



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**AN ANALYSIS OF THE FACTORS ASSOCIATED
WITH PUPILS' ABSENTEEISM
IN REMOTE SCHOOLS**

A Master's Thesis
Presented to
the Faculty of the
College of Education Graduate Studies
De La Salle University – Dasmariñas

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

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ABSTRACT

Title of the Research: **AN ANALYSIS OF THE FACTORS ASSOCIATED WITH PUPILS' ABSENTEEISM IN REMOTE SCHOOLS**

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This study analyzed the factors associated to the unexcused absenteeism of pupils in remote schools. It used a theoretical framework which was anchored in Abraham Maslow's Hierarchy of Needs. Concurrent triangulation mixed method was used in the study. It used semi-structured interview which was administered to 10 pupils and parents and an adapted survey questionnaire to 197 pupils. The respondents and participants were purposively selected.

Findings of the study showed and concluded that the extent of absenteeism of pupils regarding family, pupil, and distance factors was interpreted as factors of high extent; while in school, teacher, health, peer, and E-media factors were interpreted as factors of limited extent. The significant differences happened when the pupil, peer, and e-media factors that contribute to the extent of pupils' absenteeism were grouped according to sex, family, school, health, and e-media factors for grade level; school, teacher, and distance factors for school distance; school factor for mothers' educational attainment; teacher factor for mothers' work and family; and e-



media factors for fathers' work. Lastly, the qualitative findings such as the number of absences, effects, and recommendations to lessen pupils' absenteeism were contrasted with quantitative findings while some factors were compared and contrasted, as well.

Finally, major recommendations to lessen absenteeism of the pupils are: proper child monitoring; conducting guidance and counselling program; connecting linkages with other stakeholders of the school, especially in adapting to the "new normal"; and further research about the effectiveness of these recommendations.

