Teacher Factor for Student Absenteeism
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Very frequent do we see students being called up at the guidance office for various reasons. It may be due to mischief, coming late to school, or regular absenteeism.

One time a student was brought to the guidance office by the adviser due to more than occasional absenteeism. The adviser, after giving efforts of home visitations and parent call ups, the adviser is thinking of the option of dropping the student. When the student was asked why he keeps on skipping the school among the many reasons that was expected it was surprise that he said he was bored at school.

What then catches the interest of the student to keep him coming and staying at school? Is the teacher to be blamed for the student’s lack of interest? Is it still a teacher factor?

Maybe so, after all the teacher is the focal person that drives of the class gearing towards the realization of the objectives of the lesson. If the teacher can’t sustain let alone catch the interest of the student, then the results to the student would be drastic in nature. The student misses a lot whenever he skips class even if for just a single hour of the day. Foy (2005) states in his study that long term effect of attendance is one of the factors that determine a student’s future in college or in the work place. Walters (2016) reports the excessive student absenteeism can lead to disinterest in school and academics which in turn results to low average income, higher incidents of unemployment, together with higher risk of poverty due to lack of proper education that will lead them to higher paying jobs.

Now that the problem has been identified, what must be done to remedy this? At one time the teacher asked the student if he likes to transfer to another school where he finds he could be interested to go. But is this resort? I think not.

One easier solution lies in the teacher. The teacher being the focal point of education must make it to a point that the class becomes interesting and lively so as to keep the students coming to school and looking forward to each lesson in everyday. The teacher must be able to adjust to the needs of the students. To ensure that the student will be made to stay inside the class, the teacher must find ways of making the class lively and engaging. One way of doing so is having small talks with student to identify and discover what interests them. Once these interests are pointed out, they must then be injected to the discussion in a way that it becomes meaningful to the students. Another way is how the teacher views the classroom. If the teacher still dwells in the traditional era of authoritarian regime inside her classroom the tendency is that the student will no longer attend class in fear of being scolded, humiliated or singled out from class. Remember that the 21st century teacher now facilitates the class and no longer terrorizes the students. If the teacher can manage the class to become welcoming and not judgmental, the students themselves will develop the habit of participating more in the discussion and attending regularly to classes. Remember that the teacher can either make or break the student’s confidence which will catapult him to reach success. But then again is the teacher the only factor to consider? It can also be observed that the students must also act upon themselves that they must exert effort in attending their classes. They should also find ways on how they can make their classes interesting for their own benefit.
But even that would be the case, the teacher again should be able to make these students arrive at the realization that it is important to attend classes, to discover things that will make them interested to come to class, to make them see how they will be able to enjoy the school at their own terms.

So in the end, the teacher has a bigger responsibility but not necessarily mean the sole responsible in making the students stay at school. After all means and ways are made, after all efforts are done and the student still remains adamant in attending classes, the teacher must seek counsel to resolve the problem. It must not be left out unsolved. And again transfer to another must only be the last resort the teacher most especially the adviser should think of.

References:
