

Attendance Compliance and Work Productivity among Employees in Aces Polytechnic College, Inc.: Basis for Policy Recommendation

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ABSTRACT

Employee attendance compliance is an essential factor influencing organizational effectiveness and employee work productivity, particularly in educational institutions where service quality depends on employee performance and accountability. Despite the growing body of research on attendance management and productivity, limited studies have examined their relationship within private higher education institutions in the Philippine context. This study aimed to determine the relationship between attendance compliance and work productivity among employees of ACES Polytechnic College, Inc. Specifically, it assessed the levels of attendance compliance and work productivity, examined the relationship between these variables, and determined whether work productivity significantly differed according to selected demographic characteristics. The study employed a quantitative research design using descriptive-correlational and causal-comparative approaches. A total of 108 teaching and non-teaching employees who met the inclusion criteria participated in the study through purposive sampling. Data were collected using a validated survey questionnaire and analyzed using mean, standard deviation, Pearson's Product-Moment Correlation, and Analysis of Variance (ANOVA) at the 0.05 level of significance. The findings revealed that employees demonstrated very high levels of attendance compliance ($M = 3.40$, $SD = 0.68$) and work productivity ($M = 3.27$, $SD = 0.64$). Correlation analysis showed a moderate positive and statistically significant relationship between attendance compliance and work productivity ($r = 0.384$, $p < .001$), indicating that employees with higher attendance compliance tended to exhibit greater work productivity. Moreover, work productivity did not significantly differ according to age, sex, and years of service, although a significant difference was observed based on civil status. The study concludes that attendance compliance is significantly associated with employee work productivity and highlights the importance of strengthening attendance compliance practices, organizational support, and employee development initiatives to promote higher productivity and improve institutional effectiveness in higher education institutions.

Keywords: Attendance Compliance, Work Productivity, Employee Performance, Organizational Behavior, Policy Recommendation

INTRODUCTION

Employee attendance compliance and work productivity are important to organizational effectiveness, particularly in higher education institutions where teaching and non-teaching employees contribute to academic, administrative, and support services. Attendance compliance involves adherence to policies on punctuality, work schedules, and absence reporting, while productivity reflects employees' effectiveness in performing their responsibilities.

Attendance behavior may be influenced by factors such as policy awareness, motivation, personal circumstances, and organizational support. The Job Demands–Resources Model emphasizes that adequate workplace resources and organizational support can promote employee motivation and performance (Bakker & Demerouti, 2007). However, limited research has examined the relationship between attendance compliance and work productivity in private higher education institutions in the Philippine context.

Thus, this study examined the relationship between attendance compliance and work productivity among teaching and non-teaching employees of ACES Polytechnic College, Inc. Specifically, it assessed the levels of both variables, determined their relationship, and examined differences in productivity according to selected demographic characteristics. The findings may provide evidence for strengthening attendance management and developing appropriate workplace policies in higher education institutions.

Statement of the Problem

This study specifically measured the attendance compliance and work productivity among employees of ACES Polytechnic College, Inc. The study sought to answer the following questions:

2. 1 What is the status of attendance compliance in ACES Polytechnic College, Inc.: in terms of:
 - 2.1.1 awareness and understanding of attendance;
 - 2.1.2 personal commitment and motivation;
 - 2.1.3 barriers to attendance;
 - 2.1.4 institutional support and fairness; and 1.5 self-Reported attendance behavior?
- 2.2. What is the level of work productivity in ACES Polytechnic College, Inc.: in terms of:
 - 2.2.1 individual work performance;
 - 2.2.2 task performance;
 - 2.2.3 contextual performance; and
 - 2.2.4 counter productive work behavior?
- 2.3. Is there a significant relationship between attendance compliance and work productivity among employees in ACES Polytechnic College, Inc.?
- 2.4. Is there a significant difference on employee's productivity in ACES Polytechnic College, Inc. when analyze according to age, sex, civil status, and years of service

Null Hypotheses

The null hypotheses were tested at the 0.05 alpha level of significant and are stated as follows:

There is no significant relationship between attendance compliance and work productivity among employees in ACES Polytechnic College, Inc., and there is no significant difference between attendance compliance and work productivity among employees in ACES Polytechnic College, Inc.

THEORETICAL FRAMEWORK

The theoretical framework for this study was grounded in several key theories that explore the relationship between attendance compliance and work productivity. This framework guides the analysis of how various factors influence employee attendance and performance within the organizational context of ACES Polytechnic College, Inc.

The JD-R model posits that employee well-being and performance are influenced by the balance between job demands and available resources. High job demands can lead to burnout and absenteeism, while adequate resources (such as support from management and a positive work environment) can enhance engagement and

attendance (Bakker & Demerouti, 2007). This model helped analyze how the availability of resources at ACES Polytechnic College, Inc. impacts attendance compliance and productivity levels.

Maslow's theory suggests that individuals are motivated by a hierarchy of needs, from basic physiological needs to higher-level psychological needs such as belonging and self-actualization (Maslow, 1943). In the workplace, if employees' needs for safety, belonging, and esteem are met, they are more likely to demonstrate higher attendance and productivity. This framework was used to assess how meeting employee needs at ACES Polytechnic College, Inc. affects their attendance compliance.

Social Exchange Theory posits that relationships in the workplace are built on mutual benefit and reciprocity (Blau, 1964). When employees perceive that their organization values their contributions and engages in fair practices, they are more likely to reciprocate with higher attendance and productivity. This theory assisted in understanding the role of organizational support and fairness in influencing attendance compliance among employees.

The Theory of Planned Behavior (Ajzen, 1991) suggests that individuals' intentions to perform behavior (such as attending work) are influenced by attitudes, subjective norms, and perceived behavioral control. This theory was applied to explore how employees' beliefs and attitudes toward attendance influence their actual attendance behavior.

CONCEPTUAL FRAMEWORK

Figure 1 presents the conceptual framework of the study, which examines attendance compliance as the independent variable and work productivity as the dependent variable.

Attendance compliance refers to employees' adherence to organizational attendance policies, including punctuality, work schedules, and absence-reporting procedures. It is assessed through awareness and understanding, personal commitment and motivation, attendance barriers, institutional support and fairness, and self-reported attendance behavior.

Work productivity refers to employees' effectiveness in performing their responsibilities and contributing to organizational goals. It is measured through individual work performance, task performance, contextual performance, and counterproductive work behavior.

The framework assumes that attendance compliance is associated with work productivity, as consistent attendance may support work continuity, task completion, and effective performance. The findings may provide a basis for developing evidence-based attendance policies and employee-support strategies at ACES Polytechnic College, Inc.

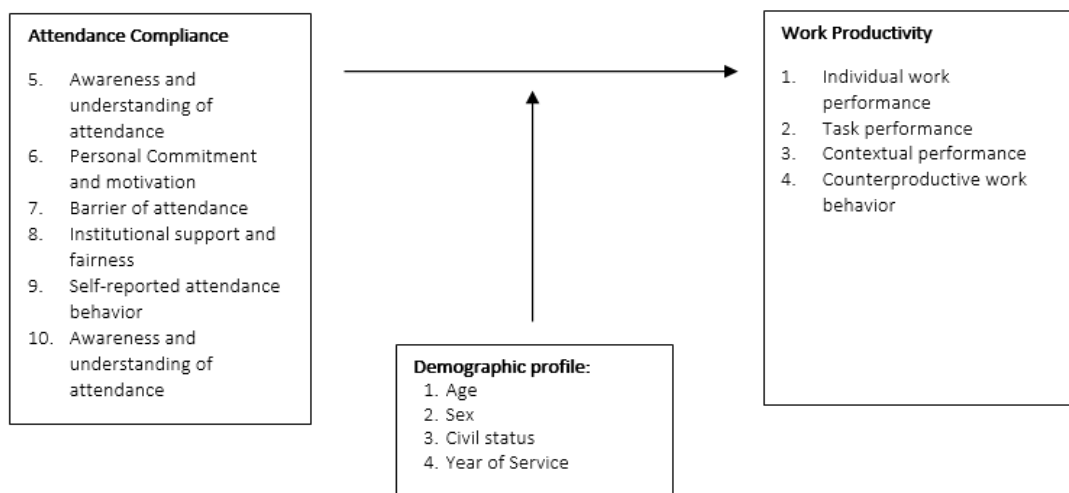


Figure 1: The Conceptual Framework of the study.

Significance of the study

This study examines the relationship between attendance compliance and work productivity among employees of ACES Polytechnic College, Inc. The findings of the study may provide useful information about how employee attendance is associated with productivity and how institutions can use this information to improve workplace practices and policies.

ACES Polytechnic College, Inc. Management. The findings may help the management assess the current attendance policies and practices of the institution. The results can serve as a basis for identifying areas that may need improvement, particularly in attendance monitoring, employee support, and the implementation of policies that encourage accountability and productivity.

Employees. The study may help employees recognize the importance of regular attendance and punctuality in carrying out their responsibilities. By understanding the relationship between attendance compliance and work productivity, employees may become more aware of how their attendance behavior can contribute to their individual performance and to the overall operations of the institution.

Higher Education Institutions. Other higher education institutions may also benefit from the findings of this study. The results may provide insights that can be considered when developing or improving attendance-related policies, monitoring practices, and employee support programs. These measures may help institutions promote both employee welfare and effective work performance.

Students and Other Stakeholders. Consistent employee attendance and effective work performance can contribute to the smooth delivery of academic and administrative services. In this way, students and other stakeholders may benefit from more reliable services, improved responsiveness, and better institutional operations.

Future Researchers. The study may provide a reference for future research on attendance compliance and work productivity. Future researchers may examine these variables in other institutions or include additional factors that may influence employee performance. They may also use different research designs or larger groups of participants to further explore the relationship between attendance and productivity.

METHODOLOGY

Presented in this chapter are the research design, research locale, research respondents, research instruments, data gathering procedure, and ethical considerations.

Research Design

This study employed a quantitative research design using descriptive-correlational and causal-comparative approaches to examine the relationship between attendance compliance and work productivity among employees of ACES Polytechnic College, Inc. The descriptive approach was used to determine the levels of attendance compliance and work productivity, while the correlational approach examined the relationship between these variables. The causal-comparative approach was utilized to determine whether work productivity significantly differed according to selected demographic characteristics. These non-experimental approaches allowed the researchers to investigate existing workplace conditions without manipulating the variables, thereby ensuring objectivity and validity in the analysis.

Research Locale

The study was conducted at ACES Polytechnic College, Inc., located in Panabo City, Davao del Norte, Philippines. ACES Polytechnic College, Inc. has both instructional and support staff, broadening the employee population in terms of positions, work hours, and work demands. This flexibility provides a unique opportunity to study the relationship between attendance compliance and productivity.

The college's human resource policies, particularly those pertaining to work attendance, punctuality, and leave, derive from the guidelines set by the Civil Service Commission (CSC), Memorandum Circular No. 1, s. 2017 (Omnibus Rules on Leave). These policies demand strict compliance with attendance monitoring, punctuality checks, and absenteeism documentation to avert the public sector's 'principal-agent problem' (CSC, 2017).

Conducting the study in this context guarantees that the absence attendance compliance is assessed in the context of an institution that has to comply with policies set at the higher level of the governance framework. Furthermore, the geographic advantage of Panabo City within Davao Region is a logistical advantage for the institution and enhances data collection from respondents in all departments.

Additionally, the institutional environment of ACES Polytechnic College, Inc. fosters a structured yet dynamic workplace culture, where employee performance is closely linked to adherence to administrative policies and professional responsibilities. This setting allows the researchers to examine how attendance compliance not only reflects discipline and accountability but also influences overall workplace efficiency and service delivery. By situating the study within this academic institution, the research can provide insights that are relevant not only to educational organizations but also to other public and private institutions operating under similar regulatory and organizational conditions.

Lastly, the diversity of roles within ACES Polytechnic College, Inc. enables a more comprehensive analysis of attendance compliance across different functional areas, such as teaching, administration, and student services. Each role carries distinct expectations in terms of time management, workload distribution, and accountability, which may influence how attendance behaviors impact productivity. By capturing these variations, the study can better identify patterns and differences in compliance and performance, offering a more nuanced understanding of how institutional policies translate into day-to-day practices.

Research Respondents

The respondents consisted of 108 teaching and non-teaching employees of ACES Polytechnic College, Inc., including 54 full-time and 54 part-time employees. Participants were selected through purposive sampling, with eligibility limited to employees who had rendered at least six months of continuous service to ensure familiarity with the institution's attendance policies and work environment. Employees with less than six months of service or incomplete attendance and performance records were excluded from the study. Demographic information, including age, sex, civil status, and years of service, was collected to facilitate comparative analyses.

Research Instrument and statistical treatment

A survey questionnaire was used as the main research instrument for the study. The questionnaire was designed to adapt previous studies which have been validated in assessing attendance compliance and work productivity. The statements were conformed to the context of the research on APCI employees and were use a Likert scale. The researchers were implementing this scaling system because it is a convenient way to get information about the degree of agreement/disagreement of the respondents in a simple, yet measurable way. As articulated by Jebb et al. (2021), Likert type scales are often used in educational and social science research studies since they can yield valid measurement of attitudes and perceptions.

The questionnaire was divided into three (3) sections: Part 1: Personal Information for APCI employees, which 1 aims to gather information thru names, age, years of service optionally. Part 2: Attendance Compliance, which aims to measure employee's awareness and understanding of attendance policies, personal commitment and motivation, barrier to attendance, institutional support and fairness, self-reported attendance behavior. Part 3. Work Productivity, which aims to measure employees individual work performance, task performance, contextual performance and counterproductive work behavior. The interpretation of the responses for Attendance compliance and Work productivity shall follow the four - point Likert scale as follows:

Range of Means	Description	Interpretation
3.26 – 4.00	Very High	The attendance compliance is always evident.
2.51 – 3.25	High	The attendance compliance is oftentimes evident.
1.76 – 2.50	Low	The attendance compliance is sometimes evident.
1.00 – 1.75	Very Low	The attendance compliance is rarely evident.

Figure1. Attendance Compliance Rating Scale

Range of Means	Description	Interpretation
3.26 – 4.00	Very High	The work productivity is always evident.
2.51 – 3.25	High	The work productivity is oftentimes evident.
1.76 – 2.50	Low	The work productivity is sometimes evident.
1.00 – 1.75	Very Low	The work productivity is rarely evident.

Figure 2. Work Productivity Rating Scale

Data Gathering Procedure

Prior to data collection, the researchers obtained approval from the appropriate institutional authorities and secured permission from the management of ACES Polytechnic College, Inc. Participants were informed of the objectives of the study and voluntarily signed informed consent forms before completing the survey. The validated questionnaires were administered using agreed-upon schedules and standardized procedures to ensure consistency. Completed questionnaires were collected, encoded into Microsoft Excel, checked for completeness and accuracy, and prepared for statistical analysis. The findings were subsequently presented during the research colloquium and prepared for academic publication.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to determine the levels and variability of attendance compliance and work productivity. Pearson's Product-Moment Correlation (Pearson's r) was employed to determine the significance and strength of the relationship between attendance compliance and work productivity. Analysis of Variance (ANOVA) was used to determine significant differences in work productivity when respondents were grouped according to age, sex, civil status, and years of service. Statistical significance was tested at the 0.05 level of significance.

Ethical Considerations

In this study, all researchers followed the basic ethical principles to ensure that the rights and well-being of the respondents were protected. Since this research involved human participants, it was essential to uphold respect, avoid harm, and ensure fairness. These three core ethical principles in research involving human subjects were Respect for Persons, Beneficence, and Justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

Respect for Persons meant that every individual involved in the study was treated with dignity and allowed to make their own informed decisions. All respondents participated voluntarily and were provided with sufficient information about the study prior to giving consent. This included the purpose of the research, the procedures involved, and their right to withdraw at any time for personal or logistical reasons, such as health concerns.

Beneficence meant that the study aimed to maximize possible benefits while minimizing potential harm to the participants. The researchers ensured that no participant was placed in any form of danger or discomfort during data collection. The study also sought to generate valuable findings that could contribute to student development, institutional improvement, and employment preparation for BSBA students.

Justice referred to the fair and equal treatment of all participants. In this study, all APCI employees, from teaching to non-teaching personnel, were given equal opportunity to participate and share their experiences.

No group was favored or excluded without valid justification. The findings of the study were intended to benefit the broader academic community rather than a select group only.

In addition to adhering to the basic ethical principles in research, this study complied with the Data Privacy Act of 2012 (Republic Act No. 10173) of the Philippines. This law protects the privacy and personal information of individuals, particularly in the collection, storage, and use of data for research purposes. The researchers ensured that all participants' personal information was kept confidential and used solely for the purposes of the study.

Before participation, respondents were clearly informed that any personal information they provided—such as age, sex, civil status, and job classification—would be handled securely and confidentially. Their names and any identifying details were not included in the final report or results. Participation was voluntary, and respondents had full control over their involvement, including the right to access, correct, or withdraw their data at any stage of the research process.

The researchers collected only the data necessary for the study and ensured that all information was stored securely. Access to the data was limited strictly to the research team, and upon completion of the study, the data were properly disposed of. These procedures upheld the principles of transparency, legitimate purpose, and proportionality as outlined in the Data Privacy Act. Overall, the researchers ensured that the study was conducted ethically, legally, and with full respect for the rights and privacy of all participants.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the findings of the study on attendance compliance and work productivity among teaching and non-teaching employees of ACES Polytechnic College, Inc. The discussion integrates the empirical findings with relevant literature and theoretical perspectives to provide a deeper understanding of the relationship between attendance compliance and employee productivity.

Status of Attendance Compliance

The findings indicate that attendance compliance among teaching and non-teaching employees of ACES Polytechnic College, Inc. was very high, with an overall mean of 3.40. This suggests that employees generally understood the institution's attendance requirements, demonstrated personal commitment to punctuality, perceived attendance policies as fair, and practiced responsible attendance behaviors.

The highest-rated indicator under awareness and understanding of attendance policies was employees' ability to clearly understand the attendance requirements expected of them ($M = 3.91$, $SD = 0.35$). This finding suggests that employees have a strong awareness of institutional expectations. Clear communication of attendance policies is important because employees are more likely to comply when expectations, procedures, and consequences are clearly communicated. This finding is consistent with the literature emphasizing that transparent and well-communicated attendance policies can promote compliance and accountability.

The high mean for personal commitment and motivation ($M = 3.74$, $SD = 0.54$) further indicates that attendance compliance was not solely dependent on external monitoring. Employees reported that they considered consistent attendance essential to their success and made punctuality a personal priority. This finding can be interpreted through the Theory of Planned Behavior (Ajzen, 1991), which suggests that behavior is influenced by attitudes, social expectations, and perceived control. Employees who view attendance positively and perceive themselves as capable of complying with attendance requirements are more likely to demonstrate consistent attendance behavior.

The barriers-to-attendance indicator obtained a lower category mean of 3.11, interpreted as high. Health-related concerns, transportation difficulties, and family or personal responsibilities were identified as factors that may affect attendance. Importantly, however, employees also reported very high perceptions that attendance policies were enforced fairly and that attendance monitoring systems were accurate and reliable. This finding supports

the Job Demands–Resources Model (Bakker & Demerouti, 2007), which proposes that workplace demands may create strain, whereas organizational resources such as supportive management, fair procedures, and reliable systems can help employees cope with those demands.

The high rating for self-reported attendance behavior ($M = 3.39$, $SD = 0.74$) indicates that employees generally practiced responsible attendance behaviors, particularly informing supervisors in advance when they could not attend. Nevertheless, because these measures were self-reported, the findings should be interpreted with caution. Employees may unintentionally overestimate positive attendance behaviors or provide socially desirable responses. Therefore, future assessments may benefit from comparing survey responses with objective attendance records.

Overall, the findings suggest that ACES Polytechnic College, Inc. has a relatively strong attendance culture characterized by employee awareness, personal responsibility, perceived fairness, and institutional support. However, the presence of attendance barriers indicates that policy enforcement should be complemented by supportive mechanisms rather than relying exclusively on disciplinary measures.

Indicator and Statement	Mean	Standard Deviation	Descriptive Equivalent
<i>Awareness and Understanding of Attendance Policies</i>			
Clearly understand the attendance requirements expected of me.	3.91	0.35	Very High
The consequences of non-compliance with attendance rules are explained well.	3.79	0.42	Very High
Receiving regular reminders about attendance policies.	3.60	0.66	Very High
Category Mean	3.77	0.48	Very High
<i>Personal Commitment and Motivation</i>			
Believe consistent attendance is essential for my success.	3.79	0.49	Very High
Make attending on time a personal priority.	3.73	0.53	Very High
Feel motivated to comply with attendance rules even without supervision.	3.69	0.59	Very High
Category Mean	3.74	0.54	Very High
<i>Barriers to Attendance</i>			
Transportation or travel distance makes it difficult to attend regularly.	2.89	0.89	High
Health-related issues often affect my attendance.	3.12	0.83	High
Family or personal responsibilities sometimes prevent me from attending.	2.92	0.94	High
Finding the schedule difficult to follow consistently.	2.44	1.04	Low
Attendance policies are enforced fairly for everyone.	3.57	0.61	Very High
Support is provided when absences are unavoidable.	3.23	0.72	High
Attendance monitoring systems are accurate and reliable.	3.57	0.55	Very High
Category Mean	3.11	0.80	High
<i>Self-Reported Attendance Behavior</i>			
Rarely miss scheduled sessions without a valid reason.	2.90	1.16	High
Always inform my teacher/supervisor in advance if I cannot attend.	3.80	0.42	Very High
Having a record of good attendance over the past month/quarter.	3.48	0.65	Very High
Category Mean	3.39	0.74	High
Overall Mean	3.40	0.68	Very High

Table 1: Status of Attendance Compliance

Level of Work Productivity

The overall mean for work productivity was 3.27, interpreted as very high. Individual work performance ($M = 3.66$), task performance ($M = 3.68$), and contextual performance ($M = 3.57$) were all rated very high. These findings indicate that employees generally perceived themselves as efficient in performing their responsibilities, managing their time, prioritizing tasks, maintaining work-related knowledge, and contributing beyond their formal job requirements.

The high level of individual work performance is consistent with the Individual Work Performance framework of Koopmans et al. (2014), which conceptualizes work performance as involving task performance, contextual

performance, and counterproductive work behavior. The findings suggest that employees generally demonstrate behaviors that support the effective functioning of the institution.

The high task-performance rating indicates that employees are capable of setting priorities, maintaining focus on expected results, planning their work, and completing their responsibilities efficiently. This supports Campbell's (1990) view that task performance represents behaviors directly related to the accomplishment of organizational objectives.

Similarly, the high contextual-performance rating suggests that employees contribute beyond their formal duties. Maintaining work-related knowledge and skills, participating in meetings, accepting additional responsibilities, and taking on challenging tasks are examples of behaviors that contribute to the social and organizational environment. This is consistent with Borman and Motowidlo's (1997) distinction between task and contextual performance.

However, the interpretation of counterproductive work behavior requires particular caution. The indicators in this dimension generally received lower scores than the positive performance indicators. This is desirable because lower levels of counterproductive behavior indicate fewer harmful workplace behaviors. Therefore, these items should not be interpreted in the same direction as positive productivity indicators when calculating an overall productivity score unless the items have been appropriately reverse-coded. A low CWB score indicates reduced counterproductive behavior rather than high productivity by itself. This distinction should be clarified in the final statistical treatment and interpretation of the instrument.

The overall pattern supports the Job Demands–Resources Model, which suggests that organizational resources can contribute to employee engagement and performance. The high ratings for productivity may therefore reflect not only individual employee characteristics but also the availability of institutional support, clear expectations, and a structured work environment.

Indicator and Statement	Mean	Standard Deviation	Descriptive Equivalent
Individual work performance			
Efficient in completing tasks.	3.69	0.52	Very High
Able to solve problems independently.	3.53	0.55	Very High
Effectively manages time.	3.58	0.55	Very High
Effectively manages time.	3.83	0.37	Very High
Adapts well to changes in the workplace.	3.67	0.51	Very High
Category Mean	3.66	0.50	Very High
Task performance			
Able to plan work to ensure timely completion.	3.64	0.55	Very High
Keeps in mind the work results that need to be achieved.	3.71	0.47	Very High
Able to set priorities.	3.75	0.46	Very High
Able to carry out work efficiently.	3.67	0.49	Very High
Manages time well.	3.64	0.54	Very High
Category Mean	3.68	0.50	Very High
Contextual performance			
Begins a new task after completing the previous one.	3.60	0.51	Very High
Takes on challenging tasks when they are available.	3.55	0.60	Very High
Keeps job-related knowledge up to date.	3.68	0.50	Very High
Keeps work skills up to date.	3.64	0.53	Very High
Comes up with creative solutions for new problems.	3.44	0.62	Very High
Takes on extra responsibilities.	3.53	0.68	Very High
Continually seeks new challenges in work.	3.48	0.65	Very High
Participates fully in meetings and consultations.	3.60	0.54	Very High
Category Mean	3.57	0.58	Very High
Counterproductive work behavior			
Complains about minor work-related issues.	2.33	1.02	Very High
Makes problems at work bigger than they are.	1.70	1.01	High
Focuses on the negative aspects of situations at work instead of the positive.	1.67	1.02	High
Talks to colleagues about negative aspects of work.	2.07	1.05	Very High
Talks to people outside the organization about negative aspects of work.	1.82	1.03	Very High
Category Mean	1.92	1.03	Very High
Overall Mean	3.27	0.64	Very High

Table 2: Level of Work Productivity

Relationship Between Attendance Compliance and Work Productivity

The Pearson correlation analysis revealed a statistically significant positive relationship between attendance compliance and work productivity ($r = .384$, $p < .001$). The result indicates that employees with higher levels of attendance compliance also tended to report higher levels of work productivity.

The magnitude of the correlation indicates a moderate positive association, rather than a strong relationship. Thus, the finding should not be interpreted as evidence that attendance compliance alone causes higher productivity. Instead, attendance compliance represents one factor that is associated with productivity within the study setting.

This finding is consistent with Campbell's (1990) perspective that dependable work behaviors contribute to effective job performance. Regular attendance provides employees with greater opportunities to perform assigned responsibilities, maintain workflow continuity, and participate in organizational activities. Similarly, the Job Demands–Resources Model (Bakker & Demerouti, 2007) provides a useful theoretical explanation: when employees experience adequate organizational resources, such as fairness, support, and clear policies, they may be more capable of maintaining attendance and performing effectively.

The finding also extends the existing literature by examining attendance compliance and work productivity within a higher education institution in the Philippine context. Much of the literature on attendance and productivity has focused on corporate, manufacturing, healthcare, or remote-work settings. The present study contributes institution-specific evidence suggesting that attendance management is relevant to the functioning of academic and administrative workplaces as well.

Importantly, the correlation does not establish a causal relationship. Other factors, such as motivation, leadership, workload, job satisfaction, organizational support, compensation, work environment, and employee well-being, may also influence productivity. Consequently, attendance compliance should be considered as one organizational factor associated with work productivity rather than a sole cause of productivity.

Variables	Mean	R-value	P-value	Decision Ho
Attendance Compliance	3.40	.384	.000	Rejected
Work Productivity	3.27			

Table 3: Relationship between Attendance Compliance and Work Productivity

Differences in Work Productivity According to Demographic Characteristics

The findings showed no statistically significant difference in work productivity according to age ($F = 1.102$, $p = .336$), sex ($t = -1.028$, $p = .306$), and years of service ($F = 2.868$, $p = .093$). These results suggest that productivity levels were relatively comparable across these groups.

The absence of significant differences by age is consistent with the view that age alone does not necessarily determine employee performance. Workplace resources, training, motivation, job design, and organizational support may have greater influence on employee productivity than age.

Similarly, the absence of a significant difference according to sex suggests that male and female employees in the institution demonstrated comparable levels of self-reported productivity. This finding reinforces the importance of providing equitable opportunities, responsibilities, resources, and support to employees regardless of sex.

The finding for years of service also suggests that employees with different lengths of organizational experience did not differ significantly in their reported productivity. This may indicate that institutional

systems, expectations, and available support enable employees with varying levels of tenure to perform at comparable levels.

In contrast, a statistically significant difference was observed according to civil status ($F = 53.667$, $p < .001$). This indicates that at least one civil-status group differed from another in terms of productivity. However, the ANOVA result alone does not identify which specific groups differed. Therefore, a post hoc test, such as Tukey's HSD, should be conducted if the group sizes and assumptions permit, in order to determine the specific pairwise differences.

The finding should also be interpreted cautiously. Civil status should not automatically be regarded as a direct cause of productivity differences. Differences may instead reflect related factors such as family responsibilities, workload, work-life balance, social support, or other individual circumstances. This interpretation is consistent with the Social Exchange Theory (Blau, 1964), which emphasizes that employee behavior is influenced by the quality of relationships and perceived support within the organization. Institutional policies that recognize employees' diverse circumstances may therefore help maintain equitable productivity outcomes.

Age						
	Sum of Squares	DF	Mean Square	F-value	P value	Decision Ho
Between groups	.312	2	.156	1.102	.336	Accepted
Within groups	14.838	105	.141			
Total	15.149	107				

Sex					
Sex	N	Mean	T-Value	P-Value	Decision Ho
Male	54	3.2298	-1.028	.306	Accepted
Female	54	3.3048			

Civil Status						
	Sum of Squares	DF	Mean Square	F-Value	P-Value	Decision Ho
Between Groups	1.947	2	.974	53.667	.000	Rejected
Within Groups	1.905	105	.018			
Total	3.852	107				

Years of Service						
	Sum of Squares	DF	Mean Square	F-Value	P-Value	Decision Ho
Between Groups	.399	1	.399	2.868	.093	Accepted
Within Groups	14.750	106	.139			
Total	15.149	107				

Table 4: Difference on Employee's Productivity according to Age, Sex, Civil Status, and Years of Service

Theoretical Contribution of the Findings

The findings provide support for the usefulness of the Job Demands–Resources Model, Theory of Planned Behavior, and Social Exchange Theory in understanding attendance and productivity within a higher education workplace.

First, the JD-R Model explains how workplace demands, including health concerns, transportation difficulties, family responsibilities, and scheduling challenges, may affect attendance while organizational resources such as institutional support and fair attendance policies may help employees maintain compliance.

Second, the Theory of Planned Behavior helps explain the high attendance compliance observed in the study. Employees' awareness, positive attitudes toward attendance, personal commitment, and perceived ability to comply may contribute to responsible attendance behavior.

Third, Social Exchange Theory provides a framework for understanding the importance of fairness and institutional support. When employees perceive that the institution treats them fairly and provides appropriate support, they may reciprocate through responsible attendance and productive work behaviors.

Taken together, these theories suggest that effective attendance management should not be viewed merely as a mechanism for monitoring employee presence. Rather, attendance is embedded within a broader organizational system involving motivation, fairness, support, employee well-being, workplace relationships, and organizational expectations. This perspective advances the study beyond a simple attendance-versus-productivity comparison and highlights the importance of supportive and evidence-based attendance management in higher education institutions.

Limitations of the Study and Future Research

Despite its contributions, this study has several limitations that should be considered when interpreting the findings.

First, the study employed a cross-sectional design, meaning that attendance compliance and work productivity were measured at one point in time. Consequently, the significant relationship identified between the variables should not be interpreted as evidence of causality. Longitudinal research is recommended to determine whether changes in attendance compliance are followed by changes in employee productivity over time.

Second, the study relied primarily on self-reported questionnaire responses. Self-report measures may be influenced by recall difficulties, social desirability, or respondents' perceptions of institutional expectations. In particular, employees may tend to report more favorable attendance and productivity behaviors. Future studies should consider combining survey data with objective attendance records, punctuality logs, leave records, supervisor performance ratings, and other organizational performance indicators.

Third, the study was conducted in one higher education institution, ACES Polytechnic College, Inc., with a sample of 108 employees. Although the findings provide valuable institution-specific evidence, they may not be generalizable to all higher education institutions in the Philippines. Future research should include multiple colleges and universities from different geographical areas and institutional types to improve generalizability.

Fourth, the study used purposive sampling, which may limit the representativeness of the sample. Future researchers may employ probability sampling techniques where feasible to reduce sampling bias and obtain broader representation of teaching and non-teaching employees.

Fifth, the study examined only selected demographic variables and did not directly measure other potentially important predictors of productivity, such as job satisfaction, organizational commitment, leadership style, workload, compensation, employee engagement, psychological well-being, and organizational climate. Future research should incorporate these variables to provide a more comprehensive model of attendance and productivity.

Sixth, the significant difference found according to civil status requires further investigation. The present ANOVA result establishes that a difference exists among at least two groups, but it does not establish which groups differ or what mechanisms may explain the difference. Future research should conduct post hoc comparisons and examine related factors such as family responsibilities, work-life balance, and organizational support.

Finally, the measurement of counterproductive work behavior requires careful methodological treatment because CWB represents undesirable behavior and therefore has an inverse relationship with positive productivity outcomes. Future studies should ensure that CWB items are appropriately reverse-coded when included in composite productivity measures and should consider analyzing CWB separately from positive performance dimensions.

Future research may therefore adopt longitudinal, mixed-method, or multi-institutional designs. Qualitative interviews and focus groups could also provide deeper explanations of why employees experience attendance barriers and how they perceive institutional attendance policies. Such approaches would complement quantitative findings and provide a more comprehensive understanding of attendance management in higher education.

CONCLUSIONS

The study found that attendance compliance among employees of ACES Polytechnic College, Inc. was very high, indicating strong awareness of attendance requirements, personal commitment, perceived institutional fairness, and responsible attendance behavior. Nevertheless, employees identified health concerns, transportation difficulties, family responsibilities, and scheduling challenges as potential barriers to consistent attendance.

Work productivity was likewise rated very high, particularly in individual work performance, task performance, and contextual performance. These results indicate that employees generally perceived themselves as capable of completing their responsibilities efficiently, managing their time, meeting work objectives, and contributing positively to the institutional environment.

A statistically significant moderate positive relationship was found between attendance compliance and work productivity ($r = .384$, $p < .001$). This means that higher attendance compliance was associated with higher reported productivity. However, because the study employed a correlational design, the result does not establish that attendance compliance directly causes higher productivity.

No significant differences in work productivity were found according to age, sex, and years of service. A significant difference was found according to civil status. However, further post hoc analysis is necessary to determine which civil-status groups differ significantly and to identify possible explanations for the observed variation.

Overall, the findings indicate that effective attendance management is an important organizational concern associated with employee productivity. The results further suggest that attendance policies are most likely to be effective when they combine clear expectations and accountability with fairness, institutional support, employee well-being, and appropriate flexibility.

RECOMMENDATIONS

Based on the findings and limitations of the study, the following recommendations are proposed for ACES Polytechnic College, Inc.:

Strengthen attendance policy communication and awareness. The institution should maintain regular orientation and refresher sessions regarding attendance policies, reporting procedures, punctuality requirements, leave policies, and consequences of non-compliance. Attendance guidelines should also be made easily accessible through employee handbooks, digital platforms, or official institutional communication channels. Clear communication can help ensure that employees understand both their responsibilities and their available options when attendance problems arise.

Maintain fair and consistent policy implementation. Because employees reported very high perceptions of fairness in attendance-policy enforcement, the institution should sustain this practice. Attendance policies should be applied consistently across teaching and non-teaching personnel while allowing legitimate exceptions supported by established procedures. Clear documentation and transparent decision-making can strengthen employee trust and reduce perceptions of favoritism.

Develop supportive responses to attendance barriers. The institution should complement attendance enforcement with appropriate support mechanisms. Wellness initiatives, stress-management activities,

counseling referrals, and health-related support may help employees address barriers that affect attendance. Where feasible, the institution may also explore flexible scheduling or reasonable arrangements for legitimate family and personal circumstances.

Establish an attendance recognition program. A structured recognition system may be developed to acknowledge employees who demonstrate consistent attendance, punctuality, and responsible reporting behavior. Recognition should emphasize positive behavior rather than creating excessive pressure to attend work when employees are genuinely ill or facing legitimate emergencies. This approach can promote accountability while protecting employee well-being.

Integrate attendance data with performance management carefully. Attendance information may be considered as one component of employee performance management, but it should not be treated as the sole indicator of productivity. Performance evaluations should continue to consider task accomplishment, work quality, contextual contributions, and other job-relevant indicators. This approach recognizes that attendance provides opportunities for performance but does not automatically guarantee high-quality work.

Strengthen data-driven attendance management. The institution may enhance its attendance monitoring system through accurate and secure digital records. Attendance data can be periodically reviewed to identify recurring patterns, such as frequent absences, late arrivals, or particular periods associated with attendance difficulties. Any digital monitoring system should be implemented transparently and in accordance with applicable privacy requirements.

Develop policies that support work-life balance. Given the significant difference observed according to civil status, management should avoid assuming that civil status itself causes productivity differences. Instead, the institution should examine whether family responsibilities, workload, work-life balance, or access to organizational support contribute to the observed variation. Family-friendly and flexible workplace practices may be considered where operationally feasible.

Strengthen employee support and leadership practices. Supervisors and administrators should provide regular feedback, communicate expectations clearly, recognize employee contributions, and respond constructively to attendance concerns. Consistent leadership support can strengthen employee motivation, trust, and engagement while reducing unnecessary workplace stress.

Protect employee privacy in attendance monitoring. Any attendance-monitoring or productivity-tracking system should follow applicable data-protection requirements. Employees should be informed about what information is collected, why it is collected, who may access it, and how long it will be retained. Monitoring should be proportionate to legitimate institutional purposes and should not unnecessarily intrude into employees' privacy.

Conduct regular policy evaluation. The institution should periodically evaluate whether attendance policies are achieving their intended outcomes. Relevant indicators may include absenteeism rates, punctuality, employee feedback, turnover, performance ratings, and productivity measures. Policy adjustments should be based on documented evidence rather than assumptions.

Conduct further research using objective and longitudinal measures. Future researchers should examine attendance and productivity over a longer period and incorporate objective attendance records and supervisor-rated performance. Multi-institutional studies may also be conducted to determine whether the present findings apply to other higher education institutions.

Practical and Policy Implications. The findings have direct implications for policy development in higher education institutions. The significant association between attendance compliance and work productivity suggests that attendance management should be incorporated into broader human resource and organizational development strategies rather than being treated solely as a disciplinary concern.

For ACES Polytechnic College, Inc., the results support the continued implementation of clear attendance standards, reliable monitoring procedures, fair enforcement, employee support programs, and regular policy communication. The findings also suggest that policies should balance accountability with employee well-being. Strict enforcement without adequate support may address non-compliance but may not address the underlying reasons for attendance difficulties. More broadly, higher education institutions may use the findings as a basis for developing evidence-informed attendance policies that integrate four elements: clarity, fairness, support, and accountability. Such policies can help institutions maintain operational continuity while recognizing the legitimate personal and organizational factors that influence employee attendance. The study therefore contributes to the discussion of attendance management by showing that effective attendance policy should not focus exclusively on monitoring employee presence. Instead, it should be integrated with organizational support, employee motivation, fair treatment, work-life balance, and performance management. This broader approach may provide higher education institutions with a more sustainable framework for promoting both employee well-being and organizational effectiveness.

Author Contributions

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Data Availability Statement

The data supporting the outcome of this research work has been reported in this manuscript.

Conflicts of Interest

The authors declare no conflicts of interest.

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