

# Attendance and Parental Support: Its Influence to College Students' Academic Performance

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**Revina Ortizano- Mendoza (PhD)**

Lourdes College, Cagayan de Oro City, Philippines  
revina\_mendoza@yahoo.com.ph

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**Abstract** - *This descriptive-correlational study determined which of the factors - students' attendance, motivation, school climate, and parents' support - influence college students' academic performance. A researcher-made instrument was used to gather the data. This instrument underwent content validation and reliability testing. A total of 109 college students in a higher education institution during the first semester of School Year 2015-2016 were randomly chosen as participants. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to determine the level of students' motivation, perception of school climate and the level of parent's support. Spearman rho was also used to determine which of the factors had influence to the academic performance of students. Results reveal that the participants had high level of motivation, and perceived the school climate as very satisfactory and had assessed their parental support as low. Moreover, only parental support and students' attendance significantly influenced academic performance. From the findings of the study, it implies that college students, as individuals, still need the support of parents not just financially, but morally as well, in their academic endeavors. Hence, parents are encouraged to give their support to their children in all forms.*

**Keywords:** *attendance, motivation, school climate, parental support, academic performance*

## INTRODUCTION

Each academic institution envisions its students to perform best in school. This performance is measured through students' grades. As an institution aiming for academic excellence, Lourdes College puts in place interventions such as close monitoring of students' attendance, academic consultations with the respective instructors and guidance counselors, and remedial and enrichment activities.

With the advent of technology, most college students are observed spending fewer hours in studying but more time in accessing their accounts in social networking sites. Osharive [1] suggested that students create a balance between social media and academic activities to avoid setbacks in their academic performance. In line with motivation, Rudow [2] cited a study from the American Counseling Association which resonated that certain students excel in college while others flounder might be related back to their motivations why they go to school.

Cognizant of the importance of students' academic success in preparation for their chosen career, the researcher deemed it necessary to identify

factors that exert strong influence on academic success, hence, the researcher was prompted to conduct of this study. While there are many factors related to academic performance, the researcher found interest in exploring the variables on attendance, motivation, school climate and parental support of college students considering that there had been no study that was conducted in the school where the researcher is teaching. With the policy of dropping students due to excessive absences as stipulated in the Student Handbook, the researcher was alarmed on the number of absences that the instructors have reported to her office, hence, the researcher thought of conducting a study in which participants were those who have been reported to incur absences.

The results of this study will provide the school administration with baseline information helpful in the crafting of interventions geared towards the improvement of students' academic performance.

This study assumed that students' attendance, motivation, their perception of school climate and parents' support significantly influence the students' academic performance measured in terms of General

Point Average (GPA). Such assumption is hinged on King's Theory of Goal Attainment [3]. This theory emphasizes the relationship between three interacting systems: personal, interpersonal, and social. In this present study, each system of the theory is represented by the following factors: attendance and motivation for the personal system, interpersonal system, on the other hand, would be on school climate for the interpersonal system, and support of parents for the social system.

The following reviews of literature and studies establish the influence of the aforementioned variables to the academic performance of students.

Majority of research reports suggest the positive correlation between student attendance and grades [4] [5], Thomas & Higbee; 2003). While the strength of the relationship is disputable, finding of these studies were fairly consistent among various science disciplines and course levels. Thomas and Higbee [6] found the correlation between attendance and grades in mathematics courses. Moreover, Gottfried [7] found positive and statistically significant relationships between student attendance and academic achievement for both elementary and middle school students.

In line with motivation, this study hinges on Goal Orientation theory as a social cognitive theory of achievement motivation which examines the reasons why students engage in their academic work, [8]. Motivation has been shown to influence positively study strategy, academic performance, adjustment and well-being in students in domains of education other than medical education [9].

School climate has been widely recognized as an important component of successful schools and a predictor of a variety of student outcomes according to Zander [10]. Fostering a positive school climate for academic success and viewing school climate as a fundamental collective school outcome is very important as opined by Wang, et.al (2014). Hence, if a school has a positive school climate, it can mean a success on the part of the students.

Parent involvement in their children's education was consistently found to be positively associated with the children's academic performance [12]. Results of their study indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of a child's intelligence. Furthermore, Schwanz et al. (2014) found out that there was a significant positive correlation between the perceived

parental support scores and students' Grade Point Average (GPA). Heynes [14] found out in his meta-analysis on parental involvement and students' academic achievement that parental involvement is associated with higher student achievement outcomes whether these outcomes were measured through grades, standardized test scores, or a variety of other measures, including teacher ratings.

#### **OBJECTIVES OF THE STUDY**

This study would like to explore on the factors that are significantly associated with the academic performance of college students of a private institution during the 1<sup>st</sup> semester of SY 2015-2016. Specifically, this study determined the following: (1) the students' attendance and perceived level of parental support, school climate, and motivation; (2) the students' academic performance; and (3) which of the school-related factors are significantly associated with academic performance.

#### **METHODS**

This study employed the descriptive-correlational research design as it explored the relationship between the students' academic performance and their attendance and perceived parental support, school climate and motivation level. The participants of the study were the randomly sampled one hundred nine (109) students during the 1<sup>st</sup> Semester of School Year 2015-2016.

A researcher-made instrument, subjected to validity and reliability test, was used to gather the data. Reliability test using Cronbach's Alpha Correlation Coefficient yielded the following values: .811 for parental support, .883 for school climate and culture, and .854 for motivation. According to Tavakol and Denneck [15], the acceptable value of alpha is from .70 to .95; hence, the items of the instrument are internally consistent.

Descriptive statistics such as frequency, mean, and standard deviation were employed to determine the profile of the students. Spearman rho was used to determine which of the school-related factors influenced significantly students' academic performance.

#### **RESULTS AND DISCUSSION**

Table 1 presents the descriptive statistics of the students' attendance in a semester which has the perfect attendance of 36 days. The figures reveal that more than half (51.37%) of the students had

moderately low attendance, indicating that they incurred almost ten (10) days absence from their respective classes. Furthermore, almost 25 percent of them had low attendance, indicating that they incurred absences beyond the allowable number.

**Table 1. Percentage Distribution of Students' Attendance**

Range	Description	F	%
34-36	High	0	0.00
31-33	Moderately High	1	0.92
28-30	Average	25	22.94
25-27	Moderately Low	56	51.37
22-24	Low	27	24.77
Total		<b>109</b>	<b>100.00</b>

**Table 2. Participants' Assessment on their Level of Motivation**

Indicators:	Mean	SD	VI
1. I participate more when class works involve interesting tasks.	4.24	0.77	MH
2. Despite of my absences, I think I am doing well in my studies	3.71	0.84	MH
3. I prefer academic tasks that would challenge me so I can learn new things.	3.98	0.77	MH
4. The most important thing right now is to pass all my subjects hence, my main concern is to have good grades.	4.64	0.62	H
6. I am willing to participate in any tasks on hand.	4.26	0.79	MH
7. I work hard in my studies because I find the tasks interesting.	3.96	0.78	MH
8. I am confident that I can acquire the necessary skills needed for me to become a professional.	4.20	0.73	MH
9. My most important goal is to prepare myself for entering a career	4.47	0.69	MH
10. I think I will be able to make use of the skills I learn from my subjects in my chosen career.	4.44	0.67	MH
11. If I have the choice, I particularly like to take those subjects which seem useful to me in my future career.	4.45	0.63	MH
12. Getting good grades is the most satisfying thing for me right now.	4.59	0.58	H

Note: H – High; MH – Moderately High

Table 3 shows that the participants' motivation level was moderately high as indicated by the overall mean of 4.30. Specifically, 71 (65%) of the participants had moderately high level of motivation, while 36 (33%) had high motivation.

**Table 3. Frequency and Percentage Distribution of the Participants' Assessment on their Level of Motivation**

Scale	Range	Description	F	%
5	4.51-5.00	High	36	33.03
4	3.51 -4.50	Moderately High	71	65.14
3	2.51 – 3.50	Average	1	0.92
2	1.51 – 2.50	Moderately Low	1	0.92
1	1.00 – 1.50	Low	0	0.00
Total			<b>109</b>	<b>100.00</b>

Overall Mean: 4.30; SD: 0.42; Description: Moderately High

Analysis of the data show that the students placed more importance on passing all their subjects, which is shown by the indicator “to have good grades” with the highest mean (4.64); hence, they have to do well in their studies (M=4.61) for they are satisfied when they get good grades (M= 4.59).

Table 4 presents the descriptive statistics of the participants' perception of their school climate. Data show that the majority of the participants (59.63%) perceived their school climate as very satisfactory (M=3.92). The result of this study concurs with Wang [11] who said that fostering a positive school climate for academic success and viewing school climate as a fundamental collective school outcome is very important. From the results of the study, it can then be inferred that the students are satisfied with the quality of their experiences while in school.

**Table 4. Frequency and Percentage Distribution of the Participants' Perception of School Climate**

Scale	Range	Interpretation	F	%
5	4.51-5.00	Outstanding	19	17.43
4	3.51 -4.50	Very Satisfactory	65	59.63
3	2.51 – 3.50	Satisfactory	23	21.10
2	1.51 – 2.50	Fair	2	1.84
1	1.00 – 1.50	Poor	0	0.00
Total			<b>109</b>	<b>100.00</b>

Over-all Mean: 3.92; SD: 0.61; Description: Very Satisfactory

All the indicators of school climate were perceived to be very satisfactory. This school climate is articulated in terms of the teachers close monitoring of the students' attendance (M= 4.31), showing care about their students (M=4.06), and treating them with respect (M= 4.06). Indeed, the school's vision as a nurturing and learning community is evident and experienced by the students.

Moreover, Table 6 presents the frequency and percentage distribution of the participants' assessment on the support they get from their parents.

**Table 5. Participants' Perception of School Climate**

My Teachers:	WM	SD	VI
1. care about their students	4.06	0.76	VS
2. closely monitor my attendance	4.31	0.72	VS
3. require an admission slip for my absences	3.86	1.04	VS
4. listen to me when I have a problem	3.68	0.97	VS
5. let me know when I am doing a good job	3.76	0.94	VS
6. treat students fairly	3.75	1.11	VS
7. are fair when correcting misbehavior	3.78	0.99	VS
Students . . .			
8. get along with one another	3.89	0.83	VS
9. are friendly toward most other students	3.92	0.87	VS
10. really care other students	3.84	0.92	VS
11. treat each student with respect	4.06	0.91	VS
12. School Rules are fair	4.00	0.98	VS
13. Consequences for breaking school rules are fair	4.02	0.95	VS

The figures disclose that 89 percent of the participants received low (M=3.01) parental support in their studies. Because the students are in college already, parents more likely do not closely monitor them as they did when the students were in elementary and high school. It is good to note that parents most of the time genuinely believe in their children and trust their abilities, which is an indicator that got the highest mean (3.93).

**Table 6. Frequency and Percentage Distribution of the Participants' Assessment on Parental Support**

Scale	Range	Interpretation	F	%
5	4.51- 5.00	Very High	0	0.00
4	3.51 - 4.50	High	6	5.50
3	2.51 – 3.50	Low	97	89.00
2	1.51 – 2.50	Very Low	6	5.50
1	1.00 – 1.50	None at all	0	0.00
<b>Total</b>			<b>109</b>	<b>100.00</b>

Over-all Mean: 3.01; Deviation: 1.08; Description: Low

It can be noted that the parents of the participants were highly available for the students especially when they need them the most (M=3.92). On the other hand, parents justify their controlling and fear-inspired rules as necessary for their students' safety (M= 1.93) was rated as very low. By justifying parents' controlling and fear inspired rules imply that parents positively disciplined their children becoming them to be successful persons in the future.

**Table 7. Participants' Assessment on Parental Support**

My parents. . .	Mean	SD	VI
1. do not compare their failures and accomplishments with mine.	3.39	1.17	L
2. closely monitor my performance and some details in school.	3.84	0.86	H
3. find time to listen to me.	3.78	1.13	H
4. make themselves available when needed.	3.92	1.06	H
5. genuinely believe in me and trust my abilities.	3.93	1.00	H
6. expect me to fall within a narrow window of success.*	2.40	1.14	VL
7. protect me from ever taking responsibility or assuming risk, while adhering to iron-clad rules in every other area of my life.*	2.05	0.95	VL
8. maintain a non-negotiable set of guidelines, regardless of whether they're realistic or necessary.*	2.50	0.89	VL
9. justify their controlling and fear-inspired rules as necessary for my safety.*	1.93	0.86	VL
10. often use intimidation and force to ensure obedience.*	2.41	1.08	VL

\* - negatively scored items; VL – Very Low; L – Low; H – High;

Students' academic performance is shown in Table 8. The school's grading system was used as reference on this. From the data, almost 29 percent (28.44%) of the participants had moderately good grades with a Grade Point Average (GPA) of 2.25 to 2.49, while 21 percent of them had good grades with a GPA of 2.00 to 2.24. None of them got excellent or outstanding grades as well.

The figures further imply that because these students have incurred a good number of absences, naturally they have only gotten this much.

**Table 8. Percentage Distribution of Students' Academic Performance**

Range	Description	F	%
1.00 – 1.24	Excellent	0	0.00
1.25 – 1.49	Outstanding	0	0.00
1.50 – 1.74	Superior	5	4.59
1.75 – 1.99	Very Good	14	12.84
2.00 – 2.24	Good	23	21.10
2.25 – 2.49	Moderately Good	31	28.44
2.50 – 2.74	Acceptable	20	18.35
2.75 – 2.99	Fair	2	1.83
3.00 – 3.24	Marginal	3	2.75
3.25 – 3.50	Conditional	5	4.59
5.0	Failure	6	5.51
<b>Total</b>		<b>109</b>	<b>100.00</b>

The main intention of the study was to determine whether the aforementioned variables such as parental support, school climate, motivation, and attendance are significantly associated with the students' school performance in terms of Grade Point Average. Table 6 presents the correlation results using Spearman's rho.

Data disclose that only parental support ( $p=.010$ ) and attendance ( $p=.024$ ) were significantly correlated with the students' academic performance. It can then be inferred that higher parental support and the more frequent the student is attending his classes would result in higher academic performance. The negative values of the correlation coefficient are in order, considering that the grading system of the school is such that the lower the number, the higher the grade.

Findings of this study support with that of Schwanz et al. [13] who perceived that parental support and school performance were correlated. Moreover, the contention of Soto & Anand [4], Moore & Jensen [5], and Thomas & Higbee [6] were affirmed when they said that attendance influences school performance.

**Table 9. Spearman's rho values**

		GPA
Parental Support	Correlation Coefficient	1.000
	Sig.(2-tailed)	
	N	109
School Climate	Correlation Coefficient	-.247 **
	Sig.(2-tailed)	.010
	Correlation Coefficient	.149
Motivation	Sig.(2-tailed)	.122
	Correlation Coefficient	-.077
	Sig.(2-tailed)	.425
Attendance	Correlation Coefficient	-.215 *
	Sig.(2-tailed)	.024

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

### CONCLUSION AND RECOMMENDATION

The role of the parents in the lives of their children does not end in the formative years of an individual. Even if parents are teaching their children to be independent, but, they have to be part of the support system to their children. Reminding them to be conscious of their attendance is just one support that parents can give to their parents.

The strong collaboration between the school and home still holds true even if a student is already in college. As individuals, students need the support of parents not just financially, but morally as well. On

the part of the instructors, close monitoring of students' attendance is still a part of the classroom routine. These two – parental support and attendance-still matter among college students' academic performance.

In the school's effort to graduate students who are competent and responsive graduates, the researcher recommends to forger a strong collaboration between the school and the home. On the part of the school, instructors are encouraged to strengthen the mechanisms of monitoring student's attendance as such influences their academic performance. Also, parents are encouraged to support their children in all their academic endeavors.

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