

STRATEGIC AND INSTRUCTIONAL INTERVENTIONS ON STUDENTS' HABITUAL ABSENCES FOR ACADEMIC ACHIEVEMENT

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ABSTRACT

This study aimed to determine the problems encountered due to students' habitual absences, and the extent of its effects on academic performance. This is a descriptive research design utilizing survey questionnaire. The population was composed of nine subject teachers and forty-seven students. Descriptive statistics using mean, average weighted mean, over-all mean, percentage distribution, ranking and descriptive ratings based on 5-point Likert scale were utilized. t-Test results indicating significant difference were employed. There was salient finding that depicts significant difference on the extent of the effects of the problems on academic performance as perceived by the teachers and students. In view of the finding, this conclusion was drawn: the disparity is made known because the prevailing situation might be in contrast to students' expectations and they are not adjusted on classroom activities that demand time. Another reason is that, the teachers are duty-bound to scrutinize the details of the component before rating them while the students appraised the area in accordance to their own understanding, thus, overlooking its significance. In the light of the foregoing conclusion, the following were recommended: determine the type and frequency of absences prevalent in the classroom, evaluate the validity of the strategic and instructional interventions before its application, enrich the academic development programs, provide incentives to active students and give greater emphasis on areas where students are deficient.

Keywords: Habitual absences, effects, academic performance, interventions.