

# Factors Affecting Class Attendance and its Effect on Academic Performance

## **Charlene T. Agustin**

Teacher I, Enrique Villanueva National High School, Poblacion, Enrique Villanueva, Siquijor  
Northwest Samar State University  
E-mail: [cltagustin0708@gmail.com](mailto:cltagustin0708@gmail.com)

## **Annie Mary D. Davis**

Teacher III, Mahaplag National High School, San Isidro, Mahaplag, Leyte  
Northwest Samar State University  
E-mail: [annviemary.davis@deped.gov.ph](mailto:annviemary.davis@deped.gov.ph)

## **Jeramel G. Pieza**

Teacher I, Polahongon National High School, Polahongon, Mahaplag, Leyte  
Northwest Samar State University  
E-mail: [jeramel.pieza@deped.gov.ph](mailto:jeramel.pieza@deped.gov.ph)

## **Emily C. Rosal**

Focal Person, Northwest Samar State University  
E-mail: [stoneemily999@gmail.com](mailto:stoneemily999@gmail.com)

*Abstract* — This study determined the factors affecting class attendance in relation to academic performance among Grade 8 students in Enrique Villanueva National High School, Enrique Villanueva District, Department of Education Schools Division of Siquijor during School Year 2025-2026. Specifically, it determined the students' first quarter academic performance, the relationship between the profile of the student respondents and the perceived factors affecting class attendance, the relationship between the profile of the student respondents and the academic performance of Grade 8 students during the first grading period, and the relationship between the perceived factors affecting class attendance and academic performance of Grade 8 students during the first grading period, with the end goal of proposing a collaborative home-school intervention activities to address identified gaps. A descriptive-quantitative correlational research design was employed involving 100 Grade 8 students selected through stratified random sampling enrolled

during School Year 2025-2026. Students' perception on the factors of class attendance was determined using a validated survey questionnaires and student's grades based on K-12 grading scale. Pearson r Correlation Coefficient was applied to determine the relationship between the profile of the student-respondents and the factors of class attendance at 0.05 level of significance, the same test was used to test the relationship between the profile of the student respondents and the academic performance of Grade 8 students during the first grading period, while a chi-square test of independence was performed to examine the relation between the factors affecting class attendance and the level of academic performance of Grade 8 students. Results showed that factors affecting class attendance can have an impact on the academic performance of Grade 8 students. Based on these findings, a set of collaborative home-school intervention activities was proposed to address the identified attendance-related issues. The study highlights the need for early identification and consistent monitoring of attendance, emphasizing the value of holistic, community-based approaches to enhance student attendance and academic performance.

***Keywords — Factors, Class Attendance, Academic Performance, Collaborative home-school intervention activities***

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## I. INTRODUCTION

Attendance is the act of being present at or attending a class, an event, or a meeting. In schools, student must maintain their attendance. (Teachmint, 2020). School attendance is a critical factor influencing academic performance, with numerous studies shows a strong correlation between consistent presence in school improve academic performance. ( Ancheta et. al. 2021). Moreover, given the increasing prevalence of student absenteeism understanding its factors is crucial for developing effective interventions to improve student success and retention.

The relationship between class attendance and academic performance has been a subject of considerable interest in educational research (Ahmad et al., 2021). Understanding this

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relationship is crucial for educators and policymakers, as it can inform strategies to improve student outcomes. School attendance plays a crucial role in determining the academic success of learners. Consistent school attendance is essential for academic success, as it guarantees students' continuous engagement in daily learning, critical discussions, and formative assessments that develop core knowledge and skills.

In the Philippine basic education context, basic education faces a persistent learning crisis: many learners do not meet minimum proficiency standards in foundational literacy and numeracy. Poor class attendance caused by various factors such as poverty, limited learning resources, school distance/transportation, family responsibilities, health issues and other schooling disruptions. (Naungayan, 2022). Addressing these barriers is vital to ensure that all learners have equal opportunities to succeed academically.

On factors influencing school attendance in the Philippines, poverty is a major determinant of school absenteeism, with many students from low-income families needing to work or facing financial barriers for school. Health problems and malnutrition can also contribute to students missing classes. Another factor, is family problems, including lack of parental guidance, can also lead to students not attending school regularly. These sources collectively reinforce the understanding that school attendance is a multifaceted issue in the Philippines, with significant implications for academic success, and is influenced by a range of socio-economic, environmental, and individual factors. ( Del Mundo, 2023).

By understanding the underlying factors affecting class attendance and implementing collaborative home-school intervention activities, schools improved student attendance and enhanced educational outcomes. Early identification through consistent monitoring of attendance records allows educators to detect and respond to absenteeism before it becomes chronic. Also, for those who have already missed classes, remedial sessions, tutoring, and access to supplementary materials such as the self-learning modules help them recover lost lessons and skills. Strong communication with parents and guardians is essential in addressing the root causes of the absences. A home visitation is also encouraged to check the status of the students. Ultimately, creating a safe, welcoming, and supportive school environment strengthens students' sense of

belonging and commitment to regular attendance. Addressing the gaps caused by poor class attendance requires a coordinated effort among the school, teachers, parents, and the students themselves.

This study determined the factors affecting class attendance and its effect on academic performance among Grade 8 students at Enrique Villanueva National High School, Enrique Villanueva District, Department of Education Schools Division of Siquijor. Data was also gathered through survey questionnaires and academic records to establish the relationship between school attendance and academic performance. This study also seek to determine if there is a statistically significant relationship between the profile of the student- respondents and the perceived factors affecting class attendance, the significant relationship between the profile of the student respondents and the academic performance of Grade 8 students during the First Quarter, and the significant relationship between the perceived factors affecting class attendance and the academic performance of Grade 8 students during the First Grading Period. With these insights, this study sought to analyze the factors affecting student attendance, shaped by interrelated factors such as hunger and malnutrition, physical illness, family-related issues, peer influences, early marriage/pregnancy, lack of interest/distractions, physical conditions of class and teacher factors, plays a critical role in determining the academic performance of the students. Understanding these factors is essential for developing effective collaborative home-school based intervention activities that public schools can use to enhance students' class attendance and improved the students' academic performance.

## **Literature Review**

This research provided a systematic literature review of studies that determined the factors affecting class attendance and developed a conceptual model of the predictors of students' non-attendance at school, thus affecting their academic performance. The findings provided a nuanced and all-encompassing approach to analyzing student non-attendance in school, revealing the most significant correlates to students' poor class attendance and affecting their academic performance.

The study determined the factors affecting class attendance in relation to the academic performance of the students, factors affecting school attendance such as hunger and malnutrition, physical illness, family-related issues, peer influences, early marriage/pregnancy, lack of interest/distractions, physical conditions of classroom, and teacher factors.

School attendance is widely recognized as a vital determinant of academic performance, as consistent participation in class ensures exposure to learning, learning, and continuous engagement. Hunger and malnutrition remain pressing concerns in relation to school attendance. Zerga et al. (2022) found linking undernutrition with reduced concentration, increased absenteeism, and lower academic outcomes. However, much of the research is cross-sectional, leaving gaps in understanding of how daily hunger translate into cumulative absences across the school year.

Physical illness also strongly influences student attendance. Saadia et al (2024) showed that acute and chronic illnesses contribute to absenteeism and lower exam performance in hybrid learning environments, stating that illness reduces both instructional time and cognitive engagement. However, illness specific effects remain underexplored. Similarly, Kjolhede et al. (2025) found that schools with integrated health centers experience reduce absenteeism suggesting that accessible care mitigates illness-related attendance loss. Yet more study across diverse area is still limited.

Family-related issues, particularly parental involvement, have also been identified as determinant of attendance. According to the research findings of Brew (2021), family education level affects students' academic success in terms of academic success in terms of academic support, being a role model, concern, intellectual and motivation dimensions; school's physical conditions affect student's academic success in terms of learning, motivation, and creativity. The National Center for Education Statistics (2020) reported that parental involvement plays a crucial role in shaping student attendance and achievement outcomes. Data from the Condition of Education showed that students with higher levels of family engagement were less likely to be chronically absent and generally achieved higher academic performance compared to peers with less involved families.

Peer influences also affect attendance and achievement. Shao et al, (2024) demonstrated that supportive peer relationships enhance motivation, engagement, and academic performance, indirectly reducing absenteeism. Another study by Mgboro et. al. (2024) showed a negative relationship between peer pressure and academic achievement, and a strong positive relationship between effective study habits and achievement, confirming how peer networks can influence attendance-related behaviors. However, the small and localized samples in many of these studies limit generalization.

Early marriage and pregnancy also critically disrupt schooling. Nhampoca et al. (2024) showed that adolescent pregnancy often results school dropout or prolonged absence, with long term- educational and psychological consequences. However, causal distinctions between pregnancy and underlying socioeconomic conditions remain unclear. Quantitative evidence of enrollment declines linked to adolescent parenthood, but research remains limited on policies that support reentry to school and restoration of attendance and post pregnancy.

Lack of interest and distractions represent another set of factors. Li et. al (2023) conducted a meta-analysis identifying motivation, self-regulation, and school climate as significant predictors of engagement, which in turn affects attendance and achievements. However, engagement definitions vary across studies, complicating standardization in measurement. Digital distractions also emerge as a modern challenge. Reports by Education Week (2023) note that excessive device use reduces classroom attention and contributes to absenteeism through sleep disruption. Yet, these findings are largely descriptive, with few controlled experiments. Kus et al. (2025) extended this evidence through a meta-analysis, showing that low self-regulation exacerbates negative digital impact on academic behavior, but existing studies are concentrated in high-income settings, limiting applicability to countries like the Philippines.

Classroom physical conditions are also crucial for attendance and learning. Barrett et. al. (2019) reviewed global evidence showing that lighting , ventilation, and acoustics directly influence student comfort, health, and attendance. While associations are strong, experimental evidence linking physical improvements to reduced absenteeism is still lacking. Makaremi et. al (2024) similarly showed that indoor environmental quality correlates with wellbeing,

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concentration, and reduced absences, but these findings often emerge from small case studies, which limits representativeness.

Teacher-related factors also shape student attendance. Reports from the National Council on Teacher quality (2020) and Gardner (2024) emphasize that teacher absenteeism and poor instructional quality disrupt learning continuity and lower student attendance by weakening classroom norms. While these findings are compelling, comparative research in low- and middle income countries remain limited, particularly in linking teacher absence directly to student absenteeism rather than achievement outcomes alone.

Absenteeism is one of the common problems observed by teachers today. There are many attempts that researchers have made to define absenteeism. Chronic absentees are those students who missed their class for at least 15 or more days of school within a single academic year. Kearney et.,al (2019). According to Daily et. al, (2020), their study suggested that the school environment influences students' attendance behaviors, which then affect performance outcome. They found that school environment factors not only directly affect student wellbeing but also indirectly shape academic performance through attendance behavior. Indeed this study highlights the importance of including contextual or psychosocial variables-like school climate, climate satisfaction, and mediated relationships between climate and performance-as key factors of attendance and academic success.

In conclusion, this study affirmed that that factors affecting class attendance have an effect on academic performance of the students. Frequent school absenteeism has immediate and long-term negative effects on academic performance, social functioning, high school and college graduation rates, adult income, health, and life expectancy.

## II. METHODOLOGY

### Research Design

This study employed quantitative, descriptive-correlational research design to examine the factors affecting student attendance and its effect on academic performance. The design was chosen because it enabled the researcher to determine the level of attendance and performance among students while also determining the relationship among variables without manipulating them (Bhandari, 2023). Descriptive statistics were utilized to summarize attendance and performance data, while correlational analysis was conducted to examine the relationship between the profile of the student respondents and the perceived factors affecting class attendance, the relationship between the profile of the student respondent and the academic performance of Grade 8 students during the first grading period, and the relationship between the perceived factors affecting class attendance and academic performance of Grade 8 students during the first grading period.

This kind of study had as its main goal of determining the factors affecting class attendance in relation to academic performance of the student. Primarily, this study determined the profile of the student respondents as to: age, sex, family size, number of siblings, residential address (barangay), average monthly family income, and class attendance. The correlational component, on the other hand, will establish the relationship between the respondents' profile, perceived factors affecting class attendance in terms of-hunger and malnutrition, physical illness, family-related issues, peer influences, early marriage/pregnancy, lack of interest/distractions, physical conditions of classroom, and teaching factors. The instrument used to gather data is through a survey questionnaire since all the respondents were from the same school.

Consequently, the statistical tools employed in data processing is a Pearson r correlation test to determine if there is significant relationship between the profile of the student respondents and the perceived factors affecting class attendance, if there is a significant relationship between the profile of the student respondents and the academic performance of Grade 8 students during the first grading period, and the significant relationship between the perceived factors affecting class attendance and academic performance of Grade 8 students during the first grading period,

the normality test to ascertain whether samples had been obtained from a normally dispersed populace to select appropriate statistical tools for inferential statistics and descriptive statistics which will be employed for the frequency spreading the sample.

### Sample of the Study

According to the data provided by the Department of Education Schools Division of Siquijor, Enrique Villanueva National High School, Poblacion, Enrique Villanueva, Siquijor, has a total number of 131 Grade 8 students, composed of 83 males and 48 females. These students are distributed across three sections: Section Diamond (45) Section Ruby (45) and Section Sapphire (41). The total population of Grade 8 student was 131. The respondents of the study were one hundred (100) Grade 7 students enrolled during the School Year 2025-2026 of Enrique Villanueva National High School. Using stratified random sampling, 100 respondents were selected from the 131 population. They are available, willing, or easy to access to contact on a practical level. In statistics, stratified random sampling is used to ensure representation of key subgroups in the population. Creswell and Creswell (2018). Also, stratified sampling divides the population into homogenous groups, then selects randomly from each. Fraenkel et.al., 2019). It aimed to gather views of the student respondents on the perceived factors affecting class attendance.

**TABLE 1. TABLE PRESENTED THE DISTRIBUTION OF THE RESPONDENT GROUPS AT ENRIQUE VILLANUEVA NATIONAL HIGH SCHOOL, POBLACION, ENRIQUE VILLANUEVA, SIQUIJOR.**

<b>Respondents</b>	<b><i>f</i></b>	<b>%</b>
Male	63	63%
Female	37	37%
<b>Total</b>	<b>100</b>	<b>100%</b>

As reflected in Table I, the respondents of the study were composed of 63(63%) males and 37 (37%) females among Grade 8 students of Enrique Villanueva National High School, Poblacion, Enrique Villanue Siquijor, District of Enrique Villanueva. A total number of 100

student respondents were asked to answer the survey questionnaire. They were chosen as respondents since they relate with the school.

To ensure that all subgroups of the population were fairly represented, the researcher employed stratified employed stratified random sampling in selecting the 100 Grade 8 student-respondents out of a total population of 131. The population was first divided into naturally occurring strata based on class section. Each Grade 8 section a different number of students; therefore, proportionate allocation was used to determine the number of respondents to be selected from each stratum. The proportionate sample size per section was computed by dividing the number of students in each section by the total population of 131 and then multiplying the results by the desired sample size of 100. This procedure ensured that the representation of each section in the sample matched its actual proportion in the population.

After determining the required number of respondents per section, the researcher used Research Randomizer, an online random selection tool, to generate the specific students who would be included in the study. Within each stratum, students were first assigned corresponding numerical identifiers- such as 1 to 40 for Section Diamond, 1 to 35 for Section and so on- depending on the class size of each stratum. These numbers were then entered into the Research Randomizer interface.

For each section, the researcher specified the number of random numbers to be generated based on the proportionate allocation, indicated the minimum and maximum values corresponding to the student numbers in that section, and ensured that the “ no repeats” option was selected to avoid duplication. The students whose assigned numbers matched the randomly generated numbers were identified and included in the final sample. This procedure allowed the researcher to obtain a scientifically selected group of 100 respondents while upholding randomness, proportionality, and fairness across the entire Grade 8 population. As a results, a total of 63 males and 37 females student respondents were included in the study. This allocation allowed for participation across the different strata, ensuring both gender and section distribution were adequately represented in the final sample

## Measures

The study gathered data by adopting a structured questionnaire designed to gather quantitative data related to student demographic information and perceived factors affecting attendance. The researcher employed stratified random sampling and carried out the study through face-to-face survey questionnaires since all respondents were all from the same school.

There were two (2) parts in the questionnaires. Part I asked information on the profile of the respondent groups as to : students' age; sex; family size, number of siblings, residential address(barangay), average monthly family income, and class attendance. Part II determined the perceived factors affecting class attendance as to: hunger and malnutrition, physical illness, family-related issues, peer influences, early marriage/pregnancy, lack of interest/distractions, physical conditions of classroom, and teacher factor. To measure the responses to Part I, under profiling of the respondents, simple percentage were used.

In order to determine the perception of student respondents in Part II as to the factors affecting class attendance, the following data scoring was adopted: (4) 3.26-4.00 Strongly Agree (SA); (3) 2.51-3.25 Agree (A); (2) 1.76-2.50 Disagree (D); (1) 1.00-1.75 Strongly Disagree (SD). This instrument was used in administering the survey to selected Grade 8 students of Enrique Villanueva National High School to systematically gather data on their demographic profiles and perceptions regarding factors affecting class attendance.

## Procedures

The following procedures were carefully observed in during the conduct of this research. The process of data collection was conducted through the utilization of a structured survey questionnaire, which was adapted from a pertinent prior study. This instrument was designed to determine the factors affecting class attendance and its effect on academic performance. Such an instrument was meticulously crafted to guarantee that the data procured were both relevant and precise, thereby enabling the researcher to extract significant insights.

The survey instrument was submitted to the board of examiners during the proposal defense for the purpose of content validation prior to its deployment in the field. The researcher formally requested authorization to execute a pilot study through a letter that received approval from the thesis adviser, which included the incorporation of recommendations from the research panel. The researcher addressed the feedback provided by the panel and implemented the necessary revisions. The questionnaire was also pilot tested among a small group of respondents with similar characteristics to those of the target participants to assess the clarity, relevance, and effectiveness of the questionnaire. Based on feedback, revisions were made to refine wording, clarity, and structure, ensuring that the final instrument produced valid and reliable data.

The data gathering process was implemented in several stages. Initially, the researcher sought approval from the thesis adviser and panel members for the validated instrument. Permission letters were then sent to the Schools Division Superintendent Schools Division of Siquijor and concerned school head to secure authorization to conduct the study. After obtaining an approval, orientation sessions were then conducted to student -respondents and explain the study's objectives, procedures and confidentiality measures to potentials respondents. Following the acquisition of informed consent, questionnaires were distributed in paper based. The finalized questionnaire was then administered to the one hundred (100) Grade 8 student respondents of Enrique Villanueva National High School. The researcher did not encounter challenges during the conduct of the study since all the respondents were from the same school.

The researcher analyzed the collected data to discern patterns and correlations among the variables before being encoded for analysis. Findings were presented in tabular format and interpreted in accordance with the research questions and objectives. Additionally, the findings were also discussed against existing literature concerning the factors of class attendance and its effect on academic performance of the students. Conclusions were drawn and recommendation for future research and collaborative home -school intervention activities were provided.

### **Data Processing**

Data gathered were evaluated from the survey and statistically treated using different statistical tools. Descriptive statistics such as frequency, percentage, mean, and standard deviation

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summarized the demographic profile of the student respondents while inferential statistics were applied to examine differences in perceptions of student respondents on the factors affecting class attendance. Frequency tallies and percentages summarized the respondent profiles and prevalence of responses related to factors affecting class attendance and its effect on class attendance. Weighted means and standard deviations were calculated to determine the average perception of respondents regarding the factors affecting class attendance. The Pearson r correlation test was used to assess the significant relationship between the profile of the student respondents and the perceived factors affecting class attendance, the significant relationship between the profile of the student respondents and the perceived factors affecting class attendance and the significant relationship between the perceived factors affecting class attendance and academic performance of Grade 8 students during the first grading period. The information obtained served as the basis for understanding the correlation between these variables.

### **Ethical Considerations**

In accordance with the established standards, this research prioritizes the well-being and rights of the respondents. Ethical principles were strictly observed through the stud. A consent from clearly explained the study's objectives, the procedures to be undertaken, the voluntary nature of participation, and the assurance that there would be no negative consequences should they choose not to participate or withdraw during the conduct of the study. Also, confidentiality of information was observed through the research. This entailed adhering to ethical standards and procedures in conformity with the Data Privacy Act of 2012 (Republic Act No. 10173), thereby safeguarding the rights and welfare of all participants.

### **III. RESULTS AND DISCUSSION**

This offered a comprehensive understanding of the factors affecting class attendance in relation to academic performance. This shows the result in comparison with the existing literature.

## Results

This section provided, evaluated, and interpreted the information gleaned from the study on participants' questionnaires. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the factors affecting student attendance and its effect on academic performance.

### Summary of Findings

This contained a concise summary of the results taken from the survey questionnaire in connection to the factors affecting student attendance and its effect on academic performance. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

**1. Demographic Profile Analysis.** This demographic profile of Grade 8 student respondents. The findings reveal that the age of the group of the student respondents is approximately 13 years old, showing that most respondents are clustered around this age. The ideal age for Grade 8 students under Philippine K to 12 basic education system is 13 to 14 years old, though some may be 12 or older and they are in their second year of Junior High School. Based on the data gathered out of 100 participants, a significant majority 63 ( 63%) were males while only 37 ( 37%) were females. This indicated a noticeable gender imbalance favoring male students within the sample. Also, the study revealed that a majority comprising of 52 students ( 52%) came from a middle -sized families with 2 to 3 children. Based on the results , the largest group of respondents had three siblings comprising of 26 %. According to research, family size continues to be a significant factor in predicting students' educational outcomes, with smaller families generally able to provide greater support for learning compared to larger families. Park, 2017). According to the study conducted by Yao & Li, 2020, the number of siblings is a meaningful demographic factor as it can influence the availability of parental time, attention, and resources, which according to the Resource Dilution Theory, may affect students' school attendance and academic performance. With regards to the residential address ( barangay), the results showed that

the highest proportion of the student respondents were from barangay Libo, comprising of 22%. In terms of average monthly family income, majority 72(72%) of the student respondents falling into below ₱ 10,000.00. This result highlights that over half of the respondents come from lower-income households, suggesting significant economic challenges for many families in the sample which may affect their ability to provide for their children's educational and general well-being. Lastly, the distribution of class attendance among the student respondents with majority 46 (46%) falling into 0-2 number of days being absent followed by 38 (38%) falling 3-4 absent during the first quarter.

**2. Academic Performance.** Based on the result gathered on the academic performance of the student respondents, and based on Department of Education grading descriptors, majority of the student respondents or 49 % received a Satisfactory rating, corresponding to grades between 80 and 84. This indicates that most students are performing at a satisfactory level, but there is a noticeable gap, with some excelling and others struggling to meet academic standards. This finding confirms that while satisfactory performance is common among students, sustained improvement in school outcomes requires addressing both individual learning habits and broader contextual factors.

**3. Summarized Factors Affecting Class Attendance.** The summarized data provides insights into the perception of student respondents regarding the factors affecting class attendance. The finding of the study provide a meaningful insight into the perceived factors affecting class attendance among students. With the grand mean of 2.51 and a standard deviation of 0.45, categorized as Agree, it can be inferred that, on average, students generally perceive the listed factors as influential elements affecting their class attendance and academic performance. This implies that both personal and environmental conditions play a significant role in shaping student's academic behaviors and outcomes.

Among the factors, teacher factor with a weighted mean of 2.78 and standard deviation of 0.51 categorized as Agree, garnered the highest mean, signifying that the attitudes, teaching styles, and classroom management strategies of teachers are perceived as critical determinants of students' attendance and performance. The highest mean for teacher factor underscores the vital

role of educators in maintaining student engagement and motivation. A teacher's attitude, instructional strategies, classroom management, approachability, communication style and ability to create an inclusive and motivating classroom environment directly affect how students perceive school life. When students feel supported, respected, and inspired by their teacher, they are more likely to attend classes regularly. Conversely, negative teacher behaviors or lack of engagement can lead to absenteeism or disinterest in learning. The relatively high standard deviation (0.51) further indicates a degree of variability in student experiences, implying that while most agree on the importance of teacher influence, individual perceptions differ based on personal interactions with specific teachers.

Likewise, physical illness with a weighted mean of 2.64 and standard deviation of 0.51 categorized as Agree, with a second highest weighted mean highlights how students' health conditions directly affect their attendance. Frequent illnesses, lack of access to medical care, and poor physical well-being can result in missed classes and diminished academic performance. This score implies that many learners face physical barriers that hinder consistent participation. Schools, therefore, must strengthen health programs, implement feeding and wellness initiatives, and coordinate parents and local health services to minimize the impact of illness on attendance.

The next significant factor, Family-related issues with a weighted mean of 2.57 and a standard deviation 0.44 categorized as Agree indicates that the home environment plays a vital role in students' attendance behavior. Problems such as parental conflict, separation, economic hardship, or lack of parental support can create emotional distress, reducing students' motivation to attend school. Guidance counseling and parental engagement programs are essential to address this concern. For physical illness and family-related related issues, it is important for a school to have home visitation program to be conducted and class adviser and subject teachers in order to mitigate these challenges.

Meanwhile, the relatively high mean for early marriage or pregnancy with a weighted mean of 2.51 and a standard deviation of 0.40 categorized as Agree also appeared as a relevant factor of attendance problems. These issues suggest that adolescents' social relationship and responsibilities outside the school may compete with their academic priorities. The results also

imply that early parenthood can lead to absenteeism or dropout. This highlights the ongoing need for comprehensive sexuality education, moral guidance, and support systems for teenage students to help prevent early pregnancy and dropout cases. Schools should foster inclusive policies that support young mothers or at-risk students so they can continue their education despite these personal challenges.

In addition, peer influences with a weighted mean of 2.30 and standard deviation of 0.40 categorized as Disagree recorded the lowest mean, showing that students are less likely to be swayed by their peers in their attendance decisions. This may reflect strong self-discipline, positive peer relationships, and effective values education being promoted in the school. It implies that learners are becoming more self-reliant and intrinsically motivated, which is a desirable trend for academic success. Negative peer influence may result in disengagement or lack of motivation and school can initiate peer mentoring programs to address social pressures effectively.

The lower means recorded for physical conditions of the classroom with a weighted mean of 2.53 and a standard deviation of 0.48 categorized as Agree and lack of interest/distraction with a weighted mean of 2.38 and standard deviation of 0.45 categorized as Disagree suggest that students generally perceive their learning environment as conducive and that they are largely interested in attending classes. This is a positive indicator of the school's effort to maintain functional facilities and engaging activities for students. However, the relatively higher standard deviation for classroom conditions implies some variability in responses, indicating that not all students share the same experiences- some may still face issues related to overcrowding, ventilation, or classroom maintenance that could affect attendance.

In contrast, hunger and malnutrition with a weighted mean of 2.40 and a standard deviation of 0.43 categorized as Disagree, while slightly lower in mean, still reflects a reality faced by many learners, particularly those from low-income families. Though it was not the highest-rated concern, it remains a significant factor affecting concentration and school participation. The implication here is the necessity of implementing feeding programs and campaign programs such as awareness of proper nutrition to ensure that hunger does not become a barrier to learning.

Overall, the results indicated that while most students do not perceive all these factors as severe impediments, teacher influence, health, and family-related issues remain the dominant contributors to attendance behavior. The findings emphasize the importance of holistic interventions- strengthening teacher-student relationship, providing health and nutrition programs, fostering parental involvement, and maintaining supportive classroom environments. Addressing these factors collectively will not only improve class attendance but also promote students' overall well-being, motivation, and academic achievement.

Overall, the grand mean of 2.51 and standard deviation of 0.45 Categorized as Agree, suggests that while the majority of students do not perceive all the listed factors as severe obstacles. These results imply that improving students' attendance and academic performance requires a holistic approach-addressing not only academic and instructional aspects but also student's health, emotional stability, social relationships, and learning environment. School administrations, stakeholders including teachers, parents, and community leaders must work collaboratively to implement comprehensive support systems that cater to student's diverse needs. Interventions such as Feeding Program, teacher professional development, parent education, and school-community partnerships are vital in mitigating these barriers. Ultimately, the findings affirm that consistent attendance and academic success are products of a supportive ecosystem where teachers, families, and schools collectively nurture the physical, emotional, and intellectual well-being of learners.

**4. Test of Significant relationship.** As to the significant relationship between the profile of the student respondents and the perceived factors affecting class attendance, the Pearson r correlational test revealed that there was a strong, positive correlation between the factors affecting class attendance and the following profile of students were statistically significant: age, sex, address and class attendance. However, the same correlation test revealed that there was no positive correlation between the factors affecting class attendance and the profile of the students as to number of siblings and average family monthly income. These findings indicate that as age, sex, and address are the factors why students are absent in class, however, number of siblings and average family monthly income have is not significant for class attendance. The results showed that a greater number of students who agree with the identified factors affecting class attendance tend to have a higher academic performance compared to those who disagree. Specifically, 26 out

of 63 students who agree (5 outstanding and 21 satisfactory) achieved commendable performance levels, while only 18 out of 37 students who disagree reached the same levels. This suggests that the factors influencing class attendance such as -hunger and malnutrition, physical illness, family-related issues, peer influences, early marriage/pregnancy, lack of interest/distractions, physical conditions of the classroom, and teacher factor- play a crucial role in shaping students' academic outcomes. A chi-square test of independence was performed to examine the relation between the factors affecting class attendance and the level of academic performance of Grade 8 students. The null hypothesis that there is no significant relationship between the factors affecting class attendance and the level of academic performance of Grade 8 students is **REJECTED**. The relation between these variables was **SIGNIFICANT**,  $\chi^2(3, N=100) = 8.64, p = .034$ . Hence, the factors affecting class attendance can have an impact on the academic performance of Grade 8 students.

#### IV. CONCLUSIONS

This provided a complete inference depending on what the study found about the student respondents perceived factors affecting class attendance.

The analysis of demographic data revealed that Grade 8 students are majority 13 years old which is an appropriate age for a Grade 8 students under Philippine K to 12 basic education system. Study also indicated a higher proportion of males enrolled in the class compared to their female counterparts. Also, it is revealed that class attendance is influenced by various factors such as but not limited to hunger and malnutrition, physical illness, family-related issues, peer influence, early marriage/pregnancy, lack of interest/distractions, physical conditions, of the classroom and teacher factor. The various domains collectively suggest that attendance issues are not caused by a single institutional influence. The findings also suggest that these factors contribute to meaningfully to the attendance behavior of the students. The results of this study also serve as the basis for school administrators in creating appropriate collaborative home-school based intervention activities to improve the academic performance of students.

The statistical analysis revealed a significant relationship between factors affecting class attendance and the profile of the student respondents as to age, sex, family size and class attendance. However, the same correlation test revealed that there was no positive significance between the factors affecting class attendance and the profile of students as to number of siblings and average monthly family income. The null hypothesis that there is no significant relationship between the factors affecting class attendance and the level of academic performance of Grade 8 students is REJECTED. The relationship between the factors affecting attendance was significant. Hence, the factors affecting class attendance can have an impact on the academic performance of Grade 8 students. Thus, a holistic approach involving the school, family, and community is essential to ensure that students receive support they need to maintain consistent attendance and achieve academic success.

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