# Predictors of Truancy and Absenteeism: Their Relationship to English Performance

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**Abstract**

This descriptive study ascertains the dominant predictors of truancy and absenteeism. Also, to determine the significant difference and relationship between truancy and absenteeism and English performance. Utilising the 332 purposively selected Grade 11 Senior High School (SHS) students taking Academic and Professional (EAP) subjects were interpreted and analysed. The results revealed that most of the respondents were male residing in rural, 16 years old and had a family monthly income of above Php10,001.00. Family/health reasons dominate. There was no significant difference in the ranking of predictors, but the level of performance according to profile was satisfactory. Findings revealed that family income was substantial but not at the level of performance as the established profile. English performance found no influence; regardless of the identified reason, students can still perform well in their studies. The researcher recommends intervention to prevent future severe problems in truancy and absenteeism together with community members.

**Keywords**— Dominant Predictor, Truancy and Absenteeism, Senior High School, Academic and Professional Subjects

## I. INTRODUCTION

The English language is a universal language for the delivery of classes. In the Philippine setting, it is one of the subjects offered in all levels of education stipulated in the Education Act. In 2013, K-12 was implemented when President Aquino signed the Republic Act No. 10533 to enhance the primary education system by strengthening its curriculum and increasing the number of years for primary education. English subject is the main medium of instruction.

Also, the secondary school was categorised into junior and senior. Senior High School (SHS) students were older compared to junior ones. The addition of two years of senior education, English for Academic and Professional Purposes (EAPP), was also offered in the academic strand in Grade 11such as Technical-Vocational and Livelihood (TVL), Shielded Metal Arc Welding (SMAW) and Information and Communications Technology (ICT). Being categorised as SHS, problems on truancy and absenteeism are still happening because they are still young. The study by Reid (2005) showed that absenteeism and truancy have various types, such as lesson absence, post-registration absence, parentally condoned absence, psychological absence, school refusal absence, and school phobia. Because of their young age, problems arise, so proper guidance and orientation should be given to them not to commit such issues.

Ideally, these SHS students attend classes to continue their tertiary education. Still, they need a conducive environment for learning, support of their family members, providing enough financial support for projects and other fees, guidance from the school guidance counsellors, educated elders and advice of medical personnel in connection to their health. According to Teasley (2004), reducing these, if not eradicated, is through collaborative projects effort of the social workers and other school professionals, community organisations, social services agencies, parents, and schoolchildren. Sutphen, Ford and Flaherty (2010) recommend

further studies on truancy and how different programs influenced the students. Hence, this research sought to investigate dominant predictors of truancy and absenteeism in this context. Also, to determine the significant difference and relationship between truancy and absenteeism and English performance.

## II. OBJECTIVES OF THE STUDY

This study aimed to determine the predictors of truancy and absenteeism of Grade 11 SHS students of Pavia National High School (PNHS).

Specifically, it sought to answer the following questions:

1. What is the Grade 11 students' profile of PHNS in terms of sex, residence, age, and family monthly income?
2. What are the dominant predictors of truancy and absenteeism among the respondents when taken as a whole and classified according to sex, residence, age, and family monthly income?
3. Is there a significant difference in the predictors' ranking of truancy and absenteeism among respondents when classified according to profile?
4. What is the level of performance of Grade 11 students of PNHS as a whole and when classified according to sex, residence, age, and family monthly income?
5. Is there a significant difference in the level of performance of Grade 11 students of PNHS when classified according to sex, residence, age, and family monthly income?
6. Is there a significant relationship between truancy and absenteeism in English?

## III. LITERATURE REVIEW

### Senior High School Program

The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School (SHS) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education,

middle-level skills development, employment, and entrepreneurship (www.gov.ph, 2017).

### Truancy and Absenteeism

Countless psychologists and scholars have discussed truancy and absenteeism: According to Forster, Sundell, Morris, Karlberg, and Melin (2010); McIntyre-Bhatty (2008), truancy, unexcused absences, prolonged absenteeism, or unauthorised absences from compulsory schooling are terms for the same widespread social problem: poor school attendance. On the one hand, Eleby (2009) stressed that truancy could be considered a healthy reaction to an unfriendly school environment or a manifestation of dissatisfaction with the school system. Karlberg & Sundell, 2004 viewed truancy as the result of high-risk life circumstances with dire consequences such as social isolation, school failure, drug addiction, and even criminality. Each country has its definition of truancy depending on its culture. Furthermore, Sutphen, Ford, and Flaherty (2010) found truancy as a legal term for unexcused absences from school over a designated period. Bravender (2009); Teasley, 2004) defined truancy as absent from school without approval from parents and school. Reid (2008); Therefore, based on the above studies, this study explores students' perspectives on their truancy, time in school, and thoughts about the future.

### Contributing Predictors to Truancy and Absenteeism

The Indiana Department of Education (2017) predicts that absenteeism and truancy can be found inside and outside the school environment. Bimler and Kirkland (2001) indicated that there might be as many as ten different 'hot spots' that can predict student absenteeism and truancy. These 'hot spots' broadly include school conditions and issues; home-based behavioural; psychological, family background; school-based behavioural; peers, and lack of motivation or interest in school. As Kearney (2008) suggests, absenteeism can be linked to physical, psychiatric, classification

and proximal, contextual risk, and cross-cultural variables. Each of these variables had been shown to influence student attendance.

**Sex Differences**

According to Hankin, Mermelstein, and Roesch (2007), "sex differences in depression were partially explained by girls reporting more stressors, especially peer events. Girls reacted more strongly to stressors in the form of depression." Parajul and Thapa (2017) revealed that female students performed well compared to males. Ghazvini and Khajehpour (2011) espoused that girls are more adaptive in learning in different conditions regarding the level of cognitive functioning. On the contrary, in Wangu (2014), Kenyan secondary boys passed higher than girls.

**Physical, Mental Health, Safety Issues and Social Factors**

The association between truancy and absenteeism to physical health conditions is apparent. Wood Johnson Foundation (2016) identified physical health that affects attendance like asthma, poor dental health, vision impairment, diabetes, and obesity. Furthermore, the Foundation also mentioned mental health like stress, trauma, and violence in students' homes and communities. Safety issues talk about fear or bullying. Social factors are related to insecurity, hunger and unstable arrangements, unreliable transportation, and job loss within the family's lack of health insurance. Balkıs, Arslan, & Duru (2016) found out that negative attitude toward the teacher, negative academic self-perception, no clear goals, and lack of motivation are most like to be absent.

**School Factors**

Cohen, McCabe, Michelli, and Pickeral (2009) suggest that school culture influences student learning, engagement, and achievement. Klem and Connell (2004) agreed that caring, well-structured learning environment and with expectations, students are more likely to report in school. In their study, Westerman, Nowicki, and Plante (2002) conform that condition of the classroom's congruency affects the learners' learning behaviour, leading to truancy and absenteeism.

**Theoretical Framework of the Study**

This study is anchored on the study of Elger (2014) on the Theory of Performance; humans are capable of extraordinary accomplishments. Elger defines performance to perform complex series of actions that integrate skills and knowledge to produce a valuable result, such as designing, problem-solving, selling, presenting, life management, and playing sports or a musical instrument. The components include maturity, skills, level of knowledge, the context of performance, personal factors, and fixed factors. It implies that the presence of motivational factors is significant to strengthen it.

**How to Improve Performance?**

In this context, the Theory of Motivation of Skinner (1938, 1957) enters. Seifert and Sutton (2012) agreed that performance is improved and maximised if adequately motivated. They modelled operant conditioning theory regarding motivation, thinking of the likelihood of response as the motivation and the reinforcement as the motivator. Meaning the student answers question (the operant), and the teacher praises the answer (reinforce); more questions are answered (motivation) because of the teacher's praise (the motivator).

The Motivation Theory by Maslow (1972) in Wahba and Bridwell (1976) also espouses the significant role of motivation in the student's performance. The holistic approach of Maslow to education and applying hierarchy theory to the work of the classroom teacher are apparent. Ideally, fulfil the first psychological need before the cognitive demands. For example, a tired and hungry student will find it difficult to focus on learning. Furthermore, the theory will guide the researcher in identifying the predictors of truancy and absenteeism among students of the SHS. Sutphen (2010) suggested providing valuable and promising interventions. The researcher attempts to establish an

association of these predictors to their performance when classified according to sex, age, residence, and family income validated by these respondents based on the viewpoint, principles, concepts, and reports of various authors and researchers.
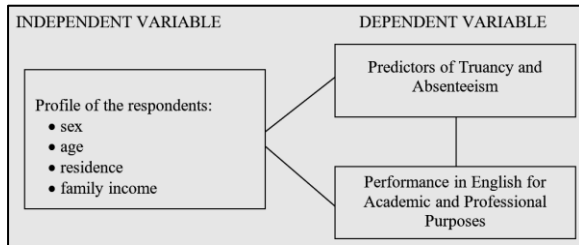


**Figure 1: Conceptual Framework of the Study.**

## IV.    METHODOLOGY

**The Research Design**

Using descriptive research and a researcher-made that undergone reliability and validity test and administered to 332 purposively selected SHS students to determine the predictors of truancy and absenteeism.

**The Instrument and Data Gathering Procedure**

The researchers constructed the two-part instrument containing 20 items on truancy and absentee. Part I was designed to gather information about the profile of the respondents, and Part II consisted of articles intended to collect information about the evaluation of the predictors of absenteeism and truancy concerning their academic performance.

The final version of the instrument was subjected to a reliability test after considering all the requisites in the instrument's development—the adviser's guidance for improvement, including the content validity. The Cronbach's alpha results on questionnaire reliability revealed a very high coefficient of (r=.0956) compared to the tabled value of 0.70. After seeking approval from the school authorities of the target respondents to conduct the study, the researcher explained how to accomplish the form and what responses they

will give for this study with the utmost confidentiality. The researchers personally retrieved the accomplished from the respondents.

The data gathered was encoded, summarised, and tabulated using an Excel spreadsheet and SPSS version 22 was used for data processing. The mean responses of the respondents were computed, and the tendency to happen on the identified predictors of absenteeism and truant were interpreted and described using the following scales:

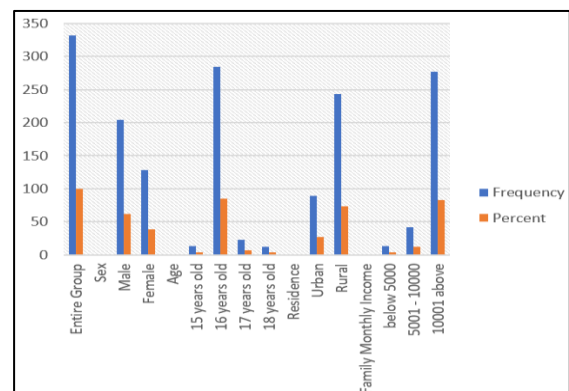| Range | Description | Interpretation |
|---|---|---|
| 3.51 – 4.00 | Very Often (VO) | Very often happen |
| 2.51 – 3.50 | Often (O) | Often to happen |
| 1.51– 2.50 | Seldom (S) | Seldom to happen |
| 1.00 – 1.50 | Never (N) | Never happen |

## V. RESULTS

**SHS Students' Profile**



**Figure 2: SHS Students' Profile of PNHS regarding sex, residence, age, and family monthly income.**

## 1. The predictors of the truancy and absenteeism among the Grade 11 SHS students of PNHS as a whole

**Table 1: The predictors of the truancy and absenteeism among the Grade 11 SHS students of PNHS as a whole**

| Predictors | Mean | Desc | sd |
|---|---|---|---|
| **School-Related Reasons** | | | |
| I am not too fond of the subject | 3.08 | O | 0.68 |
| I do not like the school's environment. | 3.22 | O | 0.42 |
| I am not too fond of the room's surroundings. | 3.70 | VO | 0.46 |
| I am not too fond of the attitude of the teacher. | 3.42 | O | 0.49 |
| **Over-all Mean** | **3.45** | **O** | **0.38** |
| **Financial Reasons** | | | |
| I have no fare of going to school. | 3.02 | O | 0.65 |
| I cannot pay the school fees. | 3.05 | O | 0.23 |
| My parents cannot give me an allowance. | 3.22 | O | 0.42 |
| I support myself as a working student. | 3.47 | O | 0.50 |
| **Over-all Mean** | **3.25** | **O** | **0.29** |
| **Family/Health Reasons** | | | |
| I have sickness or unstable health conditions. | 3.27 | O | 0.45 |
| I am the one taking care of my sick family member. | 3.20 | O | 0.40 |
| I am the one taking care of my younger sibling/s. | 3.64 | VO | 0.48 |
| I woke up late. | 3.64 | VO | 0.48 |
| **Over-all Mean** | **3.50** | **O** | **0.39** |
| **Distance from School** | | | |
| The school is too far from our house. | 2.27 | S | 0.45 |
| Few vehicles are passing by our place. | 2.78 | O | 0.41 |
| **Over-all Mean** | **2.85** | **O** | **0.13** |
| **Personal Reasons** | | | |
| I feel anxious about going to school. | 2.63 | O | 0.58 |
| I want to avoid being bullied, unsafe conditions, harassment, and embarrassment. | 2.78 | O | 0.42 |
| Being absent/late is a sign of rebelling. | 2.63 | O | 0.58 |
| **Over-all Mean** | **2.68** | **O** | **0.37** |
| **Peer Pressure** | | | |
| I want to hang out with my friends. | 3.00 | O | 0.00 |
| I want to play computer games with my friends. | 3.24 | O | 0.76 |
| My friends like being absent. | 2.08 | S | 0.68 |
| **Over-all Mean** | **2.77** | | **0.45** |
| **Performance** | **3.47** | **O** | **1.08** |

Dominant Predictors of Truancy and Absenteeism as a Whole

**Table 1.1: The dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS as a whole**

| Predictors | Mean | Description | sd | Rank |
|---|---|---|---|---|
| Family/Health Reasons | 3.50 | Often | 0.39 | 1 |
| School-Related Reasons | 3.45 | Often | 0.38 | 2 |
| Financial Reasons | 3.25 | Often | 0.29 | 3 |
| Personal Reasons | 3.05 | Often | 0.20 | 4 |
| Peer Pressure | 2.77 | Often | 0.45 | 5 |
| Distance from School | 2.68 | Often | 0.37 | 6 |

The dominant predictors were **family/health reasons; 3.50** and described as **often**. Then, followed by school-related reasons (3.45). Next was the financial reason (3.25). Then, the personal reason (3.05), next is peer pressure ((2.77) and the last is the distance from school (2.68). The remaining predictors were also described by Grade 11 as often. In the interview conducted with the advisers, their dominant responses were "I woke up late" and "I am not feeling well". These adviser's claim conforms to the study of Reynolds and Murgatroyd (1974)

that there were acceptable excuses for the absence from the school of a pupil otherwise required to be sickness or any other unavoidable cause. According to Kearney (2008), absenteeism related to asthma can be exacerbated by numerous factors, including age, poverty, medical care, and the student's living environment, which means that these students are having a hard time adjusting to the changes in their physical and physiological aspects as an adolescent.

**Dominant Predictors of Truancy and Absenteeism among When classified as to sex**

**Table 1.2: The dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to sex**

|  | Male | | | Female | | |
|---|---|---|---|---|---|---|
|  | Mean | Rank | Desc | Mean | Rank | Desc |
| School-Related Reasons | 3.45 | 2 | O | 3.44 | 2 | O |
| Financial Reasons | 3.26 | 3 | O | 3.23 | 3 | O |
| Family/ Health Reasons | 3.51 | 1 | VO | 3.48 | 1 | O |
| Personal Reasons | 2.85 | 4 | O | 2.85 | 4 | O |
| Distance from School | 2.67 | 6 | O | 2.69 | 6 | O |
| Peer Pressure | 2.79 | 5 | O | 2.75 | 5 | O |

The truancy and absenteeisms' dominant predictors were **family/health reasons for both sexes,** with a mean of 3.51 and 3.48. The result coincides with all the SHS advisers' responses that a common reason male/female students commit truancy and absenteeism is family/health reasons such as **attending to their younger siblings or a sick family member**. **I am not feeling well**. Taras and Potts-Datema (2005) also conformed that chronic health conditions in children and

disclosed that the literature associates student attendance with diabetes, sickle cell anaemia, epilepsy, and other chronic illnesses. Logan, Simons and Kaczynski (2009) build on related work suggesting that other chronic conditions have also increased student absenteeism, including migraines, abdominal pain, musculoskeletal pain, and juvenile rheumatoid arthritis.

**Dominant Predictors of Truancy and Absenteeism When Classified as to Residence**

**Table 1.3: The dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified according to residence**

| Predictors | Urban | | | Rural | | |
|---|---|---|---|---|---|---|
|  | Mean | Rank | Desc | Mean | Rank | Desc |
| School-Related Reasons | 3.44 | 2 | O | 3.45 | 2 | O |
| Financial Reasons | 3.23 | 3 | O | 3.24 | 3 | O |
| Family/Health Reasons | 3.48 | 1 | O | 3.50 | 1 | O |
| Personal Reasons | 2.85 | 4 | O | 2.85 | 4 | O |
| Distance from School | 2.69 | 6 | O | 2.67 | 6 | O |
| Peer Pressure | 2.75 | 5 | O | 2.77 | 5 | O |

As to residence, **both live in the urban and rural rated family/health reasons with a mean of 3.48 and 3.50 respectively** and followed school-related reasons with a mean of

3.44 and 3.45 respectively. Next is a financial reason with 3.23 and 3.24, respectively; describing them as often.

**The Dominant Predictors of Truancy and Absenteeism When Classified as to Age**

**Table 1.4: The dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to age**

| Predictors | 15 years old | | 16 years old | | 17 years old | | 18 years old | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Rank | Mean | Rank | Mean | Rank | Mean | Rank |
| School-Related Reasons | 3.56 | 1 | 3.44 | 2 | 3.39 | 2 | 3.47 | 2 |
| Financial Reasons | 3.13 | 3 | 3.26 | 3 | 3.22 | 3 | 3.28 | 3 |
| Family/Health Reasons | 3.54 | 2 | 3.49 | 1 | 3.45 | 1 | 3.61 | 1 |
| Personal Reasons | 2.85 | 4 | 2.85 | 4 | 2.83 | 4 | 2.87 | 4 |
| Distance from School | 2.56 | 6 | 2.68 | 6 | 2.71 | 6 | 2.58 | 6 |
| Peer Pressure | 2.69 | 5 | 2.79 | 5 | 2.71 | 5 | 2.67 | 5 |

Results revealed that when classified according to age, 16 years old (3.49), 17 years old (3.45), and 18 years old (3.61) rated family/health reasons, while 15 years old (3.54) rated school-related reasons. Because they are young, Wagstaff, Combs, and Jarvis (2000) cited factors that affect attendance to academic programs (1) classes are uninteresting or irrelevant; (2) feel unsupported or disrespected by teachers and staff; (3) feel uncomfortable or bullied by other students; (4) or feel targeted for discipline and behavioural issues; and (5) fallen behind on their school work or could not balance the competing demands of work and school. These factors broadly reflect how a student is engaged in their school experience.

**The Dominant Predictors of Truancy and Absenteeism When Classified as to Family Monthly Income**

**Table 1.5: The dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to family monthly income**

| Predictors | 5,000 below | | 5,001-1000 | | above 10,001 | |
|---|---|---|---|---|---|---|
| | Mean | Rank | Mean | Rank | Mean | Rank |
| School-Related Reasons | 3.41 | 2 | 3.48 | 2 | 3.44 | 2 |
| Financial Reasons | 3.36 | 3 | 3.28 | 3 | 3.24 | 3 |
| Family/Health Reasons | 3.67 | 1 | 3.52 | 1 | 3.49 | 1 |
| Personal Reasons | 2.89 | 4 | 2.86 | 4 | 2.85 | 4 |
| Distance from School | 2.59 | 5 | 2.67 | 6 | 2.68 | 6 |
| Peer Pressure | 2.56 | 6 | 2.84 | 5 | 2.77 | 5 |

Dominant predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified according to family monthly income 5,000 below, 5,001-10,000, and above 10001 rated the family/health reasons with a mean of 3.67, 3.52, and 3.49 respectively. This finding showed that family/health reasons contributed more to

becoming truant and absent in class regardless of socioeconomic status. Kearney's (2008) comprehensive review of literature related to school absenteeism and school refusal behaviour suggests absenteeism can be linked to physical conditions like a hard time waking up in the morning. These factors also relate to the family's physical condition, who is taking

care of the younger sibling/s and sick family        members.

**3. The Ranking of Predictors of Truancy and Absenteeism When Classified to as sex**

**Table 3: The ranking of predictors of truancy and absenteeism among Grade 11 SHS students of PNHS as classified by sex**

| Predictors | Male | | Female | |
|---|---|---|---|---|
| | Mean | Rank | Mean | Rank |
| School-Related Reasons | 3.45 | 2 | 3.44 | 2 |
| Financial Reasons | 3.26 | 3 | 3.23 | 3 |
| Family/Health Reasons | 3.51 | 1 | 3.48 | 1 |
| Personal Reasons | 2.85 | 4 | 2.85 | 4 |
| Distance from School | 2.67 | 6 | 2.69 | 6 |
| Peer Pressure | 2.79 | 5 | 2.75 | 5 |

In the ranking of predictors of truancy and absenteeism on sex, the number 1 for the male and females is **family/health reasons**, with a mean of 3.51 and 3.48, respectively. Both sexes are associated with family/health reasons as the dominant predictor of truancy and absenteeism.

**The Ranking of Predictors of Truancy and Absenteeism When Classified as to Residence**

**Table 3.1: The ranking of predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to residence**

| Predictors | Urban | | Rural | |
|---|---|---|---|---|
| | Mean | Rank | Mean | Rank |
| School-Related Reasons | 3.44 | 2 | 3.45 | 2 |
| Financial Reasons | 3.23 | 3 | 3.24 | 3 |
| Family/Health Reasons | 3.48 | 1 | 3.50 | 1 |
| Personal Reasons | 2.85 | 4 | 2.85 | 4 |
| Distance from School | 2.69 | 6 | 2.67 | 6 |
| Peer Pressure | 2.75 | 5 | 2.77 | 5 |

In the ranking of predictors of truancy and absenteeism to the residence, the number 1 rank for the **urban and rural residences is the family/health reasons, with a mean of 3.48 and 3.50,** respectively. Nevertheless, the result contrasts with Balfanz and Letgers (2004) finding that students residing in urban neighbourhoods are more likely to miss school and become chronically absent due to the myriad of factors that distract students from school. Both residents considered family/health reasons significant contributors to truancy and absenteeism.

**The Ranking of Predictors of Truancy and Absenteeism When Classified as to Age**

**Table 3.2: The ranking of predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to age**

| Predictors | 15 years old | | 16 years old | | 17 years old | | 18 years old | |
|---|---|---|---|---|---|---|---|---|
| | M | Rank | M | Rank | M | Rank | M | Rank |
| School-Related Reasons | 3.56 | 1 | 3.44 | 2 | 3.39 | 2 | 3.47 | 2 |
| Financial Reasons | 3.13 | 3 | 3.26 | 3 | 3.22 | 3 | 3.28 | 3 |
| Family/Health Reasons | 3.54 | 2 | 3.49 | 1 | 3.45 | 1 | 3.61 | 1 |
| Personal Reasons | 2.85 | 4 | 2.85 | 4 | 2.83 | 4 | 2.87 | 4 |
| Distance from School | 2.56 | 6 | 2.68 | 6 | 2.71 | 6 | 2.58 | 6 |
| Peer Pressure | 2.69 | 5 | 2.79 | 5 | 2.71 | 5 | 2.67 | 5 |

The ranking of truancy and absenteeism predictors according to age, 16 years old, 17 years old, and 18 years old rated family/health reasons number 1, while 15 years old chose school-related reasons as number 1.

**The Ranking of Predictors of Truancy and Absenteeism When Classified to Family Monthly Income**

**Table 3.3: The ranking of predictors of truancy and absenteeism among Grade 11 SHS students of PNHS when classified as to family monthly income**

| Predictors | 5,000 below | | 5,001-1000 | | above 10,001 | |
|---|---|---|---|---|---|---|
| | Mean | Rank | Mean | Rank | Mean | Rank |
| School-Related Reasons | 3.41 | 2 | 3.48 | 2 | 3.44 | 2 |
| Financial Reasons | 3.36 | 3 | 3.28 | 3 | 3.24 | 3 |
| Family/Health Reasons | 3.67 | 1 | 3.52 | 1 | 3.49 | 1 |
| Personal Reasons | 2.89 | 4 | 2.86 | 4 | 2.85 | 4 |
| Distance from School | 2.59 | 5 | 2.67 | 6 | 2.68 | 6 |
| Peer Pressure | 2.56 | 6 | 2.84 | 5 | 2.77 | 5 |

The ranking of truancy and absenteeism predictors among Grade 11 SHS students of PNHS when classified according to family monthly income, 5,000 below, 5001-1000, and above 10,001 unanimously rated family/health reasons number 1.

**4. The Level of English Performance**

**Table 4: The level of performance in English as a whole and when classified according to sex**

| Sex | Mean | Description | sd |
|---|---|---|---|
| Male | 84.25 | Satisfactory | 6.03 |
| Female | 84.27 | Satisfactory | 5.93 |
| Total | 84.26 | Satisfactory | 5.98 |

The English performance level as a whole according to sex, the mean rating was 84.26, which is satisfactory, the same rating as the male and female, 84.25 and 84.27, respectively.

**The Level of English Performance as a Whole and When Classified According to Age**

**Table 4.1: The level of English performance as a whole and when classified according to age**

| Age | Mean | Description | sd |
|---|---|---|---|
| 15 years old | 89.08 | Very Satisfactory | 4.07 |
| 16 years old | 83.75 | Satisfactory | 6.03 |
| 17 years old | 86.35 | Very Satisfactory | 5.22 |
| 18 years old | 87.08 | Very Satisfactory | 4.27 |
| Total | 84.26 | Very Satisfactory | 5.98 |

The level of English performance as a whole and when classified according to age were unanimously very satisfactory,15 years old rates (89.08), 16 years old rates (87.75), 17 years old rates (86.35), and 18 years old rates (87.08).

**The Level of English Performance as a Whole and When Classified According to Residence**

**Table 4.2: The level of English performance as a whole and when classified according to residence**

| Residence | Mean | Description | sd |
|---|---|---|---|
| Urban | 86.28 | Very Satisfactory | 5.38 |
| Rural | 83.52 | Satisfactory | 6.03 |
| Total | 84.26 | Satisfactory | 5.98 |

The level of English performance as a whole and when classified according to the residence, the urban rating was very satisfactory (86.28), and rural was satisfactory only (83.52).

**The Level of English Performance as a Whole and When Classified According to Family Monthly Income**

**Table 4.3: The level of English performance as a whole and when classified according to family monthly income**

| Family Income | Mean | Description | sd |
|---|---|---|---|
| below 5000 | 81.15 | Satisfactory | 4.67 |
| 5001 - 10000 | 83.40 | Satisfactory | 5.98 |
| 10001 above | 84.54 | Satisfactory | 6.00 |
| Total | 84.26 | Satisfactory | 5.98 |

The level of English performance as a whole and when classified according to family monthly income, the rating of below 5,000 (86.28), 5001-10000 and 10001 above (84.54) was satisfactory.

**5. The t-test Result for Differences in English Performance of Students When Classified According to Sex.**

**Table 5: The t-test result for differences in English performance of the student when classified according to sex**

| Sex | Mean | Mean Diff | t | df | p |
|---|---|---|---|---|---|
| Male | 84.255 | -.019 | -.027 | 330 | .978 |
| Female | 84.273 | | | | |

* p <.05

The t-test results for sex; mean for the male is 84.255, and for the female is 84.273, with a difference of .019. This difference is insignificant, as indicated by a t-value of .027 and a probability value of .978. Since the probability value is .05, the null hypothesis was accepted. Both males and females do not differ in their English performance. Hankin, Mermelstein, and Roesch (2007), males and females differ in internalising and externalising psychopathology rates. During late adolescence and young adulthood, the gender gap in such externalising behaviours as conduct disorder, delinquency, and aggression widens, with a male-to-female ratio greater than two to one.

**The t-test Result for Differences in English Performance of the SHS Students When Classified According to Age.**

**Table 5.1: The ANOVA result for differences in English performance of SHS students when classified according to age**

| Sources of Variation | Sum of Squares | df | | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 570.398 | 3 | 190.133 | 5.531 | .001 |
| Within Groups | 11275.804 | 328 | 34.377 | | Mean Square |
| Total | 11846.202 | 331 | | | |

English performance t-test result for differences of the SHS student according to age obtained f-value when grouped was 5.531 with a probability value of 0.001; since the probability is lower than the 0.05 level of significance, the null hypothesis was rejected. The result implies that the English performances of the four groups of SHS students are not the same.

**Post-Hoc Test for Pair-wise Comparison of Means**

**Table 5.1A: Post-Hoc test for pair-wise comparison of means**

| (I) Age | (J) Age | Mean Difference (I-J) | p |
|---|---|---|---|
| 15 years old | 16 years old | 5.32340* | .018 |
| 15 years old | 17 years old | 2.72910 | .616 |
| 15 years old | 18 years old | 1.99359 | .868 |
| 16 years old | 17 years old | -2.59430 | .246 |
| 16 years old | 18 years old | -3.32981 | .296 |
| 17 years old | 18 years old | -.73551 | .989 |

A post hoc test was utilised to determine which pair of groups differ from each other. The mean difference between the mean rating of the 15- and 16 years old students was 5.32. The null hypotheses were rejected because the difference is significant

at a 0.05 level, as indicated by a p-value of 0.018. That means that 15 years old and 16 years old differed in performance in English and that the 15 years old had a higher rating than the 16 years senior students. The other pair-wise comparison of means showed no significant differences, as indicated by probability values more elevated than the 0.05 level of significance. Hence, the null hypotheses were accepted.

**The t-test Result for Differences in English Performance of Student When Classified According to Residence.**

**Table 5.2: The t-test result for differences in English performance of the student when classified according to residence**

| Residence | Mean | Mean Diff | t | df | p |
|---|---|---|---|---|---|
| Urban | 86.281 | 2.758 | 3.79 | 33 | .00 |
| Rural | 83.522 | | 6 | 0 | 0 |

* p <.05

English performance t-test result for differences of the student classified to the residence, the mean for the urban is 86.281 and for the rural is 83.522 with a difference of 2.758. The difference is insignificant, as indicated by the at-value of 3.796 and probability value of .000. Since the probability value is 0.05, rejection of the null hypothesis is applied. Thus, urban and rural differed in their English performance.

**The ANOVA Result for Differences in English Performance of SHS Students When Classified According to Income**

**Table 5.3: ANOVA result for differences in English performance of SHS Students when classified according to family monthly income**

| | Sum of Squares | df | Mean Square | F | P |
|---|---|---|---|---|---|
| Between Groups | 177.538 | 2 | 88.769 | 2.503 | .083 |
| Within Groups | 11668.663 | 329 | 35.467 | | |
| Total | 11846.202 | 331 | | | |

The ANOVA result for differences in English performance of SHS students when classified to income, the obtained f-value was 2.503 with a P-value of .083, which is higher than the .05 level of significance. Thus, the null hypotheses were accepted. That means that the

performances in English of SHS students belonging to the different monthly income groups did not differ from each other.

## 6. Relationship Between English Performance and Truancy's Predictors and Absenteeism

**Table 6: The relationship between English performance and truancy's predictors and SHS students' absenteeism in PNHS**

| Predictors | Chi-square | p | Interpretation |
|---|---|---|---|
| School-Related Reasons | .004 | .942 | Not Significant |
| Financial Reasons | .046 | .399 | Not Significant |
| Family/Health Reasons | .016 | .778 | Not Significant |
| Personal Reasons | .026 | .642 | Not Significant |
| Distance from School | -.001 | .983 | Not Significant |
| Peer Pressure | .022 | .692 | Not Significant |
| Overall | .038 | .487 | Not Significant |

The chi-square test of the association determined the relationship between English performance and truancy's predictors and absenteeism was 0.004 with a probability value of 0.942. The null hypotheses were accepted since the probability value is higher than the 0.05 level of significance. Therefore, **no significant relationship between school-related reasons and performance.**

Therefore, all the tests found no significant relationship:

1. **English performance and financial reasons** showed that the chi-square value for the relation was 0.046 with a probability value of 0.399.
2. **English performance and family/health reasons** showed that the chi-square value for the relation between family/health reasons and performance was 0.016 with a probability value of 0.778.
3. **English performance and personal reasons** showed that the chi-square value for the relation was 0.016 with a probability value of 0.778.
4. **English performance and distance from school** showed that the chi-square value for the relation was 0.016 with a probability value of 0.778. \
5. **As to the relation between English performance and peer pressure**, the result showed that the chi-square value for

the relationship was 0.016 with a probability value of 0.778.

In summary, the above results that reasons: school-related, financial, family/health, personal, distance from school, and peer pressure do not influence English performance, meaning students can still perform well in their studies.

## VI. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The Grade 11 SHS students' established profile was that most of the respondents were male, resided in rural, were 16 years old, and had a family monthly income of above 10001.00.
2. The dominant predictors, when classified according to profile, was family/health reason.
3. There was no significant difference in the ranking of predictors when classified according to profile.
4. The level of performance of truancy and absenteeism among respondents, when classified according to profile, was satisfactory.
5. There was no significant difference in English performance of the Grade 11 students of PNHS when classified according to sex, residence, and age. Still, there was a considerable difference in the level of performance as to family monthly income.
6. There is no significant relationship in all of the predictors on the English performance of the Grade 11 SHS student of PNHS.

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