

# Determinants of Absenteeism among Elementary School Pupils at Jolo III District, Division of Sulu

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**ABSTRACT.** This study aimed to assess the determinants of absenteeism among elementary school pupils at Jolo-III District, Division of Sulu, school year 2024-2025. In this study, the researcher used a descriptive research design. As aptly defined by S. McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables, such as determining the absenteeism of elementary school pupils at Jolo III District, Division of Sulu. The result means that the cause of absenteeism among elementary school pupils of Jolo III District, Division of Sulu varies depending on the factors. However, it clearly showed that health factor is sometimes the cause while teacher related factor was never the cause. Given this, the implementation of DepEd's Health programs, such as Oplan Kalusugan sa DepEd and school-based medical and nutrition services, plays a crucial role in reducing absenteeism.

**KEYWORDS:** *Determinants, Absenteeism, Elementary pupils, Sulu*

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## Introduction

Absenteeism among students has grown to be a major problem in the educational setting. It remains one of the biggest obstacles keeping educational institutions from accomplishing their goals (Chavez, 2023; Akkus & Cinkir 2022). As a result, it leads to a number of specific problems, such as worse academic achievement, less motivation, and higher dropout rates.

Absenteeism issues are not limited to a single location; they are global in scope. In order to increase student attendance rates, several educational institutions are still figuring out the reasons for absenteeism and developing solutions. 22 participants who worked as instructors, administrators, specialists, and inspectors in various regions of Turkey in 2019 were the subjects of a study carried out by a team of academics. The purpose of the study was to assess the current state of student absenteeism, its effects on learning environments, and the applicable regulations. The participants stated that students' academic and social development is adversely affected by absence. It harms the bonds between the school and the parents as well as those between the student and the instructor. Due to learning gaps, teachers struggle to maintain order in the classroom, and schools stray from their objectives. School administrators' resources are lost because they spend more time handling absence procedures than teaching (M. Akkus & S. Cinkir 2022).

Another significant and ongoing problem in the Philippine academic community is absenteeism. It has a significant effect on pupils' learning since the more absences they accrue, the less lessons they may attend in class. Additionally, this would imply fewer and disjointed learning ideas (Edwin Conel, 2021).

It is also Lim-ao National High School's biggest issue. There are now 32 teacher members and more than 500 pupils enrolled at Lim-ao National High School. It is situated in Kananga, Leyte, Philippines, which is a hilly area. Out of the whole population, 123 pupils were in Grade 7. However, regrettably, a small percentage of Grade 7 pupils consistently miss class (N.A. Batalla, et.al. 2019). Furthermore, the same problem exists in Nunungan District High School, which is situated in the Nunungan, Lanao del Norte District. In 2022–2023, 120 high school students participated in a research. The purpose of the study was to determine the variables linked to absenteeism in the particular demographic throughout the designated academic year. Only the father's education seems to be a significant predictor among the sociodemographic characteristics, indicating the possible impact of a father's education on absenteeism (M. Guindo & J. Guillena, 2023). The majority of the less fortunate students in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) find it difficult to attend courses due to poverty, which causes absenteeism. The majority of parents in this area are unable to pay for their children's education, according to N. Abdurajan, a teacher at one of Save the Children Philippines' partners in Sulu. Due to the pressure to support their parents financially, many of the youngsters miss school or leave out (Save the Children, 2023). Forcible or early marriage is also prevalent. Many teenage girls marry to improve their financial circumstances, according to a new Save the Children survey of parents and educators. Armed fighting in the area and family feuds (referred to as "rido") displaced many children and teens, which had an impact on their attendance at school (Save the Children, 2023).

Due to all of these factors, many kids are deterred from attending school and instead search for ways to make money. They would choose not to learn (Chavez, 2020; N. Abdurajan, 2023). Locally, student absenteeism is a recurring issue in the Province of Sulu. This problem is especially common in remote locations with limited access to basic services, when the distance between students' homes and classrooms becomes a major obstacle. Long commutes, financial hardships, and a lack of transportation prevent many students from routinely attending classes. Even in more accessible places, such as the Jolo-III District, the issue is apparent. I have years of experience as a teacher, and I have seen firsthand how absenteeism affects students' involvement and academic achievement. Many students skip class without adequately telling their professors why. Accordingly, I am carrying out this study in order to determine the factors that contribute to primary school students' absenteeism in the Jolo-III District, Division of Sulu. The results of this investigation will offer a more profound comprehension of the fundamental reasons for low attendance. By identifying these factors, teachers may create useful, focused interventions that would successfully address the particular difficulties that students have in this area. In order to guarantee that every kid has the chance to develop intellectually, socially, and emotionally, the research also sought to help create a learning atmosphere where students feel comfortable, encouraged, and inspired to attend on a regular basis.

### **Research Questions**

This study aimed to assess the determinants of absenteeism among elementary school pupils at Jolo-III District, Division of Sulu, school year 2024-2025.

1. What is the demographic profile of the pupil-respondents in terms of:

- 1.1 Gender;
- 1.2 Age;
- 1.3 Grade Level;
- 1.4 Parent's Educational Attainment; and
- 1.5 Parent's Average Monthly Income?
2. What is the extent of determinants of absenteeism among the elementary school pupils at Jolo III-District, Division of Sulu, S.Y. 2024-2025 in terms of:
  - 2.1 Physical Factor;
  - 2.2 Health Factor;
  - 2.3 Personal Attitude;
  - 2.4 Teacher-related Factor;
  - 2.5 Classroom Atmosphere; and
  - 2.6 Home-related Factor?
3. Is there a significant difference in the extent of determinants of absenteeism when data are categorized according to their demographic profile in terms of:
  - 3.1 Gender;
  - 3.2 Age;
  - 3.3 Grade Level;
  - 3.4 Parent's Educational Attainment; and
  - 3.5 Parent's Average Monthly Income?
4. Is there a significant correlation among the sub categories subsumed under the extent of determinants of absenteeism in the context of physical factor, health factor, personal attitude, teacher-related factor, classroom atmosphere, and home-related factor?

## **Literature**

Absenteeism among students has been a persistent issue affecting academic performance and school engagement. Several studies have examined various factors contributing to absenteeism across different educational levels.

A descriptive-quantitative study at Población Elementary School Indanan South analyzed factors influencing absenteeism among 100 intermediate-level pupils. Results indicated that physical, health, and classroom atmosphere factors were perceived neutrally, while personal attitude, teacher-related, and home-related factors were generally disagreed upon as significant contributors. Statistical analysis revealed no significant differences when grouped by gender and parental income but showed differences based on age and parental education. The study concluded that these factors are highly correlated (Abduhadi, 2024; Chavez JV and Prado RTD 2023).

A study at Luna National High School highlighted health issues, such as toothaches and fevers, as the leading cause of absenteeism. An intervention program was implemented, significantly reducing absences. The study recommended institutionalizing intervention programs to support non-attending learners (Balala, 2017).

Research on Senior High School students at Bintawan National High School examined institutional, personal, and school-related factors. Findings indicated that institutional factors, including the school environment and transportation, played a major role in attendance. Personal motivation and social interactions were also influential. Despite demographic differences, no significant variance was found in perceived absenteeism factors. Recommendations included enhancing student motivation, adapting teaching methods, and improving school communication strategies (Sabado et al., 2024; Chavez, J.V., Adalia, H.G., and Alberto, J.P. 2023).

A descriptive-correlational study on high school students in Nunungan District High Schools found a positive correlation between a supportive school environment and reduced absenteeism. Higher student commitment was linked to lower absenteeism, while parental control was not a significant predictor. The study emphasized the importance of fostering positive relationships with teachers and peers (Guindo & Guillena, 2024).

Parental involvement was analyzed in a study involving middle school students. Findings revealed that while parental engagement at home was high, school involvement was moderate, contributing to absenteeism. A strong negative correlation was found between parental involvement in school and absenteeism, suggesting that increased parental participation in school activities could help reduce absenteeism rates (Cepada & Grepon, 2020).

Finally, recommendations from Delos Reyes & Balba (2018) emphasized informing parents of the importance of school attendance, addressing students' academic attitudes, designing activities catering to multiple intelligences, implementing weekly parental follow-ups, monitoring daily attendance, and educating students on the significance of education in their lives.

These studies collectively highlight the need for a multi-faceted approach to addressing absenteeism, incorporating school interventions, parental involvement, and institutional improvements to ensure students' consistent attendance and academic success.

## **Methodology**

This chapter is a brief discussion on the research methods: research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability, and statistical treatment of data.

### *1. Research Design*

In this study, the researcher used a descriptive research design. As aptly defined by S. McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables, such as determining the absenteeism of elementary school pupils at Jolo III District, Division of Sulu.

### *2. Research Locale and Respondents*

This study was conducted in the seven (7) schools of Jolo-III District, Division of Sulu namely; Asturias Elementary School, Bakud Central Elementary School, Camp Asturias Elementary School, Jati Elementary School, Kasanyangan Elementary School, Lawm Alat Elementary School, and Tanjung Elementary School. Jolo-III District plays a crucial role in shaping the educational framework within its domain. The district provides education services to a diverse population, addressing both the opportunities and challenges unique to the region.

The respondents of the study were the one hundred (100) selected pupils from the seven (7) schools of Jolo-III District, Division of Sulu namely: Asturias Elementary School, Bakud Central Elementary School, Camp Asturias Elementary School, Jati Elementary School, Kasanyangan Elementary School, Lawm Alat Elementary School, and Tanjung Elementary School. They were drawn from grades 4, 5 and 6 respectively. The time frame for the study covered the school year 2024-2025.

Distribution of Respondents According to School and Grade Level

	GRADE LEVEL	NUMBER OF PUPIL-RESPONDENTS
Asturias Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	4
Bakud Central Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	4
Camp Asturias Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	4
Jati Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	4
Kasanyangan Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	5
Lawm Alat Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	4
Tanjung Elementary School	Grade 4	5
	Grade 5	5
	Grade 6	5
<b>TOTAL</b>		<b>100</b>

1. *Sampling Design*

The study employed a purposive sampling design, targeting Grades 4, 5 and 6 across seven (7) schools in the Jolo-III District, Division of Sulu. To ensure equal distribution of the questionnaires, the researcher selected the actual respondents from the chosen sample. Since the researcher is employed in the same district, administering the questionnaires was convenient. A total of 100 pupil-respondents were selected for the study. The study was conducted during the school year 2024-2025.

Purposive sampling is a non-randomized sampling technique that selects a sampling unit based on certain criteria. Purposive research sampling is a type of non-probability approach in which the researcher chooses a sample (person, cases, or events) based on their assessment that it would fit the study’s objectives. As a result, purposive sampling is an intentional and strategic selection procedure that uses samples to explore their specific characteristics (Dr. R. Bisht, 2024).

2. *Research Instrument*

The research instrument that was used in this study is a survey questionnaire adapted from the following studies: “Factors Affecting the Absenteeism of Pupils in Intermediate Level at Poblacion Elementary School Indanan South District” by Abduhadi, A. (2024) ; “Exploring Factors Responsible for Absenteeism among the Undergraduate Medical Students” by P. Garg (2023); “Factors Affecting Absenteeism among Junior High School Students in a Public School” by E. Conel (2022); and “Absenteeism: Its Impact to the Academic Performance of the Grade 12 Students of St. Mary’s Academy of Guiuan S.Y. 2020-2021” by U. Duran, et al (2021).

The questionnaire is divided into two sections. Part I consisted of four (4) questions about the demographic profile of the respondents such as gender, age, grade level, parent’s

educational attainment and parent’s average monthly income. Part II consisted of six (6) determinants of absenteeism such as physical factor, health factor, personal attitude, teacher-related factor, classroom atmosphere and home-related factor. Each determinant consisted of 5 statements.

### 3. *Data Gathering Procedure*

In launching the study, the researcher secured permission from the Office of the Graduates Studies. Upon approval, a formal letter was sent to the Jolo-III District Office and to the School Heads of the seven (7) schools of the said district.

The researcher personally administered and retrieved the questionnaire to the grades 4, 5, and 6 of the different schools in Jolo-III District. The researcher conducted the study together with the advisers of the respondents. Afterwards, data and responses were collected and obtained and were submitted to the statistician for appropriate statistical treatment and analysis.

Finally, the manuscript was written.

### 4. *Statistical Treatment of Data*

The statistical tools used in this particular study are the following.

1. The problem number 1 which states “what is the demographic profile of the respondents in terms of gender, age, grade level, parent’s educational attainment, and parent’s average monthly income”, the statistical tools used were frequency and percentage.

2. The problem number 2 which states “what is the extent of determinants of absenteeism among elementary school pupils at Jolo-III District, Division of Sulu, school year 2024-2025 in terms of physical factor, health factor, personal attitude, teacher-related factor, classroom atmosphere, and home-related factor”, the statistical tools used were weighted mean and standard deviation.

3. The problem number 3 which states “is there a significant difference in the extent of determinants of absenteeism when data are categorized according to their demographic profile in terms of gender, age, grade level, parent’s educational attainment, and parent’s average monthly income”, the statistical tools used were t-test and one-way analysis of variance (ANOVA).

4. The problem number 4 which states “is there a significant correlation among the sub categories subsumed under the extent of determinants of absenteeism in the context of physical factor, health factor, personal attitude, teacher-related factor, classroom atmosphere, and home-related factor”, the statistical tool used is pearson product moment correlation coefficient.

Scales to be used

Point	Scale Value	Interpretation
5	4.50 – 5.00	Always
4	3.50 – 4.49	Very Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

## Results

This chapter covers the presentations, analyses, and interpretation of results based on the data gathered for this study. Additionally, it presents the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu S.Y. 2024-2025. It also presents the pupil-respondents’ demographic profiles in terms of gender, age, grade level, parent’s educational attainment and parent’s monthly income; the extent of determinants of absenteeism, as perceived by selected pupils at Jolo III-District, Division of Sulu and the subsequent significant correlation

and differences in these sub-categories when data are classified according to respondents' demographic profiles.

The following are the presentations, analyses, and interpretation of results based on the proper scoring and statistical treatment of data gathered for this study that which correspond to each of the research questions:

1. What is the demographic profile of the pupil-respondents in terms of 1.1 Gender, 1.2 Age, 1.3 Grade Level, 1.4 Parent's educational Attainment and 1.5 Parent's monthly income?

### *1.1 In terms of Age*

Table 1.1 shows the demographic profile of pupil-respondents in terms of age. It can be seen from this table that out of 100 pupil-respondents, 22 (22.0%) is from the age group of 10 years old and below, while 57 (57.0%) are between 11-12 years old, and 21 (21.0%) are 13 years old and above. This study reveals that more than half of the total pupil-respondents involved in this study are within 11-12 years old of age brackets. This further implies that most of pupil-respondents involved in this study belong to the middle level of age group as categorized in this study.

Table 1.1 Demographic profile of pupil-respondents from Jolo III-District, Division of Sulu in terms of age.

Age	Number of respondents	Percent
10 years old and below	22	22.0%
11-12 years old	57	57.0%
13 years old and above	21	21.0%
Total	100	100%

### *1.2 In terms of Gender*

Table 1.2 shows the demographic profile of pupil-respondents in terms of gender. It can be gleaned from this table that out of 100 pupil-respondents, 31 (31.0%) are male, and 69 (69.0%) are female. This study reveals that more than half of the total number of pupil-respondents involved in this study are female. This implies that great majority of the elementary pupil-respondents from Jolo III-District, Division of Sulu in terms of gender are predominantly female.

Table 1.2 Demographic profile of pupil-respondents from Jolo III-District, Division of Sulu in terms in terms of gender.

Gender	Number of respondents	Percent
Male	31	31.0%
Female	69	69.0%
Total	100	100%

### 1.3 In terms of Grade Level

*Table 1.3 Demographic profile of pupil-respondents from Jolo III-District, Division of Sulu in terms of Grade Level.*

Grade Level	Number of respondents	Percent
Grade 4	36	36.0%
Grade 5	35	35.0%
Grade 6	29	29.0%
Total	100	100%

Table 1.3 shows the demographic profile of pupil-respondents in terms of grade level. It can be seen from this table that out of 100 pupil-respondents, 36 (36.0%) are grade 4 pupils, 35 (35.0%) are grade 5 and 29 (29.0%) are from grade 6. This study reveals a relatively even representation of students from the upper elementary grades, providing a balanced cross-section of views from this segment of the student population.

### 1.4 In terms of Parent's Educational Attainment

*Table 1.4 Demographic profile of pupil-respondents from Jolo III-District, Division of Sulu in terms of Parent's Educational Attainment.*

Parent's Educational Attainment	Number of respondents	Percent
No Formal Education	3	3.0%
Elementary Graduate	13	13.0%
Highschool Graduate	36	36.0%
College Graduate	48	48.0%
Total	100	100%

Table 1.4 shows the demographic profile of pupil-respondents in terms of Parent's Educational Attainment. It can be seen from this table that out of 100 pupil-respondents, 3 (3.0%) have parent's educational attainment with No formal education, 13 (13.0%) are Elementary graduate, 36 (36.0%) are High School graduate, and 48 (48.0%) are College graduate. This study reveals that nearly half of the total number of pupil-respondents have parents who are college graduate.

### 1.5 In terms of Parent's Monthly Income

*Table 1.5 Demographic profile of pupil-respondents from Jolo III-District, Division of Sulu in terms of parent's monthly income.*

Parent's Monthly Income	Number of respondents	Percent
5,000 and below	52	52.0%
5,001 – 10,000	28	28.0%
10,001 and above	19	19.0%
Total	100	100%

Table 1.5 shows the demographic profile of pupil-respondents in terms of parent's monthly income. It can be seen from this table that out of 100 pupil-respondents, 52 (52.0%) have parent's monthly income of 5,000 and below, 28 (28.0%) have 5,001 – 10,000 and 19 (19.0%) have 10,001

and above. This study shows that more than one-half of the total number of pupil-respondents have parent’s monthly income of 5,000 and below.

2. What is the extent of determinants of absenteeism among elementary school pupils at Jolo III district, division of Sulu, S.Y. 2024-2025 in terms of 2.1 Physical factor, 2.2 Health factor, 2.3 Personal Attitude, 2.4 Teacher-related Factor, 2.5 Classroom Atmosphere and 2.6 Home-related Factor?

*2.1 In the context of Physical factor*

*Table 2.1 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Physical factor.*

Statements	Mean	S.D	Rating
Our house is far from the school.	2.48	1.541	Rarely
It is unsafe to go to school.	1.59	1.083	Rarely
Nobody accompanies me in going to school since it’s far.	2.70	1.624	Sometimes
I had no allowance.	2.53	1.403	Sometimes
I have a job-related conflict.	2.01	1.283	Rarely
Total Weighted Mean	2.26	.79985	Rarely

LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Always
4	3.50 – 4.49	Very Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

Table 2.1 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Physical factor. This category obtained a total weighted mean score of 2.26 with standard deviation of .79985 which is rated as “Rarely”. This result indicates that physical factors, infrequently contribute to absenteeism as perceived by the pupils involved in this study. This further implies that for most elementary pupils involved in the study, absenteeism is not significantly driven by external physical factors like transportation issues.

Notably, pupil-respondents rated the following items as “Rarely”: “Our house is far from the school”, “It is unsafe to go to school.”, and “I have a job-related conflict.”.

*2.2 In the context of Health factor*

*Table 2.2 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Health factor.*

Statements	Mean	S.D	Rating
I have a toothache.	2.44	1.431	Rarely
My stomach hurts.	2.78	1.203	Sometimes
I have a headache.	2.93	1.320	Sometimes
I’m down with fever/flu.	2.81	1.051	Sometimes
I have other diseases like diarrhea, etc.	1.99	1.267	Rarely
Total Weighted Mean	2.59	.82358	Sometimes

LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Always
4	3.50 – 4.49	Very Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

Table 2.2 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Health factor. This category obtained a total weighted mean score of 2.59 with standard deviation of .82358 which is rated as “Sometimes”. This indicates that the pupil-respondents involved in this study feel that health issues contribute to their absenteeism at a moderate frequency. This further implies that while health-related factors are not the most frequent cause of absenteeism, they do occasionally prevent students from attending school.

Notably, pupil-respondents rated the following items, among others as “Sometimes”: “My stomach hurts.”, “I have a headache.”, and “I have a headache.”

### 2.3 In the context of Personal Attitude

*Table 2.3 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Personal Attitude.*

Statements	Mean	S.D	Rating
I am not interested in my studies.	1.38	.850	Never
I feel lazy coming to school.	1.69	1.070	Rarely
My friends influence me to be absent from my classes.	1.51	1.020	Rarely
I did not wake up early.	2.05	1.298	Rarely
I got fond of playing computer games.	1.76	1.016	Rarely
Total Weighted Mean	1.68	.73630	Rarely

#### LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Always
4	3.50 – 4.49	Very Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

Table 2.3 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Personal Attitude. This category obtained a total weighted mean score of 1.68 with standard deviation of .73630 which is rated as “Rarely”. This indicates that personal attitudes towards school rarely contribute to absenteeism among the pupils involved in this study.

Notably, pupil-respondents rated the following items as “Rarely”: “I feel lazy coming to school.”, “My friends influence me to be absent from my classes.”, “I did not wake up early.”, and “I got fond of playing computer games.”

### 2.4 In the context of Teacher-related Factor

*Table 2.4 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Teacher-related Factor.*

Statements	Mean	S.D	Rating
My teacher scolded me.	1.65	1.095	Rarely

I cannot understand my teacher’s lessons.	1.45	.892	Never
I do not like my teacher.	1.16	.707	Never
The teachers have poor presentation skills.	1.27	.664	Never
The teacher is biased to some students.	1.22	.773	Never
Total Weighted Mean	1.35	.58767	Never

Table 2.4 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Teacher-related Factor. This category obtained a total weighted mean score of 1.35 with standard deviation of .58767 which is rated as “Never”. This indicates that the teacher-related factors such as teacher behavior, teaching style, or teacher-student relationships, do not contribute to absenteeism among the pupils involved in this study.

Notably, pupil-respondents rated the following items as “Never”: “I cannot understand my teacher’s lessons.”, “I do not like my teacher.”, “The teachers have poor presentation skills.” and “The teacher is biased to some students.”

### 2.5 In the context of Classroom Atmosphere

*Table 2.5 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Classroom Atmosphere.*

Statements	Mean	S.D	Rating
Our classroom is hot and uncomfortable.	1.69	1.089	Rarely
It is noisy inside our classroom.	2.31	1.398	Rarely
A classmate/classmates bullies/ bully me.	1.52	.772	Rarely
I have no friends in our class.	1.23	.601	Never
Our classroom is not organized, untidy, and messy.	1.40	.899	Never
Total Weighted Mean	1.63	.67831	Rarely

Table 2.5 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Classroom Atmosphere. This category obtained a total weighted mean score of 1.63 with standard deviation of .67831 which is rated as “Rarely”. This indicates that classroom atmosphere rarely contributes to absenteeism among the pupil-respondents involved in this study. Furthermore, this result suggests that the environment within the classroom—encompassing aspects such as the physical setting, the emotional climate, and the interaction among pupil-respondents—does not frequently deter them from attending school.

Notably, pupil-respondents rated the following items as “Rarely”: “Our classroom is hot and uncomfortable.”, “It is noisy inside our classroom.”, and “A classmate/classmates bullies/ bully me.”

### 2.6 In the context of Home-related Factor

*Table 2.6 Extent of determinants of absenteeism among pupils at Jolo III district at Jolo III-District, Division of Sulu in the context of Home-related Factor.*

Statements	Mean	S.D	Rating
My parents ask me to be absent from class.	1.60	1.015	Rarely
My parents quarreled.	1.36	.823	Never
My parents do not care about my studies.	1.39	.963	Never
I am too pre-occupied with household chores.	1.67	.965	Rarely
I have no money to buy snacks in school.	1.54	.926	Rarely
Total Weighted Mean	1.51	.63330	Rarely

Table 2.6 shows the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu in the context of Home-related Factor. This category obtained a total weighted mean score of 1.51 with standard deviation of .63330 which is rated as “Rarely”. This

indicates that issues stemming from the home environment, such as family circumstances, house chores, or parental support, rarely contribute to absenteeism among the pupils involved in this study.

Notably, pupil-respondents rated the following items as “Rarely”: “My parents ask me to be absent from class.”, “I am too pre-occupied with household chores.”, and “I have no money to buy snacks in school.”

3. Is there a significant difference in the extent of determinants of absenteeism when data are grouped according to 3.1 gender, 3.2 age, 3.3 grade level, 3.4 parent’s educational attainment and 3.5 parent’s monthly income?

### 3.1 According to Age

*Table 3.1 Difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of age.*

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
Physical factor	Between Groups	3.876	2	1.938	3.162	.047*	Significant
	Within Groups	59.459	97	.613			
	Total	63.336	99				
Health factor	Between Groups	1.711	2	.855	1.268	.286	Not Significant
	Within Groups	65.439	97	.675			
	Total	67.150	99				
Personal Attitude	Between Groups	1.604	2	.802	1.494	.230	Not Significant
	Within Groups	52.068	97	.537			
	Total	53.672	99				
Teacher-related Factor	Between Groups	.716	2	.358	1.038	.358	Not Significant
	Within Groups	33.474	97	.345			
	Total	34.190	99				
Classroom Atmosphere	Between Groups	1.003	2	.501	1.092	.340	Not Significant
	Within Groups	44.547	97	.459			
	Total	45.550	99				
Home Environment	Between Groups	.185	2	.092	.227	.797	Not Significant
	Within Groups	39.521	97	.407			
	Total	39.706	99				

Note. \* Significant at alpha 0.05

Table 3.1 presents the difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of age. As shown in this table, except for the aspect of Physical factor, all the F-values and probability values are not significant at alpha 0.05. This means that

though pupil-respondents vary in their age, generally they do not differ in perception towards the subcategories subsumed under the extent of determinants of absenteeism. This further implies that pupil-respondents with the age range 13 years old and above may not make him/her better perceiver toward the extent of determinants of absenteeism compared to those within 10 years old and below as categorized in this study, or vice versa.

Hence, it is safe to say that variable age has no significant intervention in the ways how Elementary pupil-respondents at Jolo III-District, Division of Sulu perceive the extent of determinants of absenteeism. Therefore, the hypothesis which states that: “There is no significant difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are classified according to their demographic profile in terms of age” is accepted.

### 3.2 According to Gender

*Table 3.2 Difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of gender.*

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Physical factor	Male	2.3484	.78140	.12520	.722	.472	Not Significant
	Female	2.2232	.81062				
Health factor	Male	2.7097	.94494	.17345	.974	.333	Not Significant
	Female	2.5362	.76427				
Personal Attitude Significant	Male	1.8452	.85901	.24226	1.532	.129	Not Significant
	Female	1.6029	.66730				
Teacher-related Factor	Male	1.2258	.54343	-.17999	-1.424	.158	Not Significant
	Female	1.4058	.60193				
Classroom Atmosphere	Male	1.5355	.64578	-.13698	-.933	.353	Not Significant
	Female	1.6725	.69280				
Home-related Factor	Male	1.5226	.72051	.01533	.111	.912	Not Significant
	Female	1.5072	.59565				

\* Significant at alpha 0.05

Table 3.2 presents the difference of the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of gender. As shown in this table, all the t-values and probability values are not significant at alpha 0.05. This means that, male and female pupil-respondents involved in this study do not differ in their perception towards the subcategories subsumed under the extent of determinants of absenteeism. This further implies that being male pupil-respondent may not make him a better perceiver toward the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu, or vice versa.

Hence, it is safe to say that variable gender has no significant intervention in the ways how elementary pupil-respondents at Jolo III-District, Division of Sulu perceive the extent of determinants of absenteeism. Therefore, the hypothesis which states that: “There is no significant difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu, when data are classified according to their demographic profile in terms of gender” is accepted.

### 3.3 According to Grade Level

*Table 3.3 Difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of Grade Level.*

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
Physical factor	Between Groups	.472	2	.236	.364	.696	Not Significant
	Within Groups	62.864	97	.648			
	Total	63.336	99				
Health factor	Between Groups	2.255	2	1.128	1.685	.191	Not Significant
	Within Groups	64.895	97	.669			
	Total	67.150	99				
Personal Attitude	Between Groups	3.425	2	1.713	3.306	.041*	Significant
	Within Groups	50.246	97	.518			
	Total	53.672	99				
Teacher-related Factor	Between Groups	1.210	2	.605	1.780	.174	Not Significant
	Within Groups	32.980	97	.340			
	Total	34.190	99				
Classroom Atmosphere	Between Groups	2.627	2	1.313	2.968	.056	Not Significant
	Within Groups	42.923	97	.443			
	Total	45.550	99				
Home Environment	Between Groups	1.181	2	.591	1.487	.231	Not Significant
	Within Groups	38.524	97	.397			
	Total	39.706	99				

Note. \* Significant at alpha 0.05

Table 3.3 presents the difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of grade level. It can be gleaned from this table that except for the aspect of Personal Attitude, all the F-values and probability values of the subcategories subsumed are not significant at alpha 0.05. This means that though the pupil-respondents involved in this study vary in their grade level, generally they do not differ in their perceptions toward the extent of determinants of absenteeism. It implies that pupil-respondents who are grade 6 may not be a better perceiver on the extent of determinants of absenteeism compared to those pupil-respondents in grade 4 or 5, and vice versa.

Hence, it is safe to say that the Grade level variable has no significant intervention in the ways how Elementary pupil-respondents at Jolo III-District, Division of Sulu perceive the extent of determinants of absenteeism. Therefore, the hypothesis which states that: “There is no significant difference in the extent of determinants of absenteeism among pupils at Jolo III district,

Division of Sulu, when data are classified according to their demographic profile in terms of Grade level” is accepted.

### 3.4 According to Length of Service

*Table 3.4 Difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of Parent’s educational attainment.*

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
Physical factor	Between Groups	4.981	3	1.660	2.731	.048*	Significant
	Within Groups	58.355	96	.608			
	Total	63.336	99				
Health factor	Between Groups	1.874	3	.625	.919	.435	Not Significant
	Within Groups	65.276	96	.680			
	Total	67.150	99				
Personal Attitude	Between Groups	.154	3	.051	.092	.964	Not Significant
	Within Groups	53.518	96	.557			
	Total	53.672	99				
Teacher-related Factor	Between Groups	1.411	3	.470	1.378	.254	Not Significant
	Within Groups	32.779	96	.341			
	Total	34.190	99				
Classroom Atmosphere	Between Groups	1.372	3	.457	.994	.399	Not Significant
	Within Groups	44.178	96	.460			
	Total	45.550	99				
Home Environment	Between Groups	.969	3	.323	.801	.496	Not Significant
	Within Groups	38.736	96	.404			
	Total	39.706	99				

Note. \* Significant at alpha 0.05

Table 3.4 presents the difference of the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of parent’s educational attainment. It can be gleaned from this table that except for the aspect of Physical factor, all the F-values and probability values of the subcategories subsumed are not significant at alpha 0.05. This means that though the pupil-respondents involved in this study vary in their Parent’s educational attainment, generally they do not differ in their perceptions toward the extent of determinants of absenteeism. It implies that pupil-respondents who have Parent’s educational attainment with college degree may not be a better perceiver on the extent of determinants of absenteeism among elementary pupils at Jolo III

district compared to those who have are Elementary or No formal Education parent’s educational attainment, and vice versa.

Hence, it is safe to say that the Parent’s educational attainment variable has no significant intervention in the ways how Elementary pupil-respondents at Jolo III-District, Division of Sulu perceive the extent of determinants of absenteeism. Therefore, the hypothesis which states that: “There is no significant difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu, when data are classified according to their demographic profile in terms of Parent’s educational attainment” is accepted.

### 3.5 According to Parent’s Monthly Income

*Table 3.5 Difference in the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of Parent’s monthly income.*

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
Physical factor	Between Groups	2.801	3	.934	1.481	.225	Not Significant
	Within Groups	60.534	96	.631			
	Total	63.336	99				
Health factor	Between Groups	4.194	3	1.398	2.132	.101	Not Significant
	Within Groups	62.956	96	.656			
	Total	67.150	99				
Personal Attitude	Between Groups	.712	3	.237	.431	.732	Not Significant
	Within Groups	52.959	96	.552			
	Total	53.672	99				
Teacher-related Factor	Between Groups	.978	3	.326	.942	.424	Not Significant
	Within Groups	33.212	96	.346			
	Total	34.190	99				
Classroom Atmosphere	Between Groups	1.025	3	.342	.736	.533	Not Significant
	Within Groups	44.525	96	.464			
	Total	45.550	99				
Home Environment	Between Groups	3.113	3	1.038	2.722	.049*	Significant
	Within Groups	36.592	96	.381			
	Total	39.706	99				

Note. \* Significant at alpha 0.05

Table 3.5 presents the difference he extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu when data are grouped according to their demographic profile in terms of Parent’s monthly income. It can be gleaned from this table that except for the aspect of Home-related Factor, all the F-values and probability values of the subcategories subsumed are not significant at alpha 0.05. This means that though the pupil-

respondents involved in this study vary in their Parent’s monthly income, generally they do not differ in their perceptions toward the extent of determinants of absenteeism. It implies that pupil-respondents who have parent’s monthly income of 10,000 and above may not be a better perceiver on the extent of determinants of absenteeism compared to those who have monthly income of 5,000 and below, and vice versa.

Hence, it is safe to say that the Parent’s monthly income variable has no significant intervention in the ways how Elementary pupil-respondents at Jolo III-District, Division of Sulu perceive the extent of determinants of absenteeism. Therefore, the hypothesis which states that: “There is no significant difference in extent of determinants of absenteeism among pupils at Jolo III district, Division of Sulu, when data are classified according to their demographic profile in terms of Parent’s monthly income” is accepted.

4. Is there a significant correlation among the sub-categories subsumed under the extent of determinants of absenteeism among elementary pupils at Jolo III district, Division of Sulu?

*Table 4 Correlation among the sub-categories subsumed under the extent of determinants of absenteeism among elementary pupils at Jolo III-District, Division of Sulu.*

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
<b>Physical factor</b>	Health factor	<b>.482**</b>	<b>.000</b>	100	Moderate
	Personal Attitude	<b>.418**</b>	<b>.000</b>	100	Moderate
	Teacher-related Factor	<b>.177</b>	<b>.078</b>	100	Not Significant
	Classroom Atmosphere	<b>.195</b>	<b>.051</b>	100	Not Significant
	Home-related Factor	<b>.418**</b>	<b>.000</b>	100	Moderate
<b>Health factor</b>	Personal Attitude	<b>.444**</b>	<b>.000</b>	100	Moderate
	Teacher-related Factor	<b>.173</b>	<b>.084</b>	100	Not Significant
	Classroom Atmosphere	<b>.106</b>	<b>.293</b>	100	Not Significant
	Home-related Factor	<b>.164</b>	<b>.103</b>	100	Not Significant
<b>Personal Attitude</b>	Teacher-related Factor	<b>.465**</b>	<b>.000</b>	100	Moderate
	Classroom Atmosphere	<b>.424**</b>	<b>.000</b>	100	Moderate
	Home-related Factor	<b>.466**</b>	<b>.000</b>	100	Moderate
	Teacher-related Factor	<b>.568**</b>	<b>.000</b>	100	High
<b>Teacher-related Factor</b>	Classroom Atmosphere	<b>.321**</b>	<b>.001</b>	100	Moderate
	Home-related Factor	<b>.318**</b>	<b>.001</b>	100	Moderate
	Classroom Atmosphere	<b>.318**</b>	<b>.001</b>	100	Moderate

\*Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 presents the correlations among the sub-categories subsumed under the extent of determinants of absenteeism among elementary pupils at Jolo III-District, Division of Sulu. The computed Pearson correlation coefficients (*r*) between these variables indicate statistically

significant relationships at alpha 0.01 for several subcategories, highlighting their interconnectedness.

The degrees of correlation among the subcategories are as follows:

1. A moderate positive correlation exists between Physical Factor and Health Factor ( $r = 0.482$ , Sig. = 0.000), Personal Attitude ( $r = 0.418$ , Sig. = 0.000), and Home-related Factor ( $r = 0.418$ , Sig. = 0.000), indicating that physical factors are moderately associated with these determinants. However, no significant correlation is observed between Physical Factor and Teacher-related Factor ( $r = 0.177$ , Sig. = 0.078) or Classroom Atmosphere ( $r = 0.195$ , Sig. = 0.051).

2. A moderate positive correlation is observed between Health Factor and Personal Attitude ( $r = 0.444$ , Sig. = 0.000). Other correlations involving Health Factor such as with Teacher-related Factor ( $r = 0.173$ , Sig. = 0.084), Classroom Atmosphere ( $r = 0.106$ , Sig. = 0.293), and Home-related Factor ( $r = 0.164$ , Sig. = 0.103) are not significant.

3. Personal Attitude is moderately correlated with Teacher-related Factor ( $r = 0.465$ , Sig. = 0.000), Classroom Atmosphere ( $r = 0.424$ , Sig. = 0.000), and Home-related Factor ( $r = 0.466$ , Sig. = 0.000), indicating a moderate association across these dimensions

4. Teacher-related Factor is highly correlated with Classroom Atmosphere ( $r = 0.568$ , Sig. = 0.000) and moderately correlated with Home-related Factor ( $r = 0.321$ , Sig. = 0.001), showing its significant role in influencing classroom and home dynamics.

5. Classroom Atmosphere exhibits a moderate positive correlation with Home-related Factor ( $r = 0.318$ , Sig. = 0.001), indicating its association with the home environment.

These findings suggest that while several determinants, such as Personal Attitude, Health Factor, and Home-related Factor, are interrelated, others, such as Classroom Atmosphere and Teacher-related Factor, exhibit selective associations. The significant positive correlations highlight the interconnectedness of these determinants in influencing absenteeism among pupils.

Therefore, the hypothesis which states, “There is no significant correlation among the subcategories subsumed under the extent of determinants of absenteeism among elementary pupils at Jolo III-District, Division of Sulu,” is rejected.

## **Conclusion**

The following was concluded based on the findings of the study:

1. The female respondents comprise the majority, a little more than half are just right for their present grade level, the number of respondents from each grade level health factor, and home – related factor are interrelated, others, such as, classroom atmosphere and teacher – related factor, exhibit selective associations are almost equal, mostly educated, and low-income earner.

2. The result means that the cause of absenteeism among elementary school pupils of Jolo III District, Division of Sulu varies depending on the factors. However, it clearly showed that health factor is sometimes the cause while teacher – related factor was never the cause. Given this, the implementation of DepEd’s Health programs, such as Oplan Kalusugan sa DepEd and school-based medical and nutrition services, plays a crucial role in reducing absenteeism.

3. The different profiles of the respondents failed to show differences in the cause of absenteeism among the elementary school pupils of Jolo III District, Division of Sulu.

4. The significant positive correlations highlight the interconnectedness of the different determinants in influencing absenteeism among pupils.

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