Article

Effects of Learners Profile on Students Absenteeism

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Abstract: This study examines the influence of demographic factors on school absenteeism among kindergarten learners using a descriptive-quantitative research design. Data were collected from 50 respondents through demographic questionnaires, attendance records, and structured surveys. Stratified random sampling ensured balanced representation across age, gender, socioeconomic status, and distance from school. Findings reveal that most demographic variables, including age, educational attainment, family income, number of children, and proximity to school, are not significantly associated with absenteeism. However, gender emerged as a significant factor influencing absenteeism causes (p = 0.037). The primary reasons for absenteeism were linked to minor social factors, such as staying at home with parents or spending time with friends, while serious issues like bullying, health problems, and academic stress were largely insignificant. These findings underscore the importance of fostering stronger family-school collaboration and addressing social distractions to enhance attendance. Overall, the study highlights the need for targeted strategies to maintain high attendance rates and optimize learning outcomes.

Introduction

Early childhood education (ECE) is pivotal for the cognitive, social, and emotional development of children, equipping them with critical skills for lifelong success. High-quality ECE enhances problem-solving abilities, language acquisition, and interpersonal communication, forming the bedrock of academic and social integration (Bagea et al., 2023). It also fosters emotional regulation and resilience, enabling children to navigate challenges effectively (Blewitt et al., 2021). Research underscores the role of ECE in strengthening cognitive flexibility, executive functioning, and decision-making skills,

which are vital for academic and life success (Siregar & Sit, 2024).

Furthermore, ECE fosters social-emotional learning, which cultivates empathy, teamwork, and effective communication skills, creating a sense of belonging among learners (Ulutas et al., 2021). Additionally, ECE mitigates behavioral issues and promotes curiosity and motivation, laying a foundation for lifelong learning (Fajriyah, 2023). Evidence emphasizes the importance of structured, engaging environments in optimizing developmental potential (Mukuru & Sikubwabo, 2024).

School absenteeism significantly hinders consistent learning outcomes in early education by disrupting skill acquisition and causing developmental gaps in cognitive and social domains. Chronic absenteeism is associated with reduced academic performance in literacy and numeracy skills and the stunted development of peer relationships and emotional competencies (Blewitt et al., 2020). Socioeconomic disadvantages and health challenges exacerbate absenteeism, perpetuating disparities in educational outcomes (Hachem et al., 2022). Addressing absenteeism through equitable interventions, such as transportation subsidies and inclusive policies, is critical to closing these gaps (Chung et al., 2020).

Demographic factors, including socioeconomic status, parental education, and geographical accessibility, significantly influence absenteeism rates. Children from low-income families face financial and logistical barriers to attendance, while children of more educated parents often benefit from prioritized school participation (Siregar & Sit, 2024). Household dynamics, such as single-parent situations, further compound attendance challenges (Fajriyah, 2023). Geographical limitations, including distance to school, also affect regular attendance (Mukuru & Sikubwabo, 2024).

Understanding these demographic influences is key to designing interventions that improve attendance and educational equity. Strategies such as co-designed programs, teacher training, and comprehensive policies can help bridge the attendance gap (Thümmler et al., 2022). These targeted solutions enable policymakers and educators to address systemic barriers, ensuring that early learning opportunities foster long-term success

Methodology

This study adopts a descriptive-quantitative research design to investigate the impact of demographic characteristics on school absenteeism among kindergarten learners. This methodology is well-suited for systematically analyzing numerical data to identify patterns and relationships that reveal how demographic factors influence attendance. The study population consists of kindergarten learners from selected schools, incorporating input from parents, guardians,

and teachers to ensure a holistic understanding. A stratified random sampling method is employed to ensure balanced representation across key demographic variables, including age, gender, socioeconomic status, and proximity to school. Data collection utilizes three primary tools: a demographic questionnaire to profile participants, attendance records to quantify absenteeism rates, and structured surveys to explore the demographic factors contributing to absenteeism. Data analysis is conducted using Microsoft Excel, enabling the identification of significant correlations between demographic profiles and absenteeism trends.

Results and Discussion

Table 1. Age of the Respondents

Age (in years)	Gender		Total	
	F	M	f	%
46-55	0	0	0	0
36-45	12	5	17	34.00
26-35	17	6	23	46.00
25 below	9	1	10	20.00
Total	**38**	**12**	**50**	**100**

The table shows the age distribution of respondents, categorized by gender. The largest group of respondents, 46%, are between the ages of 26-35, with 17 females and 6 males. This is followed by the 36-45 age group, which comprises 34% of the total, with 12 females and 5 males. The smallest age group, 25 and below, makes up 20% of the respondents, consisting of 9 females and 1 male. There are no respondents in the 46-55 age group. Overall, the data shows that the majority of respondents are in the younger age brackets, with a clear dominance of female parents' respondents across all age groups.

Table 2. Highest Educational Attainment of the Parents

Educational Attainment	f	%
Master Degree Holder	0	0
With Units in Master	0	0
Bachelor Graduate	30	60.00
High School Graduate	12	24.00
Elementary Level	8	16.00
Total	**50**	**100.00**

The table presents the highest educational attainment of the parent respondents. The majority of parents, 60%, are Bachelor Graduates, indicating that most have completed a college-level education. A significant portion, 24%, are High School Graduates, while 16% have only completed the Elementary Level. Overall, the data shows that while most parents have attained at least a bachelor's degree, a considerable number have lower educational qualifications, with a little portion having completed only elementary or high school education.

Table 3. Combined Monthly Family Income of the Respondents

Monthly Income Bracket	Frequency	Percentage
Below P 10,000	10	20.00
P 10,000 - P 20,000	28	56.00
More than P 20,000	12	24.00

The table presents the combined monthly family income of the respondents. The majority of respondents, 56%, fall within the income bracket of P10,000 to P20,000, indicating that more than half of the families have a moderate-income level. A smaller proportion, 24%, have a monthly family income of more than P20,000, representing the higher-income group. Meanwhile, 20% of respondents have an income below P10,000, placing them in the lower-income category. Overall, the data suggests that most respondents are within the middle-income range, with fewer families in the lower or higher income brackets.

Table 4. Number of Children

Number of Children	Frequency	Percentage
1-2	25	50.00
3-4	12	24.00
5-6	10	20.00
6 above	3	6.00

The table shows the distribution of respondents based on the number of children they have. The largest group, representing 50% of the respondents, has 1-2 children, indicating that half of the families have relatively small family sizes. Another 24% have 3-4 children, while 20% of the respondents have 5-6 children, indicating larger families. Only 6% of the respondents have 6 or more children, representing the smallest group. Overall, the data shows that the majority of families have 1-4 children, with fewer families having larger numbers of children.

Table 5. Distance from School of the Respondents

Distance from School	Frequency	Percentage
Can be walked	39	78.00
Takes two rides of commute	11	22.00
Takes more than two rides to commute	0	0.00

The table presents the distance from school for the respondents. A significant majority, 78%, live close enough to the school that the distance can be walked, indicating high accessibility for most families. Another 22% of respondents require two rides of commute to reach the school, while none of the respondents need more than two rides to commute. Overall, the data suggests that the vast majority of families have convenient access to the school, with most being able to walk and a smaller portion relying on a moderate commute of two rides.

Table 5. Possible Causes of Children's Absenteeism

	Indicators	Mean	Interpretation
1.	Nasakit ko (eg. hilanat, sibo, ubo,appointment sa doctor)	1.54	Never
2.	Mas interasado ko nga makig-uban sa akong mga higala	1.84	Rarely
3.	Nahadlok ko sa mga tawo didto (e.g. kasal o lubong)	1.63	Never
4.	Mas gipili nako nga magpabilin sa balay uban sa akong mga ginikanan.	2.42	Rarely
5.	Dili ko komportable.	1.36	Never
6.	Gikapoy kaayo ko ug natulog nalang.	1.56	Never
7.	Gusto kong mogahin og panahon uban sa akong mga higala.	2.04	Rarely
8.	Naa koy mga problema sa magtutudlo o mga klasmeyt.	1.08	Never
9.	Sa akong hunahuna makalaay ang makalaay ang eskwelahan ug dili ko ganahan moadto.	1.24	Never
10.	Gusto nakong buhaton ang ubang mga butang (pananglitan pagpamalit o pagdula.)	1.67	Never
11.	Nahadlok ko sa exam	1.46	Never
12.	Gi bully ko	1.26	Never
	Aggregate Mean:	**1.59**	**Never**

The table presents the possible causes of children's absenteeism, with the majority of indicators falling into the "Never" category based on the aggregate mean of 1.59. The highest-scoring reasons, though still low, indicate that children "Rarely" miss school due to preferring to stay home with their parents (mean = 2.42), or spending time with friends (mean = 2.04). Other causes, such as social distractions or fatigue, also scored as "Rarely" contributing to absenteeism. The remaining indicators, including health issues, discomfort, fear of exams, bullying, and lack of interest in school, all fall under the "Never" category, indicating they are not significant contributors to absenteeism. Overall, the data suggests that children in this sample rarely miss school, and when they do, it is more likely due to social reasons or staying at home with their parents, rather than serious issues such as bullying or health problems. The data on children's absenteeism suggests that serious issues like health problems, bullying, and academic stress are not significant causes, as most reasons fall into the "Never" category. However, occasional absenteeism is linked to social reasons, such as staying home with parents or spending time with friends. This implies a need for stronger family-school collaboration and strategies to minimize social distractions. In addition, the school environment appears safe and supportive, with a focus on maintaining engagement to keep absenteeism low. Moreover, the finding shows that most causes of absenteeism, such as health issues, bullying, and discomfort, are rarely significant, with students largely attending school regularly. However, social factors like spending time with friends or staying home with parents occasionally contribute to absenteeism. This indicates that while the school environment is generally positive, efforts should focus on engaging parents and reducing social distractions that might lead to missed school days. The results suggest that absenteeism is not driven by serious issues but by minor social

preferences, highlighting the need for proactive strategies to maintain high attendance.

Table 6. Relationship Between Profile of the Parent Respondents and the Possible Causes of Absenteeism (alpha = 0.05)

Variables	Chi-Square	df	p-Value	Significance	Result
Age	5.296	3	0.061	NS	Ho accepted
Gender	6.604	3	0.037	S	Ho rejected
Highest Educational Attainment	6.917	2	0.140	NS	Ho accepted
Combine Monthly Income	5.292	2	0.071	NS	Ho accepted
Number of Children	1.999	3	0.736	NS	Ho accepted
Distance from the School	3.713	3	0.156	NS	Ho accepted

The table presents the relationship between the profile of the parent respondents and the possible causes of absenteeism, using a significance level of alpha = 0.05. The results show that for most variables age (p = 0.061), highest educational attainment (p = 0.140), combined monthly income (p = 0.071), number of children (p = 0.736), and distance from school (p = 0.156) the p-values are greater than 0.05, indicating no statistically significant relationship between these variables and the causes of absenteeism. Therefore, the null hypothesis (Ho) is accepted for these variables, meaning there is no significant association. However, for gender (p = 0.037), the p-value is less than 0.05, indicating a statistically significant relationship between gender and the causes of absenteeism. As a result, the null hypothesis (Ho) is rejected for gender, suggesting that gender plays a significant role in the causes of absenteeism.

Discussion

The findings indicate that most demographic factors, such as age, educational attainment, monthly income, number of children, and distance from school, do not significantly influence the causes of absenteeism among kindergarten learners, as shown by p-values greater than 0.05. This suggests that absenteeism in this context is not strongly tied to socioeconomic or logistical barriers. However, gender stands out as a statistically significant factor (p = 0.037), indicating that gender may influence specific reasons for absenteeism. This aligns with research emphasizing that gendered expectations in household roles and caregiving responsibilities can indirectly shape children's school attendance patterns (Siregar & Sit, 2024). While the study highlights that serious issues like bullying, health problems, and academic stress are rarely significant causes of absenteeism, minor social factors, such as staying at home with parents or spending time with friends, occasionally lead to missed school days. These findings underscore the need for stronger family-school engagement to minimize the influence of social distractions on attendance. The data suggests that schools

should focus on fostering a collaborative relationship with parents to create awareness of the importance of regular attendance, even for seemingly minor absences. Such initiatives align with prior studies demonstrating that family involvement and a supportive school environment are critical in maintaining high attendance and reducing absenteeism due to non-critical factors (Blewitt et al., 2021).

Conclusion

The study concludes that while most demographic factors, such as age, educational attainment, monthly income, number of children, and distance from school, do not significantly influence absenteeism among kindergarten learners, gender does play a notable role. The findings indicate that absenteeism is not primarily driven by serious issues like health problems, bullying, or academic stress but is instead occasionally linked to social factors, such as staying at home with parents or spending time with friends. This highlights the importance of proactive strategies that address minor social distractions, such as fostering stronger collaboration between families and schools to emphasize the value of consistent attendance. Overall, the results suggest that the school environment is generally positive and supportive, but targeted interventions focusing on engagement and awareness can further reduce absenteeism and ensure better attendance outcomes.

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