



Factor Affecting Absenteeism Among Grade 6 Learnees

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ABSTRACT:

Regular attendance in school is very important for the learning and growth of every student. However, some Grade 6 learners are often absent from their classes, which can affect their academic performance and behavior. When learners frequently miss school, they may have difficulty understanding lessons, completing tasks, and keeping up with their classmates. The study used the descriptive method of research, which aims to describe and understand the current situation of learners. This method helps identify the different factors affecting absenteeism without manipulating any variables. The result shows that Most of the respondents' ages are 11. Most of the respondents' sex is female. The majority of the respondents' reasons for their absences because they were sick. The majority of the student absences last month were 1-2 days. The majority of respondents/students believed that the effect of absences on academic performance is to get a lower test score. There is no sufficient evidence to show a significant association between Absences last month and the Effect of Absences on Academic Performance. There is no sufficient evidence to show a significant association between Absences last month and the Reason of Absences. There is no sufficient evidence to show a significant association between Reason for Absences and Effect of Absences on Academic Performance.

Keywords: Absences, Effect, Reason, Association, Performance, Academic Performance.

1. INTRODUCTION

Regular attendance in school is very important for the learning and growth of every student. However, some Grade 6 learners are often absent from their classes, which can affect their academic performance and behavior. When learners frequently miss school, they may have difficulty understanding lessons, completing tasks, and keeping up with their classmates.

There are many reasons why absenteeism happens. Some learners are absent due to personal factors such as illness or lack of motivation. Others experience family-related problems like financial difficulties or lack of support from parents. School-related issues such as bullying, distance from school, or an unpleasant learning environment may also cause frequent absences.

This study aims to identify and understand the factors that affect the attendance of Grade 6 learners. By recognizing these reasons, teachers, parents, and school administrators can work together to help students attend school regularly and improve their academic performance.

1.1. Statement of the Problem

This study seeks to determine the factors that affect absenteeism among Grade 6 learners. Specifically, it aims to answer the following questions:

1. What are the common reasons why Grade 6 learners are frequently absent from school?
2. How absenteeism influences the academic performance of Grade 6 learners.

1.2. Objectives of the Study

This study aims to:

1. Describe the student profile in terms of:
 - 1.1 Age
 - 1.2 Sex
2. Describe the student's answer in terms of the factor Absences last month.
3. Describe the student's answer in the following:
 - 3.1 Reasons for Absences
 - 3.2 for Effect of Absences on Academic Performance
4. To determine the association between Effect of Absences on Academic Performance and Absences last month
5. To determine the association between Absences last month and the Reason for Absences

6. To determine the association between Reasons for Absences and Effect of Absences on Academic Performance

This study is important because it helps teachers, parents, and school administrators understand the reasons behind students' absences. By knowing the factors that cause absenteeism, the school community can take proper actions to improve attendance.

For teachers, the study can help them identify learners who need extra guidance and motivation.

For parents, it can raise awareness of how their support and encouragement can help their children attend school regularly.

For students, the research can remind them of the importance of being present in class to achieve their goals.

Finally, for the school, the results can serve as a basis for developing programs and policies that will reduce absenteeism and improve learners' academic success.

1.3. Literature Review

Factors Affecting Absenteeism among Grade 6 Learners in the Philippines

School attendance is essential for a learner's academic growth and personal development. For Grade 6 learners, consistent attendance is particularly important as it marks the transition from foundational learning to preparing for higher education. Despite its importance, absenteeism remains a persistent issue in many Philippine schools, affecting students' academic performance, social interactions, and long-term learning outcomes (Gleason, 2020). Understanding the factors that contribute to absenteeism is crucial for developing effective interventions that support learners and improve school engagement.

Family and Home Environment The family environment plays a major role in influencing school attendance. Learners from low-income families may face challenges such as lack of transportation, household responsibilities, or the need to contribute to family income, leading to missed school days (UNICEF, 2019). Moreover, parental involvement has been shown to positively affect attendance; children whose parents actively engage in their learning are more likely to attend school consistently (Santiago et al., 2021).

Health and Well-being Health-related issues are among the leading causes of absenteeism. Illnesses, malnutrition, and limited access to healthcare services can prevent learners from attending school regularly (Department of Health [DOH], 2020). Additionally, mental health concerns such as stress, anxiety, or social pressures can negatively impact attendance. Ensuring that students receive proper healthcare and emotional support is vital in reducing absenteeism and promoting overall well-being.

School-related Factors The learning environment within the school significantly influences learners' attendance. Supportive teachers, positive classroom climates, and engaging lessons encourage regular attendance, while poor classroom management, inadequate facilities, or negative peer interactions may contribute to absenteeism (Epstein, 2018). Bullying, discrimination, or feelings of being unwelcome are strong predictors of students skipping school (Philippine Department of Education [DepEd], 2022).

Community and Socioeconomic Context Community conditions also affect school attendance. Factors such as limited transportation, unsafe neighborhoods, or economic pressures can hinder learners from attending school consistently (World Bank, 2019). In some cases, children may prioritize work or family responsibilities over education due to financial needs, reflecting the strong impact of socioeconomic factors on school attendance.

Learner Motivation and Engagement Finally, learner motivation and engagement play an important role in absenteeism. Students who find lessons meaningful, interactive, and relevant to their lives are more likely to attend school regularly. Conversely, lack of interest, monotonous teaching methods, or the perception that school is irrelevant can lead to disengagement and higher rates of absenteeism (Gonzalez & Reyes, 2021).

Conclusion Absenteeism among Grade 6 learners is influenced by multiple interrelated factors, including family circumstances, health, school environment, community conditions, and learner motivation. Addressing absenteeism requires a holistic approach that involves families, schools, and communities. By understanding and addressing these factors, educators and policymakers can create supportive learning environments that encourage consistent attendance, improve academic performance, and foster overall development.

2. METHODOLOGY

2.1. Research Design

The study used the descriptive method of research, which aims to describe and understand the current situation of learners. This method helps identify the different factors affecting absenteeism without manipulating any variables.

2.2. Participants

The participants of this study were selected Grade 6 learners from the chosen school who have experienced being absent several times. Some teachers and parents were also asked to share their views and observations to gain a deeper understanding of the problem.

2.3. Research Instrument

A questionnaire was the main tool used to collect data. It included questions about personal, family, and school-related reasons that might cause absenteeism. The questionnaire was written in simple and easy-to-understand language.

2.4. Data Gathering Procedure

The researcher first sought permission from the school principal and teachers before distributing the questionnaires. The selected learners were then asked to answer them honestly. After gathering all responses, the researcher summarized and organized the data for analysis.

2.5. Data Analysis

The collected data were tallied, grouped, and analyzed using simple statistics such as frequency and percentage. The findings were interpreted to identify the most common factors affecting absenteeism among Grade 6 learners.

2.6. Scope and Delimitation

This study focuses only on the factors affecting absenteeism among Grade 6 learners in the selected school during the school year 2025–2026. It covers personal, family, and school-related reasons that may cause students to miss classes. The study does not include other grade levels or schools. The results are based on the answers of the selected respondents and may not represent all learners in other schools.

2.7. Definition of Terms

To better understand the study, the following terms are defined:

Absenteeism – the act of being absent from school without a valid reason.

Factors – the causes or reasons that influence why learners are absent from school.

Learners – refers to the Grade 6 students who participated in the study.

Personal Factors – include health conditions, motivation, and attitudes that affect attendance.

Family Factors – refer to home-related issues such as financial problems, parental support, and responsibilities.

School Factors – include the learning environment, distance from school, and relationship with teachers or classmates.

3. RESULTS AND DISCUSSION

3.1. Describe the student profile in terms of:

Frequencies for Age

Age	Frequency	Percent
11	15	78.9
12	3	15.8
15	1	5.3
Missing	0	0.0
Total	19	100.0

The total respondents is 19, and the percentage is 100% which means no missing. The ages of the respondents are 11,12, and 15 years old. 11-year-olds got a frequency of 15 and got the percentage of 78.9%, 12-year-olds got a frequency of 3 and got the percentage of 15.8 % and 15-year-olds got the frequency of 1, and the percentage is 5.3 %.

Frequencies for Sex

Sex	Frequency	Percent
Male	5	26.3
Female	14	73.7
Missing	0	0.0
Total	19	100.0

The respondents' sex is categorized into 2: male and female. The majority is female, got a frequency of 14, with 73.7 percent of the total population. The male got a frequency of 5 and got 26.3 percent of the total population.

3.2. Describe the student's answer in terms of the factor Absences last month.

Frequencies for Absences last month

Absences last month	Frequency	Percent
None	5	26.3
1-2 days	9	47.4
3-5 days	2	10.5
6-10 days	2	10.5
More than 10 days	1	5.3
Missing	0	0.0
Total	19	100.0

Majority of the student absences last month is 1-2 days with the frequency of 9 and 47.4% of the total population. While students who do not make an absence got the second spot with frequency of 5 and 26.3 of the total population. 3-5 days and 6-10 days tied with the frequency of 2 each and 10.5% each of the total population. And the lowest is more than 10 days with frequency of 1 and 5.3 % of the total respondents.

3.3. Describe the student's answer in terms of:

Frequencies for Reasons for Absences

Reason for Absences	Frequency	Percent
I was sick	18	94.7
I had to work to help my parents to earn money	1	5.3
Missing	0	0.0
Total	19	100.0

The majority of the respondents' reasons for their absences because they were sick, with a frequency of 18, and got the highest percentage, which is 94.7%. And 1 student whose reason is to help his/her parents to earn money with 5.3%.

The effects of absences on academic performance are shown in the table below:

Frequencies for Effect of Absences on Academic Performance

Effect of Absences on Academic Performance	Frequency	Percent
missed an important lesson	3	15.8
missed assignment	1	5.3
lower test score	14	73.7
not participate in the task	1	5.3
Missing	0	0.0
Total	19	100.0

Majority of respondents/students believed that the effect of absences on the academic performance is to get a lower test score with frequency of 14 and a percentage of 73.7 % of the total respondents. Second is they will miss an important lesson with frequency of 3 and a percentage of 15.8% of the total respondents. Missed assignment and not participate in task both get 1 frequency and 5.3 % of the total respondents.

3.4. Association of Effect of Absences on Academic Performance and Absences last month

Chi-Squared Tests

	Value	df	p
X ²	5.650	12	.933
N	19		

Note. Continuity correction is available only for 2x2 tables.

Chi-Square Tests are being used to determine if there is an Association between *absences last month and the Effect of Absences on Academic Performance*. Based on the result, the p-value is .933. *This means that there is no sufficient evidence to show a significant association between Absences last month and the Effect of Absences on Academic Performance.*

3.5. Association of Absences last month and the Reason for Absences

Chi-Squared Tests

	Value	df	p
X ²	1.173	4	.883
N	19		

Note. Continuity correction is available only for 2x2 tables.

Chi-Square Tests are being used to determine if there is an Association between *absences last month and the Reason for Absences*. Based on the result, the p-value is .883. this means that there is no sufficient evidence to show a significant association between *Absences last month and the Reason of Absences*.

3.6. Association of Reasons for Absences and Effect of Absences on Academic Performance

Chi-Squared Tests

	Value	df	p
X ²	5.630	3	.131
N	19		

Note. Continuity correction is available only for 2x2 tables.

Chi-Square Tests are being used to determine if there is an Association between *Reason for Absences and Effect of Absences on Academic Performance*. Based on the result, the p-value is .131. this means that there is no sufficient evidence to show a significant association between *Reason for Absences and Effect of Absences on Academic Performance*.

4. CONCLUSIONS, AND RECOMMENDATIONS

4.1. Conclusion

Based on the result, the researcher concludes the following:

1. Most of the respondents' ages are 11
2. Most of the respondents' sex is female
3. The majority of the respondents' reasons for their absences because they were sick
4. The majority of the student absences last month is 1-2 days
5. The majority of respondents/students believed that the effect of absences on the academic performance is to get a lower test score.
6. There is no sufficient evidence to show a significant association between *Absences last month and the Effect of Absences on Academic Performance*.
7. There is no sufficient evidence to show a significant association between *Absences last month and the Reason of Absences*
8. There is no sufficient evidence to show a significant association between *Reason for Absences and Effect of Absences on Academic Performance*.

4.2. Recommendation:

Based on the result, the researcher recommends the following:

1. To the administrator, make a program about how to minimize absenteeism.
2. To the teacher, make a strategy on how to minimize absenteeism.
3. To the future researcher, consider other factors.

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