an agent-based educational system are receiving more and more attention. To sum up, not just illnesses, infections and menstrual leads students to be absent in school but behavior of students, characteristics and attitude matters most or simply students profile leads them to absenteeism.

IV. RESEARCH METHODOLOGY

This section contains the research design used by the researchers, research environment, the respondents of the study, the instrument used, and the data gathering and procedure of this research study.

Design

The researcher chose a descriptive-survey research design because it best served to answer the questions and the purpose of the study. A descriptive-survey design in which the respondents can get a lot of information, the student profile or characteristics, to what extent do student perceived their success in terms of academic, extra-curricular activities, peer relationship and family relationship, they can also get information about an association in the profile of the students to absenteeism and lastly if there is an association between the extent of perceived success of students and incurred absences. Survey assessing public opinion or individual characteristics by the use of a survey questionnaire and purposive sampling methods.

Respondents

The target population for this research are the students who are willing to answer the questions to be the respondents of the

research from grade 7 to grade 12 who have made at least 10 absences in their class.

Sampling Techniques

A purposive sampling technique is used by the researcher for this study. In which the researcher will get students who have absences in their class as their respondents of this study. A purposive sampling technique is based on the High School students in public school Jagobiao National High School. Within each section, getting of the target is by purposive sampling technique. Purposive sampling technique is employed to get students who have absences from grade 7 to grade 12 in Jagobiao National High School.

Locale

This study will be conducted in Jagobiao National High School, specifically in Senior High School Department. The building of Senior High School Department was built last May 2016. It is a three-story building that consists of six classrooms for the accommodation of the learners in each academic strand they had offer, namely: General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM). Each strand has one section per year level.

Instruments

This study uses a questionnaire to assess the student profile, success and absenteeism specifically among the Senior High School student. The questionnaire is a survey questionnaire in which students will be given a piece of paper listed questions for them to answer. A survey questionnaire is used for this research for it will be easy for the researcher to identify and determine students who have absences.

Part I- The extent does students perceived their academic success in terms of family relationship, peer relationship and extra-curricular activities.

Part II- The level of attitude of students towards family relationship, peer relationship and extra-curricular activities.

Part III- An association between the perceived academic success of students and the level of attitude of students.

Data Gathering and Procedure

The researchers will ask permission from the students to be the respondents of this research study with the help of the letter of consent signed by the teachers and the principal. The respondents will be given questionnaires and they will write their answers on questionnaires itself. After distributing the questionnaires to the respondents, the researchers will give enough time to the respondents to answer the questions given. If the respondents are done answering the questions, their papers will be collected and the researchers will give their appreciation to the respondents for cooperating. The result of the collected papers will be the researcher's basis for the analysis, interpretation, findings, conclusion and recommendation of the study.

Statistical Treatment

The researchers will use the weighted mean and the chi-square in interpreting the data. The chi-square test will be used to assess student profile, success and absenteeism. The result of the chi-square will be the basis of the researcher in which they can know if there is an association between the perceived academic success of students and the level of attitude of students.

Presentation, Analysis, and Interpretation of Data

Table.1.Perceived Academic Success

INDICATORS	WEIGHTED MEAN	INTERPRETATION
I talk to my family with manners and respect.	2.59	High
I listen to my parents' advice about my behavior in class.	2.34	High
I obey their rules.	2.54	High
I greet my parents and siblings when I meet them.	2.36	High
I give present to my parents and siblings.	2.26	High

We have a group study.	2.40	High
We help each other.	1.80	Average
We make projects together given by our teacher.	2.17	High
We prefer to show good manner and right conduct.	2.20	High
We remind each other about our absences in class.	2.24	High

I prefer to join clubs in school.	2.43	High
I like to participate school activities like slogan and poster-making.	2.17	High
I like to join different contest in Math, Filipino, English and etc.	2.50	High
I prefer to join sport during intramurals.	1.50	Average
I like to participate performing arts in school like singing and dancing.	2.23	High
OVERALL WEIGHTED MEAN	2.33	High

The table above shows that the overall weighted mean of students perceived academic success is 2.33 which signifies that the overall level of student's attitude towards family relationship, peer-relationship and extra-curricular activities is high. The statement "I talk to my family with manners and respect" is the indicator that has a weighted mean of 2.59 and is labeled as high is the highest or main indicator why we can determine that that in students perceived academic success family relationship is more important for students while the statement "I prefer to join sports during intramurals" which has a weighted mean of 1.50 and is labeled as average states that students are not fond of joining sports during intramurals.

Table 2. Students Level of Attitude

INDICATORS	WEIGHTED MEAN	INTERPRETATION
I respect my family.	2.30	High
I listen to my parents' advices.	2.31	High
I obey their rules.	2.45	High
I greet my parents, brother and sisters when I meet them.	2.32	High
I give present to my parents, brother and sisters.	2.28	High

Legend : 1.0-1.80 (Strongly Agree) 1.81-2.60 (Agree) 2.61-3.40 (Neutral) 3.41-4.20 (Disagree) 4.21-5.00 (Strongly Disagree)

N= 145

The table above shows that the overall weighted mean is 2.24

We study together.	2.41	High
We help each other.	1.81	Average
We make projects together.	2.19	High
We prefer to show good manners.	2.22	High
We remind each other about our absences.	2.28	High
I prefer to join clubs in school.	2.46	High
I like to participate in school activities like slogan and poster-making.	2.34	High
I like to join different contest in Math, Filipino, English and etc.	2.53	High
I prefer to join sport during intramurals.	1.51	Average
I like to participate performing arts in school like singing and dancing.	2.20	High
OVERALL WEIGHTED MEAN	2.24	High

which signify that the overall level of student's attitude towards family relationship, peer-relationship and extra-curricular activities is high. The statement "I like to join different contest in Math, Filipino, English and etc." is the indicator that has a weighted mean of 2.53 and is labeled as high is the highest or main indicator why we can determine that extra-curricular activities is more important for students while the statement "I prefer to join sports during intramural" which has a weighted mean of 1.51 and is labeled as average states that students are not fond of joining sports but they are fond of joining contest.

Table 3.Result of chi-square computation for Family Relationship

N	χ^2	d_f	$\chi^2_{(.05)}$	Interpretation
145	11.36	4	9.49	Significant

The table above shows the result of the chi-square computation for family relationship and it shows that the computed value, $\chi^2 (11.36_{(.05,4)})$ is greater than the $\chi^2_{(.05)} = (9.49)$, hence this is to accept the null hypothesis for it is

significant in interpretation, (Corville J.S., Ryan A.B., Adams G.R., & Dalicandro T.,2008).

Table.4.Result of chi-square computation for Peer Relationship

N	χ^2	d_f	$\chi^2_{(.05)}$	Interpretation
145	6.87	4	9.49	Not Significant

The table above shows the result of the chi-square computation for peer relationship and it shows that the computed value, $\chi^2 (6.87_{(.05,4)})$ is less than the $\chi^2_{(.05)} = (9.49)$, hence this is to reject the null hypothesis for it is not significant in interpretation, (Wolke D., Broomfield L., & Karstadt L.,2006).

Table.5.Result of chi-square computation for Extra-curricular Activities

N	χ^2	d_f	$\chi^2_{(.05)}$	Interpretation
145	5.38	4	9.49	Not Significant

The table above shows the result of the chi-square computation for extra-curricular activities and it shows that the computed value, $\chi^2 (5.38_{(.05,4)})$ is greater than the $\chi^2_{(.05)} = (9.49)$, hence this is to reject the null hypothesis for it is still not significant in interpretation the same as the result of peer relationship, (Leszczenski & Beck,n.d). Only family relationship computation for chi-square is significant and it is to accept null hypothesis while peer relationship and extra-curricular activities is not significant and it is to reject the null hypothesis.It can be extrapolated that there is no association between students perceived academic success and level of attitude.

Findings

The study is all about "Student Profile, Success and Absenteeism", where the researchers conducted a survey that made use of the weighted mean and chi-square in knowing if there is an association between level of students' attitude and level of perceiving their academic success. The researchers aimed to assess the student profiling, success and absenteeism specifically among the junior and senior high school students of Jagobiao National High School who have at least 10 absences for the first semester. The first part of the survey questionnaire showed the personal information of the respondents. All first tables, the data reveals the different overall grand total of the answer of students in every family relationship, peer relationship and extra-curricular activities and it reveals that the overall weighted mean of students in their perceived academic success is 2.33 and is labeled as "high". While in students level of attitude the overall weighted mean is 2.24 and labeled also as "high". This means that they have the same interpretation which is "high" and mostly students answered strongly agree. The researchers found out that in every year level, students have different level of attitude in perceiving their academic success and each level of students' attitude but still have the same result of the weighted mean and are the same in interpretation which is "high." There is no association between student perceived academic success and student level of attitude this is according to (Lounsbury, Steel, Loveland & Gibson,2006).

V. CONCLUSION

The results of the study are that the researchers found out that there is no association between students perceived academic success and students level of attitude. But both are the same valuable for students in terms of their academic because both their perceived academic success and level attitude are labeled as "high", this means that both are valuable for them for it can make them better as a student (Lloyd, Heffernan & Ruiz, n.d). To examine the association between student perceived of success and student level of attitude we can say that there is no association having two not significant in interpretation result for chi-square, family relationship have the greatest value of the computed chi-square for all the students having more than ten absences from grade 7 to grade 12 and it is the only significant in result for the interpretation. So, we can say that in students perceived level of academic success and level of attitude they are more comfortable having communications to their family and are comfortable of showing kindness compared to peer relationship and compared to their extra-curricular activities Wolke et.al, (2010).

VI. RECOMMENDATIONS

Student profile alone could not establish a significant effect to absenteeism. With that, it is reasonable enough to have the recommendations from the study conducted. Based on the results of the study conducted, the researchers of the study recommend the following:

A. A school based seminar about the student profile and absenteeism and how can it incorporate with student's in their academic performance. A seminar is needed so that students can be aware of the different possibilities why they are experiencing absenteeism.

B. The teachers should continue to ponder in the hearts and minds of the students of Jagobiao National High School the possible effects of student profile and absenteeism in students' academic performance through (a) the conduct of activities that will keep students busy and not to absent in school and (b) observance of everyday characteristics.

C. On the part of the parents, they should regularly check their children during weekdays or even weekends in order to motivate them in doing good in class and specially not to absent in their classes. They should learn to communicate with their children to know how their children are doing.

VII. LIMITATIONS OF THE STUDY

In overall this research paper was carefully prepared, the researchers are still aware of its limitations. The respondents of the study are small, we only focus on the Grade 7-12 students who are having at least 10 absences in class. In this manner, the data that was collected do not represent the majority of the students.

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VIII. RESEARCH INSTRUMENT

Personal Information

Name: _____

Average: _____

Grade & Section: _____

Age: _____

Direction: Please answer the following items with all honesty. The information that will be gathered by the researchers shall be held with utmost confidentiality.

Rating Scale:

5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree

STUDENTS PERCEIVED ACADEMIC SUCCESS

STATEMENTS	5	4	3	2	1
I talk to my family with manners and respect.					
I listen to my parents' advice about my behavior in class.					
I obey their rules.					
I greet my parents and siblings when I meet them.					
I give present to my parents and siblings.					
We have a group study.					
We help each other.					
We make projects together given by our teacher.					
We prefer to show good manner and right conduct.					
We remind each other about our absences in class.					
I prefer to join clubs in school.					
I like to participate school activities like slogan and poster-making.					
I like to join different contest in Math, Filipino, English and etc.					
I prefer to join sport during intramurals.					
I like to participate performing arts in school like singing and dancing.					

