



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

RHOMER U. ULARTE

Elementary School Teacher

De La Salle University-Dasmariñas

rhomeruarte@ymail.com

ABSTRACT

This mixed-method concurrent triangulation study analyzed the factors associated with pupils' absenteeism in the remote schools. It utilized descriptive research design through survey and interview. A semi-structured interview was conducted to 10 pupils and 10 parents, and an adapted survey questionnaire was administered to 197 pupils. The respondents were purposively selected. Findings show 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 interpreted as factors of limited extent. The significant differences happened when the pupils were grouped according to sex, grade level, school distance, mothers' educational attainment and parents' work. The qualitative findings such as the number of absences, effects and recommendations to lessen pupils' absenteeism were found out. This study recommends that the stakeholders of the school should create a collaborative effort to lessen the pupils' absenteeism especially during this "new normal".

Keywords: *absenteeism, factors of absenteeism, pupils' absenteeism, public schools, remote areas*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



INTRODUCTION

Over the years, the Department of Education (DepEd) - Philippines is challenged with different problems. One of its problems is the increasing number of Out-of-School Children and Youth (OSCY). In fact, according to Annual Poverty Indicators Survey [APIS] (2018), there were 3.6 million Filipino OSCY where 5.7% were composed of children aged from 6 to 11 years old and 11.2% aged 12 to 15 years old. This alarming report was due to incurred number of pupils' absenteeism. According to Vidyakala and Priya (2017), absenteeism is the habit of staying away from school without providing valid reasons for not attending the class.

There are a lot of unexcused reasons why some pupils do not attend school like family factors such as family matters (APIS, 2018; Bristol, 2017; Goldstein, 2015), hunger and maltreatment from their parents (Prakash et al., 2017; Sahin, Kilic, & Arseven, 2016), parental control (Bristol, 2017; Demir & Akman Karabeyoglu, 2015), parental lack of care (Sahin et al., 2016; Senyamator et al., 2018), pupil factors such as choice or willful defiance (Goldstein, 2015; Ocak, Ocak, & Baysal, 2017), being lazy to wake up too early and not having school assignment (Pflug & Schneider, 2015), self-decision (APIS, 2018; Evangelista, n.d.; Genteroy, 2016; Ocak et al., 2017), emotional problems, behavioral problems, and less prosocial behavior (Deepa, 2015; Pflug & Schneider, 2015), school factors such as being bored and not wanting to take examinations (Deepa, 2015; Pflug & Schneider, 2015; Senyamator, Gyimah, & Minandzi, 2018; Suleman, Hussain, & Kayani, 2017), arduous tasks (Deepa, 2015; Demir & Akman Karabeyoglu, 2015; Evangelista, n.d.; Prakash et al., 2017; Senyamator et al., 2018), teacher factors such as not liking their teachers (Goldstein, 2015; Pflug & Schneider, 2015; Senyamator et al., 2018), health factors like health problems (Bristol, 2017; Murcia, 2015), teacher factors such as being refrained and reprimanded by teachers (Sahin et al., 2016), e-media factors (Suleman et al., 2017; Vidyakala & Priya, 2017), peer factors (Salim & Arip, 2018; Pflug & Schneider, 2015; Sahin et al., 2016; Senyamator et al., 2018; Suleman et al., 2017), and school distance (Ebinum,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



Akamagune, & Ugbong, 2017; Muhia, 2015; Murcia, 2015).

Having enumerated these factors, the awareness about the prescribed number of absences incurred by each pupil to lessen the number of unexcused absenteeism is necessary. As what DepEd Order No. 44 s. 1998 stated, a pupil is entitled to incur only 18 to 20 days or 10% excused and unexcused absences for the whole school year because, if not, the pupil will be dropped-out.

This policy of having 10-day allowable absences is supported by attendance policy of public elementary school's handbook in the Philippines wherein for 10 days without extenuating circumstances, a truancy of Child in Need of Supervision (CHINS) petition may be filed. This procedure serves as a warning and guide for the pupils to feel motivated again to have good school attendance for them not to be dropped-out (Vangz, n.d.).

Unfortunately, despite the modification in the attendance policy handbook, Nasugbu West District still has increasing percentage of absenteeism. There were 21% for S.Y. 2015-2016, 24% for S.Y. 2016-2017, 25% for S.Y. 2017-2018, and 28% for S.Y. 2018-2019 (NWD, 2019).

With these insights and alarming reports, the researchers proposed this study to analyze the factors associated with the pupils' absenteeism in remote schools. The objectives are to identify the socio-demographic profile of the pupils in terms of sex, grade level, distance in going to and from school and socio-economic status; determine factors that contribute to the extent of absenteeism committed by the pupils in the remote schools; the significant differences in the factors that contribute to the extent of absenteeism when the pupils are grouped according to their socio-demographic profiles; the experiences of the pupils and parents in terms of number of absences per week; unexcused factors of absenteeism; effects of absenteeism; and recommendations to lessen absenteeism. It is anchored on Abraham Maslow's hierarchy of needs

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



since providing the needs of the pupils to have a good school attendance is a top priority. This framework was linked in terms of the pupils' absenteeism and its factors. Lastly, its proposed recommendations to lessen the number of pupils' absenteeism followed.

Theoretical Framework

The present study is anchored in the theory of Abraham Maslow's Hierarchy of Needs since providing the needs of the pupils to have good school attendance is a top priority. According to Aggarwal, Johnmarshall, Loren, and Lussier as cited in Senyametor et al. (2018), Abraham Maslow's Theory of Hierarchy of Needs is composed of 5 levels: physiological needs, safety needs, love and belongingness, esteem, and self-actualization level. The physiological needs pertain to providing clean air, potable water, food, and clothing for each pupil. Safety needs refer to the needs for security and health. Love and belongingness needs connect the pupils towards having a sense of connection among their friends, family members, and other people. Esteem needs talk about giving of respect, recognition, freedom, and strength to each pupil. If these levels are achieved, pupils can come up with the self-actualization level, which pertains to the desire to become the most that one can be. Hence, stakeholders must work together by means of providing the basic physiological needs of the pupils by making sure that they go to school with full stomach, well-groomed, and enough rest. Developing the safety needs of the pupils in remote schools through securing a safe place in going to and from school motivates them to go to school every day. Likewise, having a good sense of communication with their needs and wants and showing them that they are emotionally accepted, valued, and respected through creating a supportive and bully-free environment in the classroom and community are a must. Thus, the Theory of Abraham Maslow's hierarchy of needs in remote schools can help them eradicate, if not lessen, their absenteeism, which makes it applicable for the present study in terms of addressing their needs.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



For better understanding of the study, the theoretical framework of the study is illustrated in figure 1.

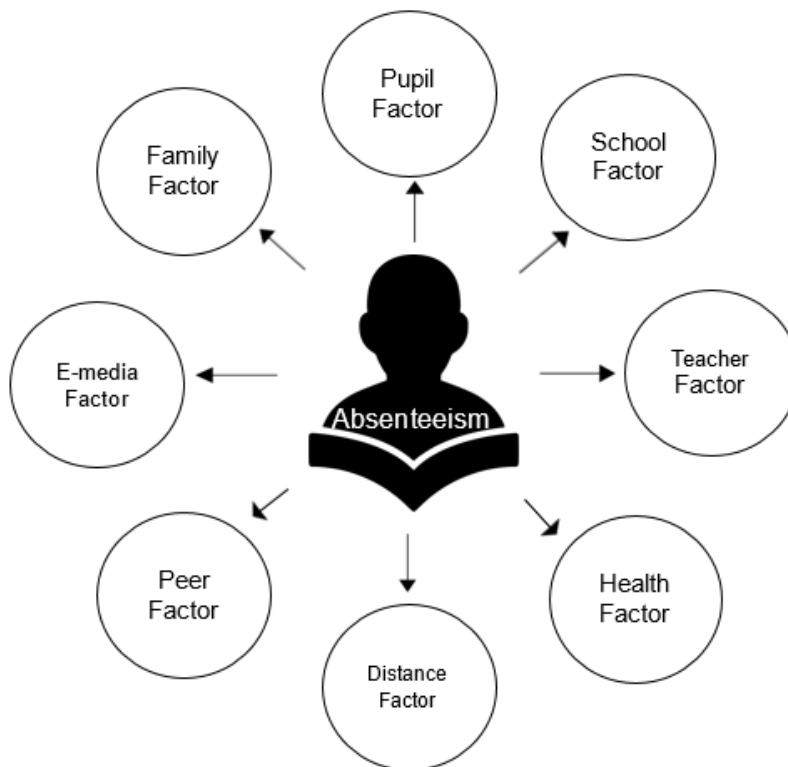


Figure 1. Theoretical Framework of the Study.

Figure 1 shows the theoretical framework of the study which is composed of two parts. The first part is consisted of factors of absenteeism like family, pupil, school, teacher, health, distance, peer, and e-media factors. The second part contains the demographic variables which are sex, grade level, school distance, and socio-economic status to determine their association to the factors of pupils' absenteeism. With this diagram, it helped the researcher analyze the factors associated with the pupils' absenteeism in the remote schools and propose recommendations to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



lessen pupils' absenteeism.

METHODOLOGY

Research Design

A mixed-method concurrent triangulation method was used to create more credible results when quantitative and qualitative data were converged.

Respondents

For the quantitative part, the 197 purposively selected respondents come from the top five remote schools in Nasugbu West District, Province of Batangas. Moreover, the respondents were from Grade 3 to Grade 5 of S.Y. 2018-2019, have incurred more than 10-day unexcused absences, and have presented a duly signed consent letter. On the other hand, for qualitative part, there were 5 pupil-participants and 5 parent-participant, thus, a total population of 10 participants became part of the face-to-face interview.

Research Instrument

Two instruments were used in the study: adapted survey questionnaire, and researcher-made interview guide. This research instrument underwent reliability testing with 88% correlation, and were validated by three experts. In addition, the questionnaire was divided into 2 parts: 1) profile in terms of sex, grade level, distance going to and from school, and socio-economic status; 2) factors of absenteeism. On the other hand, semi-structured interview had 5 questions which were: 1) What are the characteristics of the participants? 2) How many number

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



of absences are incurred by pupils per absenteeism to the week?, 3) What factors can be associated to the having unexcused absenteeism?, 4) What are the effects of unexcused pupils?, and 5) What recommendations can the participant propose to lessen the absenteeism in the remote schools?

Data Collection and Data Analysis

Prior to data gathering, the researcher asked permission to the Schools Division Superintendent, Public Schools District Supervisor, and school heads. The data collected from the district were consists of the name of the schools and pupils with 10 or more than 10 number of absenteeism. The survey was used to obtain the perceptions of the pupils regarding the different factors of absenteeism and it was supplemented by the data from the face-to-face interview. The quantitative data gathered were organized through tables and the statistically significant differences were made at alpha less than 0.05 levels and data entry and analyses were performed using IBM SPSS Statistics computer software package version 25. The statistical methods used are: *frequency count, relative frequency distribution, ranking, standard deviation, mean, p-value, t-test for independent samples, Analysis of Variance (ANOVA) and Games-Howell (GH) post-hoc test.* On the contrary, for the qualitative part, the researcher was able to organize these codes and create categories which were related to the patterns, concepts, and ideas that came from the experiences of the participants through the help of thematic analysis. Mixed-method concurrent triangulation was done through converging or diverging the qualitative data into quantitative data, specifically the factors that contribute to pupils' absenteeism before these were interpreted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Ethical Consideration

The ethical standards, informed consent, nature of study such as its benefits, potential risk, duration, procedures, their right to refuse anytime and the confidentiality of collected data were given and emphasized.

RESULTS AND DISCUSSIONS

Quantitative Data

Table 1 shows that there were more male pupils than female pupils that incur absenteeism among the select remote schools in Nasugbu West District, Batangas Province, were in the Grade 6 level, walk in an average of 1501 m and above in going to and from school daily and most of the parents of the pupils have an annual income ranging from Php 10,000 to Php 50,000. Also, most of the parents were able to finish secondary level and most mothers have no job while most fathers have seasonal works.

Table 1

Respondents' Socio-Demographic Profile

| Socio-Demographic Profile | F | % |
|---------------------------|-----|----|
| <i>Sex</i> | | |
| Male | 111 | 56 |
| <i>Grade Level</i> | | |
| Grade 6 | 92 | 47 |
| <i>School Distance</i> | | |
| 1501 m and above | 94 | 48 |
| <i>Parents' Income</i> | | |
| Php 10,000 - Php 50,000 | 111 | 56 |

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Parents' Educational Attainment

| | | |
|-------------------|-----|----|
| Mother- Secondary | 110 | 56 |
| Father Secondary | 100 | 51 |

Parents' Nature of Work

| | | |
|------------------|-----|----|
| Father- Seasonal | 110 | 56 |
| Mother- No Work | 114 | 58 |

Table 2 shows the factors that contribute to the extent of pupils' absenteeism. Based on the data gathered, the three main factors that can be contributed to pupils' unexcused absences were due to lack of pupils' interest to study (Genteroy, 2016) as a pupil factor, too distant school (Muhia, 2015; Murcia, 2015) as a school distance factor and lack of parents' monitoring as a family factor. This can be related as regards to the theme "Time of Absences in a week," general responses were "Three times a week," while variant replies were "One whole week of absence."

Table 2

Factors that Contribute to Pupils' Absenteeism

| Factors | Mean | Standard Deviation | Response | Verbal Interpretation | Rank |
|----------|------|--------------------|----------|-----------------------|-----------------|
| Family | 3.74 | 0.874 | Often | FHE | 3 rd |
| Pupil | 4.13 | 0.707 | Often | FHE | 1 st |
| School | 2.25 | 0.947 | Seldom | FLE | 5 th |
| Teacher | 1.91 | 0.789 | Seldom | FLE | 7 th |
| Health | 2.26 | 0.746 | Seldom | FLE | 4 th |
| Distance | 3.76 | 0.919 | Often | FHE | 2 nd |
| Peer | 1.87 | 0.682 | Seldom | FLE | 8 th |
| e-media | 1.92 | 0.801 | Seldom | FLE | 6 th |

Table 3 shows the comparison of the factors associated with pupils' absenteeism in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



terms of sex. The data gathered showed that there is a significant difference in a pupil factor when the pupils are grouped according to sex, $t(195)=3.306, p=.028$. The null hypothesis was rejected. Males suffer more emotional and behavioral problems especially when they become depressed, unsatisfied and unmotivated (Deepa, 2015; Pflug & Schneider, 2015).

Table 3

Comparison of the Factors Associated with Pupils' Absenteeism in terms of Sex

| Factors of Absenteeism | Male (Mean) | Female (Mean) | t-value | p-value | Interpretation |
|------------------------|----------------|------------------|---------|---------|----------------|
| Family | 3.74 | 3.75 | -0.840 | 0.399 | NS |
| Pupil | 4.12 | 4.15 | 3.306 | 0.028 | S |
| School | 2.32 | 2.17 | 1.094 | 0.937 | NS |
| Teacher | 1.97 | 1.83 | 1.282 | 0.072 | NS |
| Health | 2.30 | 2.21 | 0.911 | 0.496 | NS |
| Distance | 3.86 | 3.63 | 1.775 | 0.913 | NS |
| Peer | 2.03 | 1.67 | 3.808 | 0.003 | S |
| e-media | 2.08 | 1.72 | 3.250 | 0.002 | S |

NS – Not Significant at 0.05 level using 1 and 195 degrees of freedom

S –Significant at 0.05 level using 1 and 195 degrees of freedom

In terms of peer factor, there is a significant difference in peer factor when the pupils are grouped according to sex, $t(195)=3.808, p=.003$. The null hypothesis was rejected. It can still be gleaned that this difference could be associated with what Aggarwal et al. (as cited in Senyamator & et al. 2018) stated about Abraham Maslow's hierarchy of needs specifically the love and belongingness needs that connect the pupil towards having a sense of connection wherein sexes can differ when it comes to socializing with their peers.

Lastly, there is a significant difference in e-media factor when the pupils are grouped according to sex, $t(195)=3.250, p=.002$. The null hypothesis was rejected. As what Booker et

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



al. (2018) said, females have a higher level of social media interaction compared to males. In contrast, this may be the least reason of males to incur absences especially those who live in remote areas wherein the culture of helping the parents with their part-time or seasonal jobs are shouldered more by them hence, they have a little time to use gadgets which could not be the reason of their absences. Playing online games is more prevalent for males and can spend also time to reduce boredom and stress especially if their work is already done. Chen et al. (2017) stated that males (30.3%) have higher level of usage of gadgets especially smartphone wherein the factors associated to smartphone addiction were the use of game applications, anxiety and poor sleep quality while for females (29.3%), use of multimedia applications, social networking services, depression, anxiety and poor sleep quality.

Table 4 shows the comparison of the factors associated with pupils' absenteeism in terms of grade level. There is a significant difference in the family factor when the pupils are grouped according to grade level, $F(2,194)=5.967, p=.003$. The null hypothesis was rejected. This difference can be due to extent of parental care and guidance of the parents among their children wherein sometimes, younger children are more guided and supported than older children. Furthermore, since older children are more independent, the notion of the parents that they can do everything independently to the extent that it could lead to parental lack of care. This is in accordance of the study of Senyametor et al. (2018) who stated that absenteeism ensues when parental lack of care took place.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 4

Comparison Associated with Pupils' Absenteeism in Terms of Grade Level

| Factors of Absenteeism | Grade 4 (Mean) | Grade 5 (Mean) | Grade 6 (Mean) | F-value | p-value | Interpretation |
|------------------------|----------------|----------------|----------------|---------|------------|----------------|
| Family | 3.97 | 3.87 | 3.52 | 5.967 | 0.003* | S |
| Pupil | 4.23 | 4.18 | 4.04 | 1.446 | 0.238 | NS |
| School | 1.88 | 1.98 | 2.63 | 16.222 | 0.001* | S |
| Teacher | 1.80 | 1.77 | 2.04 | 2.519 | 0.083 | NS |
| Health | 2.03 | 2.09 | 2.50 | 9.445 | 0.041* | S |
| Distance | 3.71 | 3.85 | 3.74 | 0.268 | 0.765 | NS |
| Peer | 1.81 | 1.82 | 1.94 | 0.874 | 0.419 | NS |
| e-media | 1.79 | 1.74 | 2.10 | 4.117 | 0.018 * ** | S |

NS – Not Significant at 0.05 level using 2 and 194 degrees of freedom

S –Significant at 0.05 level using 2 and 194 degrees of freedom

*Significantly different between Grades 4 and 6

In terms of school factor, there is a significant difference in the school factor when the pupils are grouped according to grade level, $F(2, 194)=16.222, p=.001$. The null hypothesis was rejected and revealed to have a significant difference between grades 4 and 6. Accountability or commitment given to higher grades compared to those who are in the lower grades becomes the reason of this difference. As expected, higher grades have more commitment than lower grades. This commitment is being observed especially in terms of the Supreme Pupil Government (SPG) and YES-O organizations wherein higher grades always obtain the higher positions which entail a high level of responsibility. Moreover, not only in terms of organizations but also inside the room wherein they have more activities and performances that need to do and participated in order to have grades. Demir and Akman

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Karabeyoglu (2015) said that students should have a commitment to school to have a good school attendance. However, some pupils may be pressured and stressed in doing those arduous tasks at a time. Thus, as what Sahin et al. (2016) stated, excessive course loads could decrease the students' willingness to go to school.

For health factor, there is a significant difference in the health factor when the pupils are grouped according to grade level, $F(2, 194)=9.445, p=.041$. The null hypothesis was rejected and found significant differences between the grades 4 and 6. These variances can be associated on how the cleanliness of the school gives an impact for the health of pupils especially those who are in the lower grade levels wherein their body is more prone to diseases. Moreover, it can affect also their performance due to inability to focus on the lessons which overtime, it could lead to absenteeism. Besclean (2017) revealed that untidy school can affect student's performance, attendance, health and concentration which could lead to uncontrollable absenteeism if not addressed right away (para. 3-6).

Lastly, in terms of E-media factor, there is a significant difference in the e-media factor when the pupils are grouped according to grade level, $F(2, 194)=4.117, p=.018$. The null hypothesis was rejected and significant differences happened between the grades 4 and 6 and grades 5 and 6 levels. As what we are expecting, lower grades are more properly guided by parents compared to higher grade levels wherein, the use of technologies are less noticed due to minimal time given to them. Furthermore, some parents are also practicing their younger children to socialize with other kids through active playing and physical bonding hence, less use of e-media assumed to be observed in lower grades.

On the contrary, since higher grades are already in the period of early adolescence, they become more aloof to socialize and be with other people due to the development they are encountering during this stage. Nalin (2016) said that this period is where uncomfortable growth

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



and sexual development happens therefore, socializing with others is being done more often via gadgets where internet becomes their medium of communication. But due to excessive use of it, it can also lead to the absenteeism of pupils particularly if it gives them the reason to use their cellphone late at night without the prior notice of the parents and forgot some school things that need to be done at home which give them reasons to be absent.

Table 5 shows comparison of the factors associated with pupils' absenteeism in terms of distance in going to and from school. There is a significant difference in this school factor when the pupils are grouped according to school distance, $F(2, 194)=5.798, p=.004$. The null hypothesis was rejected. It can be worth noting that pupils who live longer distances in going to and from school with 1501m and above can incur more absences. This finding can be associated to Deepa (2015) who stated that daunting school activities were also associated with pupils' absenteeism wherein there's a positive relationship between school factors and pupils' absenteeism in Coimbatore City, India. Moreover, based on the qualitative result, it revealed a general response of "Our house is too distant from the school." This was corroborated by Kazeem et al. (as cited by Ebinum et al, 2017) and Muhia (2015) citing that school's proximity was the most influential factor for good school attendance wherein they stated the positive correlation between travel time and absences of students. "Our house is remote from the school and there is no tricycle especially when it is raining." General answer is also "The child also finds opportunity to earn money by selling fish." These responses revealed that the remoteness of the home where pupils live affect their ability and motivation to go to school (Kazeem et al. as cited by Ebinum et al., 2017; Muhia, 2015). Similarly, child labor was also a problem like in selling and catching fish.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 5

Comparison of the Factors Associated with Pupils' Absenteeism in terms of Distance in Going to and from School

| Factors of Absenteeism | 0m-875m (Mean) | 876m- 1500m (Mean) | 1501m and above (Mean) | F-value | p-value | Interpretation |
|------------------------|-------------------|--------------------------|------------------------------|---------|---------|----------------|
| Family | 3.81 | 3.82 | 3.67 | 0.781 | 0.459 | NS |
| Pupil | 4.04 | 4.06 | 4.22 | 1.386 | 0.253 | NS |
| School | 1.93 | 2.34 | 2.43 | 5.798 | 0.004* | S |
| Teacher | 1.65 | 1.93 | 2.07 | 5.385 | 0.005* | S |
| Health | 2.06 | 2.20 | 2.42 | 4.822 | 0.209 | NS |
| Distance | 3.50 | 3.93 | 3.85 | 3.674 | 0.027* | S |
| Peer | 1.75 | 1.86 | 1.96 | 1.820 | 0.165 | NS |
| e-media | 1.85 | 2.03 | 1.93 | 0.593 | 0.554 | NS |

NS – Not Significant at 0.05 level using 2 and 194 degrees of freedom

S –Significant at 0.05 level using 2 and 194 degrees of freedom

*Significantly different between 0 m-875 m and 1501 m and above

For teacher factor, there is also a significant difference when the pupils are grouped according to school distance, $F(2, 194)=5.385, p=.005$. The null hypothesis was rejected. One concluded reason that made it statistically different is due to waking up late sometimes wherein some pupils intentionally do not go to school because he or she knows that he or she is just going to be scolded or punished by his or her teacher especially if his or her reason of waking up late is not valid. Hence, the negative attitude of the teacher which is one of the teacher factors could lead to unexcused absences of pupils. This is synonymous with the findings of Demir and Akman Karabeyoglu (2015) who found out that pupils' absenteeism was due to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



teacher attitude.

Lastly, the distance factor was stated to have a significant difference when grouped according to school distance, $F(2, 194)=3.674, p=.027$. The null hypothesis was rejected. As what we have gleaned, the longer the distance, the higher the risk of pupils' absenteeism which is mostly observed to those pupils who live with 1501m and above. Muhia (2015) mentioned that distance factor is a major factor of students' absences in the rural settlements in Uganda, Africa.

Table 6 shows that all the factors that contribute to unexcused absenteeism when the pupils were grouped according to parents' income did not reject the null hypothesis of no significant differences in the factors of absenteeism when the pupils were grouped according to socio-economic status specifically in terms of parents' income.

Table 6
Comparison of the Factors Associated with Pupils' Absenteeism in terms of Parents' Income

| Factors of Absenteeism | ₱10,000- ₱50,000 (Mean) | ₱50,001- ₱150,000 (Mean) | ₱150,000 and above (Mean) | F-value | p-value | Interpretation |
|------------------------|-------------------------------|--------------------------------|------------------------------------|---------|---------|----------------|
| Family | 3.78 | 3.69 | 3.67 | 0.274 | 0.760 | NS |
| Pupil | 4.14 | 4.09 | 4.22 | 0.231 | 0.794 | NS |
| School | 2.22 | 2.36 | 1.90 | 1.376 | 0.255 | NS |
| Teacher | 1.91 | 1.97 | 1.50 | 1.844 | 0.161 | NS |
| Health | 2.29 | 2.22 | 2.25 | 0.200 | 0.819 | NS |

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



| | | | | | | |
|----------|------|------|------|-------|-------|----|
| Distance | 3.70 | 3.86 | 3.69 | 0.725 | 0.486 | NS |
| Peer | 1.88 | 1.85 | 1.88 | 0.038 | 0.963 | NS |
| e-media | 1.88 | 2.01 | 1.79 | 0.702 | 0.497 | NS |

NS – Not Significant at 0.05 level using 2 and 194 degrees of freedom

S –Significant at 0.05 level using 2 and 194 degrees of freedom

Table 7 shows comparison of the factors associated with pupils’ absenteeism in terms of mother’s educational attainment. The school factor found to have a significant difference between elementary and secondary levels when grouped according to mothers’ educational attainment, $F(2, 194)=3.446, p=.034$.

Table 7

Comparison of the Factors Associated with Pupils’ Absenteeism in terms of Mother’s Educational Attainment

| Factors of Absenteeism | Elementary Level (Mean) | Secondary Level (Mean) | Tertiary Level (Mean) | F-value | p-value | Interpretation |
|------------------------|----------------------------|---------------------------|--------------------------|---------|---------|----------------|
| Family | 3.81 | 3.71 | 3.69 | 0.259 | 0.772 | NS |
| Pupil | 4.23 | 4.05 | 4.23 | 1.451 | 0.237 | NS |
| School | 2.46 | 2.10 | 2.40 | 3.446 | 0.034* | S |
| Teacher | 1.95 | 1.87 | 1.97 | 0.279 | 0.757 | NS |
| Health | 2.40 | 2.18 | 2.25 | 1.747 | 0.177 | NS |
| Distance | 3.68 | 3.87 | 3.44 | 2.652 | 0.073 | NS |
| Peer | 1.99 | 1.80 | 1.90 | 1.330 | 0.267 | NS |
| e-media | 2.06 | 1.81 | 2.07 | 2.492 | 0.085 | NS |

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



NS – Not Significant at 0.05 level using 2 and 194 degrees of freedom

S –Significant at 0.05 level using 2 and 194 degrees of freedom

*Significantly different between elementary and secondary levels

The null hypothesis was rejected. This difference can be associated on the mother skills or practices in the upbringing of children wherein in terms of school factors, parents with higher level of education are more equipped, have more confidence to communicate about the problems of her child about the school, can interact more with the teacher appropriately, have the axability to motivate her child on how to cope with school problems and lastly, can better contribute to the planning of the school particularly the schools’ infrastructure and development because of their educational attainment . This is in connection with the study of Egalite (2016) who found out that educated mothers can contribute more to the development of the school, create more conducive atmosphere and bring more positive outcomes to their child’s school attendance.

Table 8 shows the comparison of the factors associated with pupils’ absenteeism in terms of father’s educational attainment. All the factors found to have no significant differences when grouped according to the socio-economic status particularly the fathers’ educational attainment. This could be because, more pupils are being more influenced by their mother since it’s a part of our culture that mothers are the ones who take care of the siblings while the father is working.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 8

Comparison of the Factors Associated with Pupils' Absenteeism in terms of Father's Educational Level

| Factors of Absenteeism | Elementary Level (Mean) | Secondary Level (Mean) | Tertiary Level (Mean) | F-value | p-value | Interpretation |
|------------------------|----------------------------|---------------------------|--------------------------|---------|---------|----------------|
| Family | 3.89 | 3.74 | 3.37 | 2.316 | 0.077 | NS |
| Pupil | 4.21 | 4.08 | 4.19 | 1.838 | 0.142 | NS |
| School | 2.35 | 2.23 | 2.13 | 0.797 | 0.497 | NS |
| Teacher | 1.99 | 1.90 | 1.78 | 0.907 | 0.439 | NS |
| Health | 2.31 | 2.22 | 2.33 | 0.910 | 0.437 | NS |
| Distance | 3.81 | 3.71 | 3.78 | 0.174 | 0.914 | NS |
| Peer | 1.87 | 1.88 | 1.85 | 0.029 | 0.993 | NS |
| e-media | 1.96 | 1.92 | 1.88 | 0.523 | 0.667 | NS |

NS – Not Significant at 0.05 level using 2 and 194 degrees of freedom

S –Significant at 0.05 level using 2 and 194 degrees of freedom

Table 9 shows comparison of the factors associated with pupils' absenteeism in terms of mother's work. For mothers' work, only teacher factor found to reject the null hypothesis of no significant differences when the factors of absenteeism are grouped in terms of mothers' work, $F(3, 193)=3.281, p=.022$. The null hypothesis was rejected and revealed to have a significant difference between part-time and full-time jobs. Mothers with a full-time job are less likely to attend Parent-Teacher Conference (PTC) which can lead to poor communication and relationship between a parent and a teacher since some full-time mothers are too busy working. This part becomes the edge of those mothers who have a part-time job in the remote areas because they have more time to attend some school meetings.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 9

Comparison of the Factors Associated with Pupils' Absenteeism in terms of Mother's Work

| Factors of Absenteeism | Full-time (Mean) | Part-time (Mean) | Seasonal (Mean) | No Work (Mean) | F-value | p-value | Interpretation |
|------------------------|------------------|------------------|-----------------|----------------|---------|---------|----------------|
| Family | 3.84 | 3.67 | 4.56 | 3.69 | 2.691 | 0.056 | NS |
| Pupil | 4.29 | 4.08 | 4.03 | 4.13 | 0.466 | 0.707 | NS |
| School | 2.11 | 2.48 | 2.56 | 2.14 | 1.956 | 0.121 | NS |
| Teacher | 1.58 | 2.11 | 2.21 | 1.84 | 3.281 | 0.022* | S |
| Health | 2.29 | 3.67 | 2.19 | 2.21 | 0.583 | 0.627 | NS |
| Distance | 3.94 | 3.78 | 3.88 | 3.71 | 0.420 | 0.737 | NS |
| Peer | 1.79 | 2.02 | 1.91 | 1.81 | 1.312 | 0.272 | NS |
| e-media | 1.99 | 2.14 | 1.72 | 1.82 | 2.205 | 0.088 | NS |

NS – Not Significant at 0.05 level using 3 and 193 degrees of freedom

S –Significant at 0.05 level using 3 and 193 degrees of freedom

*Significantly different between part-time and full-time jobs

Table 10 shows the comparison of the factors associated with pupils' absenteeism in terms of father's work. Based on the data gathered, the family factor found to have a significant difference between part-time and seasonal jobs when the pupils are grouped according to fathers' work, $F(3, 193)=4.264, p=.006$. The null hypothesis was rejected. This difference can be found in terms of employment obligation wherein father with a part-time job like being a construction worker which is one of the most common jobs in the remote areas has more chance for higher family mobility rates due to availability of their job in other places that's why they have to move after their job.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 10

Comparison of the Factors Associated with Pupils' Absenteeism in terms of Father's Work

| Factors of Absenteeism | Full-time (Mean) | Part-time (Mean) | Seasonal (Mean) | No Work (Mean) | F-value | p-value | Interpretation |
|------------------------|------------------|------------------|-----------------|----------------|---------|---------|----------------|
| Family | 3.03 | 3.57 | 3.89 | 3.91 | 4.264 | 0.006* | S |
| Pupil | 3.69 | 4.14 | 4.15 | 4.23 | 1.247 | 0.294 | NS |
| School | 2.03 | 2.50 | 2.14 | 2.05 | 2.426 | 0.067 | NS |
| Teacher | 1.47 | 2.15 | 1.81 | 1.77 | 3.844 | 0.061 | NS |
| Health | 2.03 | 2.31 | 2.25 | 2.25 | 0.390 | 0.760 | NS |
| Distance | 4.03 | 3.89 | 3.65 | 3.73 | 1.302 | 0.275 | NS |
| Peer | 1.69 | 1.99 | 1.79 | 2.14 | 1.915 | 0.129 | NS |
| e-media | 1.42 | 2.17 | 1.81 | 2.00 | 4.261 | 0.006** | S |

NS – Not Significant at 0.05 level using 3 and 193 degrees of freedom

S –Significant at 0.05 level using 3 and 193 degrees of freedom

*Significantly different between part-time and seasonal jobs

**Significantly different between part-time and full-time jobs

E-media factor revealed to have a significant difference between part-time and full-time jobs when the pupils are grouped according to fathers' work, $F(3, 193)=4.261, p=.006$. The null hypothesis is rejected. Father with a full-time job has more opportunity to buy some of the wants of his children especially in terms of buying gadgets compared to those fathers who have a part-time job. On the other hand, it can also be the reason why they can't go to school sometimes due to too much use of it that can cause headache or dizziness if they use it until early in the morning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONCLUSIONS

This study sought to analyze the factors associated to pupils' absenteeism. It revealed that family, pupil and distance factors have high extent of reason for their absenteeism since most of them walk or travel with a distance of 1501m and above and their parents have low income which force them to get lazy in going to school and develop low self-esteem. Because of these reasons, significant differences were observed when the respondents were grouped according to sex, grade level, distance in going to and from school, mothers' educational attainment, and parents' work. In addition, the effects of absenteeism found to decrease their academic and personal developments that's why the respondents have proposed some recommendations to give more assistance in parental practices and care of their family to lessen pupils' absenteeism.

RECOMMENDATIONS

As gleaned from the findings, stakeholders must work together to deliver enhanced protocol guidelines for absenteeism, create a conducive and bully-free environment, establish linkages to have free school service, provide guidance and counselling programs, reinforce positive rewards, assist their children, monitor their absences, give financial support/scholarship and establish a strong advocacy campaign about "new normal" learning delivery options.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

- Abdullah, M. A., Salim, S. S. S., & Arip, M. A. S. M. (2018). Factors that influence the problem of truancy among secondary school students. *International Journal of Academic Research in Business and Social Sciences*, 8(3), 343–353. doi:10.6007/IJARBSS/v8-i3/3934
- Albert, Santos, & Vizmanos (2018). Profile and determinants of the middle-income class in the Philippines. *Research Philippine Institute for Development Studies*. Retrieved from <https://pids.gov.ph>
- Almeida, F. (2018). Strategies to perform mixed methods. *European Journal of Education Studies*. 5(1). 137-151. doi:10.5281/zenodo.1406214
- Annual Poverty Indicators Survey. (2018 June 6). Nine percent of Filipinos aged 6 to 24 years are Out-of-School Children and Youth (OSCY). Philippine Statistics Authority. Retrieved from <https://psa.gov.ph/contentt/nine-percent-filipinos-aged-6-24-years-are-out-school-results-2017-annual-poverty-indicators>
- Balkis, M., Arslan, G., & Duru, E. (2016). The school absenteeism among high school students: Contributing factors. *Educational Sciences: Theory & Practice*, 16, 1819–1831. doi:10.12738/estp.2016.6.0125
- Beaudry, J.S. & Miller, L. (2016). Research literacy: A primer for understanding and using research. Guilford Publications. 241-256. Retrieved from <https://guilford.com/p/beaudry>
- Besclean. (2017 July 7). Howschool cleanliness affects student performance. Retrieved from <https://bescleaning.com/2017/07/07/school-cleanliness-affects-student-performance/>
- Blad, E. (2017, October 18). Schools fight back against chronic absenteeism: Districts work to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



ensure

students are in school. *Education Week*, 37(9). Retrieved from

<http://www.edweek.org/ew/articles/2017/10/18/schools-mount-fight-against-chronic-absenteeism.html>

Blessing, D. M. (2015). The role of community members in curbing pupils absenteeism in Piisi. University for Development Studies. Retrieved from

https://www.academia.edu/23716931/The_role_of_community_members_in_curbing_pupil_absenteeism_in_Piisi

Booker, C., Kelly, Y., & Sacker, A. (2018). Gender differences in the associations between age trends

of social media interaction and well-being among 10-15 years olds in the UK. *BMC Public Health*. 18(321). doi:10.1186/s12889-018-5220-4

Bristol, T. (2017). Why teachers and students stay home: A mixed method analysis of teacher and

student absenteeism across nine schools in Guyana. *International Journal of Comparative Education and Development*, 19(4), 134-149. doi: 0.1108/IJCED-07-2017-0010

Chen, S., Lin, L., & Yuan, X. (2017). Social media visual analytics. John Wiley & Sons, Inc. doi:10.1111/cgf.13211

Deepa, C. K. (2015). Absenteeism among high school students in relation to school climate. *Learning Community*, 6(1), 69-86. doi: 69-8610.5958/2231458X.2015.00007.X

Demir, K., & Akman Karabeyoglu, Y. (2015). Factors associated with absenteeism in high schools.

Eurasian Journal of Educational Research, 62, 37-56. doi:10.14689/ejer.2016.62.4

DepEd Order no. 44 s. 1988. (1988). Rules and regulations governing the free public secondary education act of 1998.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



Retrieved from <http://www.deped.gov.ph/1998/06/01/do-44-s-1998-rules-and-regulations-governing-the-implementation-of-the-free-public-secondary-education-act-of-1998/>

DepEd Order no. 74 s. 2010. (2010). Guidelines on mainstreaming the Drop-Out Reduction Program (DORP) in the public schools. Retrieved from

<http://www.deped.gov.ph/2010/06/04/do-74-s-2010-guidelines-on-mainstreaming-the-dropout-reduction-program-dorp-in-the-public-secondary-schools/>

Drogalis, A., & Justice, L. (2018). Absenteeism in Appalachian pre-school classrooms and children's

academic achievement. *Journal of Applied Development Psychology*, 58. doi:10.1016/j.appdev.2018.07.004

Egalite, A. (2016). How family background influences student achievement: Can school narrow the

gap?. Education Next Spring. Retrieved from <http://educationnext.org>

Ebinum, U. S., Akamagune, N. E., & Ugbong, B. I. (2017). The relationship between school distance

and academic achievement of primary school pupils in Ovia North East Iga. Edo State Nigeria. Retrieved from <http://ijarp.org>

Ekstrand, B. (2015). What it takes to keep children in school: A research review. *Educational Review*, 67(4), 459-482. doi:10.1080/00131911.2015.1008406

Evangelista, N. (n.d.). Absenteeism among fourth year highschool: BasIs for a proposed action plan.

Lipa City National High School. Lipa City, Batangas, Philippines. Retrieved from https://www.academia.edu/24913831/ABSENTEEISM_AMONG_FOURTH_YEAR_STUDENTS_OF_LIPA_CITY_NATIONAL_HIGH_SCHOOL_BASIS_FOR_A_PROPOSED_ACTION_PLAN

[_YEAR_STUDENTS_OF_LIPA_CITY_NATIONAL_HIGH_SCHOOL_BASIS_FOR_A_PROPOSED_ACTION_PLAN](https://www.academia.edu/24913831/ABSENTEEISM_AMONG_FOURTH_YEAR_STUDENTS_OF_LIPA_CITY_NATIONAL_HIGH_SCHOOL_BASIS_FOR_A_PROPOSED_ACTION_PLAN)

Garcia, E. & Weiss, F. (2018 September, 25). Student absenteeism: Who misses school and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



how

missing matters to school performance? Economic Policy Institute. Washington DC. Retrieved from <https://www.epi.org/152438>

Genteroy, E. (2016). Effect of absenteeism among fourth year high school students to school and

individual learning performance: Basis for a conference dialogue. *Asia Pacific Journal of Education, Arts and Sciences*, 3(3), 41-47. Retrieved from <http://www.apjeas.apjmr.com/>

Glen, S. (2015). Duncan's Multiple Range Test (DRMT) example. Statistics how to. Retrieve from <https://www.statisticshowto.datasciencecentral.com/duncans-multiple-range-test/>

Goldstein, D. (2015 March 6). Inexcusable absences. *New Republic*, MA Sultan School Ellitan, 246(2).

Retrieved from <https://www.themarshallproject.org/2015/03/06/inexcusable-absences>

Hancock, K.J., (2019). Does the reason make a difference? Assessing school absence codes and their

associations with students' outcomes. School of Population and Global Health. doi: 10.26182/5cdb79edc35d8

Havik, T., Bru, E., & Ertesvag, S. K. (2015). Assessing reasons for school non attendance. *Scandinavian Journal of Educational Research*, 59(3), 316-336.

doi:10.1080/00313831.2014.904424

Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2018). Differentiation between school

attendance problems: Why and how?. *Cognitive and Behavioral Practice*, doi:10.1016/j.cbpra.2018.03.006

Ingul, J., Havik, T., & Heyre, D. (2019). Emerging school refusal: A school framework for identifying

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



early signs and risk factors. *Cognitive and Behavioral Practice*, 26(1), 46-62.

doi:10.1016/j.cbpra.2018.03.005

Jacob, B., & Lovett, K. (2017, July 27). Chronic absenteeism. An old problem in search for new answers. University of Michigan. Retrieved from <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/v>

Kumar, A., & Saqib, N. (2017). School absenteeism and child labor in Bangladesh. Tennessee State

University College of Business. *Journal of Developing Areas*, 51(3), 299-316. doi:10.1353/jda.2017.0074

Livumbaze, A. G., & Achoka, S. K. J. (2017). Attendance and gender: Impact on students' academic

achievement in public secondary schools in Hamisi Sub-County, Kenya. *The Journal of Middle East and North Africa Sciences*. 3(4), 1826. Retrieved from <https://www.jomenas.org>.

Majinyawa, S., Bakar, N., & Muhammad, A. (2015). Approaches to solve the problem of truancy among

secondary school students in Kuala Terenggaru, Malaysia. *Journal of Research and Method in Education*, 5(4), 63-70. Retrieved from <http://www.iosrjournals.org/>

Muhia, N. (2015, October 12). Who would have thought distance to school has such an impact on the

quality of education? African Population and Health Research Center [Blog post]. Retrieved from [https://aphrc.org/blogarticle/who-would-have-thought-distance-to-school-had-such-an-](https://aphrc.org/blogarticle/who-would-have-thought-distance-to-school-had-such-an-impact-on-the-quality-of-education/)

[impact-on-the-quality-of-education/](https://aphrc.org/blogarticle/who-would-have-thought-distance-to-school-had-such-an-impact-on-the-quality-of-education/)

Murcia, L. (2015). The problem of students' absenteeism. Zapote Elementary School. Zapote, Philippines. Retrieved from <https://owlcation.com/academia/action-research-on-student-absenteeism>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



Nalin, J. (2016). Knowing the three stages of adolescence might help you understand your teen. Retrieved from <https://paradigmsanfrancisco.com/knowing-three-stages-adolescence-might-help-understand-teen/amp/>

Nasugbu West District (2019). Profile of Nasugbu West District. Nasugbu West District. Nasugbu, Batangas, Philippines.

Ocak, G., Ocak, I., & Baysal, E. (2017). Causes of absenteeism of high school students. *European Journal of Education Studies*, 3(4), 2501 – 1111. doi: 10.5281/zenodo.376841

Pflug, V. & Schneider, S. (2015). School absenteeism: An online survey via social networks. *Child Psychiatry Human Development*, 47, 417-429. doi:10.1007/s10578-015-0576-5

Prakash, R., Beattie, T., Javalkar, P., Bhattacharjee, P., Ramanaik, S., Thalinja, R., & Isaac, S. (2017). Correlates of school dropout and absenteeism among adolescent girls from marginalized community in North Karnataka, South India. *Journal of Adolescence*, 61, 64-76. doi:10.1016/j.adolescence.2017.09.007

Rasasingham, R. (2015). The risk and protective factors of school absenteeism. *Open Journal of Psychiatry*, 5, 195-203. doi: 10.4236/ojpsych.2015.52023

Rodríguez-Escobar, G., Vargas-Cruz, S., Ibáñez-Pinilla, E., Matiz-Salazar, M., & Jörgen-Overgaard, H. (2015). Relationship between nutritional status and school absenteeism among students in rural schools. *Revista de Salud Pública . Instituto de Salud Publica, Facultad de Medicina - Universidad Nacional de Colombia*, 17(6), 861-873. doi: 10.15446/rsap.v17n6.48709

Rodríguez-López, C., Salas-Fariñab, Z.M., Borges-Cosica, M., Valenciaa, J., Herrador-Colmeneroa,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



M., Medina-Casabónb, J, & Chillóna, P. (2015). Distance from home to school: A main correlate on the mode of commuting to school. *Rev Andal Med Deporte*, 8(1), 45–46.

doi:10.1016/j.ramd.2014.10.067

Rueb, E. (2019, March 14). Laundry and loot room aims to reduce student absenteeism. *New York Times*,

p. A20. Retrieved from <https://www.nytimes.com/2019/03/13/us/schools-laundry-rooms.amp.html>

Ruff, R., Senth, S., Susser, S., & Tsutsui, A. (2019). Oral health, academic performance, and school

absenteeism in children and adolescents: A systematic review and meta-analysis. *Journal of the*

American Dental Association, 150(2), 111-121. doi: 10.1016/j.adaj.2018.09.023

Sahin, S., Kilic, A., & Arseven, Z. (2016). Causes of absenteeism and school drop-outs.

International

Journal of Instruction, 9(1), 1308-1470. doi: 10.12973/iji.2016.9115a

Salinas, S. & Fedynich, D. L. (2018). Empty Seats. *Journal of Arts & Humanities*, 7(6), 36-41.

doi:

10.18533/journal.v7i6.1403

Senyamator, F., Gyimah, E., & Minandzi, V. (2018). Factors affecting pupils' absenteeism at Felicormfort Junior High School (FJHS) in Cape Coast, Ghana. *Journal of Education and Learning*, 7(5), 1927-5250. doi:10.5539/jel.v7n6p13

Shingala, M.C. & Rajyaguru, A. (2015). Comparison of post hoc tests for unequal Variance.

International

Journal of New technologies in Science and Engineering. 2(5). 22-33. Retrieved from

<https://ijintse.com>

Singh, P. & Malik, S. (2016). Factors affecting the academic performance of students. *Indian*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



Journal of

Research, 5(4), 176-178. Retrieved from <https://www.researchgate.net/publication301324970>

Stern, R., Dale, I., & Leidi, S. (2016). Glossary of statistical terms. Retrieved from <https://www.mtvernon.wsu.edu>

Suleman, Q., Hussain, I., & Kayani, A. (2017). Factors contributing to truancy among secondary school

students in Karak district, Pakistan. *Journal of Education and Practice*, 8(25), 2222-1735. Retrieved from <http://www.iiste.org/>

Vanneste, Y., Loo, Mvd., Feron, F., Rots-de Vries, C., & Goor, Ivd. (2016). Attitudes towards addressing

medical absenteeism of students: A qualitative study among principals and special education needs coordinators in dutch secondary schools. *PLoS ONE*, 11(2). doi:10.1371/journal.pone.0148427

Vangz2 (n.d.). Elementary pupil's handbook. Retrieved from <http://slideshare.com/elementary-pupils-handbook>

Vidyakala, K. & Priya, M. (2017). Factors influencing student absenteeism in school. *International Journal of Science and Research*, 6(6), 2319-7064. Retrieved from <http://www.ijsr.net/>

Weinberger, S. & Forbush, J. B. (2018, March 5). The role of mentors in reducing chronic absenteeism: Dedicated adults from the community can help ensure students get to school. Phi Delta Kappa,

Inc., 99(6), 80. Retrieved from <https://kappanonline.org/weinberger-role-mentors-reducing-chronic-absenteeism/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
