

---

## **THE INFLUENCE LEVEL OF PARENTAL DEMOGRAPHICS, SURVIVAL NEEDS, AND DIALECT CHALLENGES ON IP LEARNERS' SCHOOL ATTENDANCE**

---

**\*Marlene D. Monsanto, Elpedio Y. Lomarda, PhD.**

---

Master of Arts in Teaching -Social Studies, alencia Colleges (Bukidnon) Incorporated  
Hagkol, Valencia City.

---

**Article Received: 31 December 2025**

**\*Corresponding Author: Marlene D. Monsanto**

**Article Revised: 20 January 2026**

Master of Arts in Teaching -Social Studies, alencia Colleges (Bukidnon)

**Published on: 09 February 2026**

Incorporated Hagkol, Valencia City.

DOI: <https://doi-doi.org/101555/ijrpa.8362>

---

### **ABSTRACT**

The study examined the impact of parental demographics, survival needs, and dialect challenges on the school attendance of Indigenous Peoples (IP) learners in Sumilao District, Bukidnon. Guided by Bronfenbrenner's Ecological Systems Theory, Maslow's Hierarchy of Needs, and Cummins' Linguistic Interdependence Hypothesis, the research aimed to determine how parents' education level, employment status, and household income influence school participation; assess the effects of access to food, shelter, and financial stability on attendance; and identify the challenges posed by dialect differences in the medium of instruction. The respondents included 112 kindergarten IP learners enrolled in Licoan Integrated School, Kulasi Elementary School, Puntian Elementary School, Vista Villa Elementary School, and Ocasion Elementary School, together with their parents during School Year 2025–2026. Using total population sampling, data were gathered through a structured and validated survey questionnaire. Descriptive statistics such as frequencies, means, and percentages were employed to profile respondents and identify trends, while inferential statistics tested significant differences and relationships among variables. Findings revealed that parental education and employment status had a high influence on children's attendance, particularly in motivating learners and ensuring provision for school needs, while household income showed a moderate influence. Survival needs, such as food and shelter, exerted moderate impacts, with school feeding programs identified as supportive interventions to encourage attendance. Financial struggles were noted as barriers but did not entirely prevent learners from attending classes, as many families sought external assistance.

Dialect challenges were identified as moderate, with parents recognizing that language barriers affect learners' confidence and comprehension but do not wholly hinder school participation. The study concludes that parental demographics, survival needs, and dialect differences collectively shape school attendance patterns among IP learners. Strengthening culturally responsive teaching, expanding feeding initiatives, and providing targeted financial support can reduce absenteeism and enhance retention. The results underscore the importance of addressing socio-economic and linguistic barriers to create equitable educational opportunities for Indigenous learners in Sumilao, Bukidnon.

**KEYWORDS:** *Parental Demographics, Survival Needs, Dialect Challenges, Indigenous Peoples Learners, School Attendance.*

## **INTRODUCTION**

Education remains a fundamental right and an essential tool for individual and societal development. However, Indigenous Peoples (IP) learners continue to face significant barriers in accessing quality education due to various socio-economic and cultural challenges. Among these, parental demographics, survival needs, and dialect differences play a crucial role in shaping their school attendance and overall academic engagement. Parental education level, employment status, and household income influence a child's ability to sustain formal schooling. Likewise, the economic struggles of indigenous families often force children to prioritize survival over education. Additionally, the linguistic gap between the learners' native dialects and the school's medium of instruction creates further obstacles, making it difficult for IP learners to fully engage in classroom activities. Understanding the interplay of these factors is vital in addressing educational disparities and fostering a more inclusive learning environment for IP learners.

One of the primary issues IP learners face is the inconsistency in school attendance, which contributes to high dropout rates and poor academic performance. Limited parental education and unstable livelihoods often result in inadequate academic support at home, making it challenging for learners to keep up with schoolwork. Economic constraints further exacerbate this issue, as many IP families struggle to meet basic survival needs such as food, shelter, and healthcare, often compelling children to work or stay at home instead of attending school. Moreover, linguistic differences create a disconnect between learners and their teachers, leading to reduced comprehension and participation in class. These challenges not only affect

academic achievement but also hinder long-term educational aspirations, perpetuating the cycle of poverty and limited opportunities for IP communities.

Addressing these issues is crucial as education serves as a key driver of social mobility and empowerment for indigenous groups. Ensuring that IP learners can regularly attend school without being hindered by socio-economic and linguistic challenges is essential for fostering equitable educational opportunities. Education policies and interventions should consider these factors to create culturally responsive strategies that promote school attendance and engagement among indigenous learners. Recognizing the importance of inclusive education frameworks can help mitigate educational barriers and support IP learners in achieving academic success.

Several studies have explored the challenges faced by IP learners in education, highlighting the impact of socio-economic factors, language barriers, and cultural differences. According to UNESCO (2019), indigenous learners are disproportionately affected by poverty, which significantly reduces their chances of completing formal education. Similarly, Garcia and Chun (2021) found that parental education and economic stability play a significant role in determining school attendance patterns among marginalized communities. Furthermore, linguistic disparities in the classroom contribute to lower academic performance, as demonstrated by the research of Smith et al. (2020), who emphasized that learners studying in a language different from their mother tongue often struggle with comprehension and engagement. These studies underscore the need for targeted interventions that address the unique challenges faced by IP learners, ensuring that they receive adequate support to thrive in academic settings.

This study aims to explore the impact of parental demographics, survival needs, and dialect challenges on the school attendance of IP learners. Specifically, it seeks to analyze how parental education, employment, and economic status influence school participation; examine the extent to which survival needs affect learners' ability to attend school regularly; and assess the role of language barriers in shaping learners' educational experiences. By investigating these factors, the research aims to provide insights that can inform educational policies and initiatives aimed at improving school attendance and learning outcomes for indigenous learners. Through a comprehensive understanding of these challenges, stakeholders can develop more effective strategies to support IP learners and promote

equitable access to education.

### ***Theoretical Framework of the Study***

This study is anchored on several key theories that explain the factors affecting school attendance among Indigenous Peoples (IP) learners, particularly in relation to parental demographics, survival needs, and dialect challenges. Bronfenbrenner's Ecological Systems Theory (1979) serves as the primary framework, highlighting how multiple environmental factors interact to influence a child's development and educational participation. Additionally, the study integrates Maslow's Hierarchy of Needs (1943) to explain how survival necessities impact school attendance, and Cummins' Linguistic Interdependence Hypothesis (1979) to address the role of language in academic success.

Bronfenbrenner's Ecological Systems Theory emphasizes that a child's development is influenced by various interconnected environmental systems. The microsystem, which includes family, school, and immediate surroundings, plays a critical role in shaping learners' academic engagement. Parental education and economic status significantly impact children's ability to sustain school attendance, as more educated parents are more likely to provide academic support (Bronfenbrenner, 1979). The mesosystem, which connects these microsystems, highlights the relationship between home and school, indicating that parents' socio-economic struggles can directly affect learners' ability to engage in learning. The exosystem and macrosystem further emphasize external societal influences, such as government policies and cultural norms, which shape indigenous learners' access to quality education.

Maslow's Hierarchy of Needs provides a lens through which the study examines the impact of survival needs on school attendance. According to Maslow (1943), individuals prioritize physiological needs—such as food, water, and shelter—before seeking higher-level needs like education. Many IP learners come from economically disadvantaged households, where basic needs take precedence over schooling. As a result, learners may be forced to work, assist in household duties, or forgo education due to financial instability. This theory underscores the importance of addressing poverty-related barriers to ensure consistent school attendance and academic success among IP learners.

Cummins' Linguistic Interdependence Hypothesis (1979) explains the challenges faced by IP learners in a school environment where the language of instruction differs from their mother tongue. The hypothesis suggests that proficiency in one's native language facilitates the acquisition of a second language. However, when a linguistic gap exists between home and

school, learners struggle with comprehension, resulting in reduced participation and engagement. Language barriers can result in lower academic performance and decreased motivation to attend school (Cummins, 1979). This theory highlights the need for culturally responsive teaching methods, such as mother tongue-based education, to support IP learners in overcoming linguistic challenges.

By integrating these theories, this study provides a comprehensive understanding of the factors affecting IP learners' school attendance. The interplay of environmental influences (Bronfenbrenner), economic constraints (Maslow), and language barriers (Cummins) offers a holistic perspective on the challenges indigenous learners face. This framework guides the research in identifying key determinants of school participation and proposing strategies to enhance educational access and retention for IP learners.

### ***Significance of the Study***

This study is significant as it provides valuable insights into the factors influencing the school attendance of Indigenous Peoples (IP) learners, specifically focusing on parental demographics, survival needs, and dialect challenges. Understanding these factors is crucial for addressing educational disparities and fostering a more inclusive and equitable learning environment for IP learners in the Sumilao District.

The findings of this study would be beneficial to several stakeholders. Educational policymakers and government agencies can use the results to design targeted interventions and policies that address the unique challenges faced by IP learners. By identifying the impact of socio-economic factors and language barriers on school attendance, authorities can implement culturally responsive education programs that cater to the needs of indigenous communities.

The school administrators and educators would also benefit from this study as it highlights the importance of parental involvement, economic stability, and language support in ensuring consistent school attendance. The study's findings can inform strategies for improving school engagement, such as the introduction of mother tongue-based instruction, financial assistance programs, and community-based support initiatives aimed at improving learner retention.

For the parents and guardians, this study emphasizes the crucial role of family circumstances in shaping a child's educational journey. By understanding the relationship between their education level, employment status, and household income with their child's school participation, parents may be encouraged to seek support programs or initiatives that could

help improve their child's academic success.

The IP learners themselves stand to benefit from the study, as it aims to shed light on the difficulties they encounter in accessing education. Through the study's recommendations, efforts can be made to create a more supportive learning environment that acknowledges their cultural and linguistic background, thereby improving their overall academic experience and long-term educational aspirations.

Lastly, future researchers can use this study as a reference for further exploration of indigenous education, particularly in the context of school attendance and its relationship with socio-economic and linguistic factors. The study may serve as a foundation for additional research that seeks to develop more comprehensive solutions to the challenges faced by IP learners in different regions.

### ***Definition of Terms***

To ensure clarity and a better understanding of the study, the following key terms are defined operationally and contextually as they are used in this research:

*Culturally Responsive Education.* Culturally Responsive Education is an approach to teaching that considers and respects the cultural backgrounds, languages, and traditions of learners. This study emphasizes the importance of culturally responsive strategies in addressing the challenges IP learners face in school.

*Dialect Challenges.* Dialect Challenges are the difficulties faced by IP learners due to differences between their native language and the medium of instruction used in schools. These challenges may include language comprehension issues, communication barriers with teachers and peers, and struggles in academic performance due to unfamiliarity with the school's language of instruction.

*Educational Disparities.* Educational Disparities refers to the differences in access, resources, and academic outcomes between IP learners and their non-IP counterparts due to socio-economic and linguistic barriers.

*Indigenous Peoples (IP) Learners.* Indigenous Peoples (IP) learners refer to students belonging to indigenous communities in the Sumilao District who are enrolled in Licoan Integrated School, Ocasion Elementary School, Puntian Elementary School, Vista Villa Elementary School, and Kulasi Elementary School, 112-Kindergarten.

*Parental Demographics.* Parental Demographics refers to the socio-economic characteristics of parents or guardians, including their education level (the highest level of formal schooling attained), employment status (whether employed, unemployed, or engaged in informal labor),

and household income (the financial resources available to the family that may influence the learner's ability to attend school regularly).

*School Attendance.* School Attendance is the frequency and consistency with which IP learners attend their classes. This study examines the factors affecting regular school attendance and instances of absenteeism among IP learners.

*Social Mobility.* Social Mobility is the ability of individuals or families to improve their economic and social status through education. This study highlights the role of education in empowering IP learners and breaking the cycle of poverty.

*Survival Needs.* Survival Needs are the necessities required for daily living, including access to food (availability of nutritious meals), shelter (safe and stable housing), and financial stability (the family's capacity to afford essential living expenses).

### ***The Methodology***

This study would employ a quantitative research design, specifically utilizing a descriptive-correlational research approach to examine the influence of parental demographics, survival needs, and dialect challenges on the school attendance of Indigenous Peoples (IP) learners. The descriptive aspect of this design would provide a clear understanding of the extent to which parental education, employment status, household income, access to food, shelter stability, financial security, and dialect barriers affect school attendance. The correlational aspect would determine the strength and significance of the relationships between these factors and school attendance among IP learners.

Data would be collected using a structured survey questionnaire designed to measure the level of school attendance among IP learners and assess how parental demographics, survival needs, and dialect challenges influence their ability to attend school regularly. The variables will be analyzed using descriptive statistics such as frequencies, means, and percentages to summarize the data. This would help establish a profile of the respondents and identify trends related to school attendance patterns. Additionally, correlational analysis would be performed to determine whether significant relationships exist between school attendance and the independent variables. Pearson's correlation coefficient will be used for normally distributed data, while Spearman's rank correlation would be applied to non-parametric data. These statistical techniques would allow for the examination of the extent to which changes in parental demographics, survival needs, and dialect challenges correspond to variations in school attendance levels.

This descriptive-correlational design is appropriate for addressing the study's research

questions, particularly those that seek to understand the influence of parental demographics on school attendance, the effects of survival needs on learners' ability to attend school regularly, and the challenges posed by dialect differences. Additionally, this design would assess the level of school attendance among IP learners and determine whether significant relationships exist between school attendance and the three major factors under investigation. Since this study does not manipulate any variables, a descriptive-correlational approach is the most suitable method for examining the natural associations among these factors without altering their conditions.

### ***Research Locale***

This study was conducted in Sumilao, Bukidnon, a municipality in the province of Bukidnon, Philippines. Sumilao is a predominantly rural area known for its agricultural economy, with many Indigenous Peoples (IP) communities residing in its barangays. The study would specifically focus on selected schools in the Sumilao District, including Licoan Integrated School, Kulasi Elementary School, Puntian Elementary School, Vista Villa Elementary School, Ocasion Elementary School, and 112-Kindergarten. These schools were chosen due to their significant population of IP learners and the presence of socio-economic and linguistic challenges that may impact school attendance.

Sumilao, Bukidnon, is home to various IP groups, particularly the Higaonon tribe, who have a strong cultural identity and distinct dialects. However, the geographical isolation, economic hardships, and linguistic differences within these communities often pose barriers to educational access. Many families in the area depend on subsistence farming and seasonal employment, leading to financial instability that may influence their children's ability to attend school regularly. Additionally, the use of indigenous dialects at home, which may differ from the language of instruction in schools, creates further challenges for IP learners in adapting to the formal education system.

By conducting the study in these specific schools within Sumilao, Bukidnon, this research would provide context-specific insights into the factors affecting school attendance among IP learners. Understanding these challenges would help in formulating educational policies and interventions that address the unique needs of indigenous learners in remote and rural areas. The findings from this study can contribute to the broader discussion on inclusive and culturally responsive education, particularly for IP communities in the Philippines.

### ***Respondents of the Study***

The respondents of this study would be the one hundred-twelve (112) kindergarten learners' parents from the selected school in Sumilao District, for the school year 2025-2026. Table 1 shows the distribution of respondents that is presented below.

### ***Sampling Procedure***

A total population sampling method would be used, meaning that all 112 kindergarten learners and their parents from the selected schools in Sumilao District would be included in the study. This method ensures that the data represents the entire kindergarten population of the schools, leading to more reliable and accurate findings regarding the factors affecting school attendance in this context.

By involving both learners and their parents, the study would capture both direct and indirect influences on school attendance, providing a well-rounded analysis of the challenges faced by IP families in Sumilao, Bukidnon. The results would offer valuable insights that can guide educational policies, support programs, and interventions aimed at improving early school participation and retention among Indigenous Peoples (IP) learners.

### ***Research Instrument***

This study would utilize a structured survey questionnaire as the primary research instrument to collect quantitative data on the factors influencing school attendance among kindergarten learners from Sumilao District and their parents. The questionnaire is designed to systematically measure key variables, including parental demographics, survival needs, dialect challenges, and school attendance levels, to determine their relationship with school participation. By using a structured format, the study ensures that responses are consistent, measurable, and suitable for statistical analysis.

The questionnaire would be divided into four sections. The first section would gather demographic information about the respondents, including the age and gender of the kindergarten learners, as well as the education level, employment status, and household income of their parents. These factors are crucial in analyzing how parental demographics influence school attendance. The second section would assess survival needs, specifically focusing on access to food, housing stability, and financial security. Parents would provide information on their household's economic status, food availability, and the stability of their living conditions, as these aspects may directly impact their child's ability to attend school regularly.

The third section would examine dialect challenges, particularly the extent to which language differences between the learners' home dialect and the school's medium of instruction affect their school participation. This section would explore the difficulties learners face in understanding lessons, communicating with teachers, and how parental involvement in school activities is influenced by language barriers. The fourth section would focus on school attendance, collecting data on the frequency and consistency of attendance among kindergarten learners. Parents would be asked to provide details on their child's attendance patterns, including the common reasons for absences and the challenges encountered in ensuring regular school participation.

### ***Try-out of the Research Instrument***

Prior to the actual data collection, a try-out of the research instrument was conducted to assess its clarity, reliability, and suitability for the target respondents. The primary purpose of the try-out was to identify ambiguous, confusing, or misleading items and to ensure that the questions were understandable, culturally appropriate, and aligned with the objectives of the study.

The research instrument was administered to a group of respondents who possessed characteristics similar to those of the actual study participants but were not included in the final sample. This procedure helped prevent bias while allowing the researcher to evaluate the instrument's effectiveness under conditions comparable to the actual data-gathering process.

Results of the try-out indicated that the majority of the items were clear and comprehensible to the respondents. However, minor revisions were made based on the feedback gathered. These revisions included rewording certain statements to improve clarity, simplifying complex terms, and adjusting item phrasing to ensure cultural and linguistic appropriateness, particularly considering the respondents' dialect and educational background.

The data obtained from the try-out were also used to assess the reliability of the instrument. Reliability analysis yielded acceptable results, indicating that the instrument was consistent in measuring the variables under investigation. Based on these findings, the research instrument was deemed reliable and valid for use in the actual study.

The try-out of the research instrument contributed to strengthening the overall quality of the research by ensuring that the data collected would be accurate, consistent, and reflective of the respondents' true perceptions and experiences. This process enhanced the credibility of the findings and supported the rigor of the study.

### *Data Gathering Procedure*

The data gathering process for this study would follow a systematic approach to ensure the reliability, validity, and ethical considerations of data collection. The process would involve several key steps, including securing permissions, administering the survey, and analyzing responses to address the research objectives effectively.

The first step would be to seek approval from the necessary authorities, including the Department of Education (DepEd) in Sumilao District, school administrators, and barangay officials, to conduct the study in the identified schools. A formal request letter would be sent outlining the study's purpose, scope, and significance. Once approval is granted, informed consent will be obtained from the parents of the kindergarten learners, ensuring that they understand the study's objectives and their rights as respondents. Since the learners are minors, only parental responses would be used in analyzing factors such as parental demographics, survival needs, and dialect challenges affecting school attendance.

After securing approvals and consent, the structured survey questionnaire would be administered to the parents of the 112 kindergarten learners from Licoan Integrated School, Kulasi Elementary School, Puntian Elementary School, Vista Villa Elementary School, and Ocasion Elementary School. The surveys would be distributed in person through the cooperation of school administrators and teachers, ensuring that all respondents receive the questionnaire. The survey would be self-administered, meaning parents would fill out the forms independently. However, for respondents who may have difficulties with reading or comprehension due to dialect differences, trained facilitators would be available to provide clarifications while ensuring neutrality in responses.

To ensure accuracy and completeness of the data, respondents would be given sufficient time to complete the questionnaire, and follow-ups would be conducted to encourage full participation. After retrieving the completed surveys, the responses would be checked for completeness and consistency before proceeding to data analysis. The gathered data would then be encoded and organized systematically for statistical analysis. Descriptive statistics such as frequencies, means, and percentages would be used to summarize demographic information and school attendance levels. To determine the relationships between school attendance and the key independent variables parental demographics, survival needs, and dialect challenges correlational analysis would be performed using Pearson's correlation coefficient or Spearman's rank correlation, depending on data distribution.

Throughout the data-gathering process, ethical considerations would be strictly observed.

Respondents' anonymity and confidentiality would be maintained, and their participation would be voluntary, with the option to withdraw from the study at any time. The collected data would be used solely for research purposes and would not be disclosed to unauthorized individuals.

By following this structured data gathering procedure, the study ensures that the information collected is credible, representative, and reflective of the real-life experiences of the respondents. The findings would provide valuable insights that can contribute to educational improvements, particularly in enhancing school attendance among Indigenous Peoples (IP) learners in Sumilao, Bukidnon.

### ***Scoring Procedure***

The scoring scheme for this study would follow a Likert scale approach to quantify the responses of parents regarding parental demographics, survival needs, and dialect challenges and their influence on school attendance. Each section will be assessed using a five-point scale, with scores interpreted according to predefined categories.

### ***Findings***

The findings revealed that parental education level had a strong influence on school attendance among IP learners. Parents strongly believed that their children could surpass their own educational attainment, and many encouraged school completion based on personal experiences. Education also shaped their ability to engage in school activities, including attending meetings and assisting with homework, although lower educational attainment limited some parents' confidence in communicating with teachers. Employment status likewise showed a strong influence, as stable jobs enabled parents to provide school supplies and support consistent attendance; however, demanding work schedules constrained their ability to monitor learning or attend school events. Meanwhile, household income demonstrated a moderate influence, with parents acknowledging that income affected their capacity to afford school-related expenses. Although financial struggles were common, many families sought assistance and employed coping strategies to ensure their children remained in school. Overall, parental demographics significantly shaped learners' attendance through a combination of aspiration, resource availability, and parental involvement.

The findings showed that survival needs meaningfully affected school attendance, with access to food and financial stability exerting the greatest influence. Feeding programs were reported as effective in promoting regular attendance, while a lack of nutritious food reduced

learners' concentration and motivation to attend classes. Financial instability also hindered participation in school activities and, in some cases, forced children to miss school to help with income generation. In contrast, shelter-related concerns showed only a moderate impact, as issues like frequent relocation and poor housing conditions disrupted routines but did not consistently cause absenteeism compared to food scarcity and financial hardship. Overall, unmet survival needs, food access, and economic security emerged as substantial barriers to regular school participation among IP learners.

The study revealed moderate challenges associated with dialect differences and the language of instruction. Parents believed that learners would perform better if lessons were taught in their native dialect, as language mismatches impaired comprehension, reduced confidence, and affected classroom participation. Learners also struggled to communicate with teachers and understand assignments written in unfamiliar languages. Despite these challenges, parents did not view language barriers as overwhelming, suggesting that while difficulties exist, learners continue to adapt. Parents emphasized that combining local dialects with Filipino or English in instruction could improve understanding and encourage more active engagement among IP learners.

The findings indicated that maintaining consistent school attendance remained a considerable challenge for families. Parents reported monitoring their children's punctuality and presence in school, and many observed improvements over the previous year. While most learners attended regularly and avoided unexcused absences, sustaining daily attendance was still difficult due to persistent economic pressures, food insecurity, and occasional family obligations. Thus, although attendance levels were generally satisfactory, consistency remained vulnerable to the socioeconomic realities encountered by IP households. Statistical analysis showed significant differences in school attendance when learners were grouped according to parental demographics. Parental education, employment status, and household income each demonstrated measurable impacts on attendance patterns. Learners whose parents had higher educational attainment, stable employment, or higher income exhibited better attendance consistency than those from less advantaged backgrounds. These findings confirm that parental demographic characteristics meaningfully shape attendance outcomes and contribute to disparities in school participation.

The results confirmed a significant relationship between survival, food access, and financial stability and school attendance. Learners from households struggling with food scarcity or severe financial hardship were more likely to miss classes or participate inconsistently. While

shelter-related issues showed moderate influence, they did not consistently predict absenteeism compared to food and financial constraints. Overall, unmet survival needs emerged as strong predictors of lower attendance, demonstrating that basic economic and physiological factors remain central to learners' ability to participate in school regularly.

The findings showed a significant relationship between dialect challenges and school attendance. Learners who struggled with language differences, especially those who had difficulty understanding lessons or communicating with teachers, were more likely to have attendance issues. Dialect mismatch had the strongest negative relationship with school participation, indicating that linguistic barriers not only affect academic performance but also influence learners' willingness and confidence to attend school. These results highlight the critical importance of culturally and linguistically responsive instruction in improving attendance outcomes for IP learners.

### ***CONCLUSIONS***

The study concludes that parental demographics, specifically education level, employment status, and household income, play a substantial role in shaping the school attendance of IP learners. Parents with higher educational attainment exhibit stronger engagement in school activities and greater capacity to support their children's academic needs, resulting in better attendance outcomes. Stable employment provides the financial resources necessary for consistent participation, whereas unemployment or irregular work schedules limit parental involvement. Although income constraints remain a major challenge, families demonstrate resilience by seeking assistance and prioritizing their children's schooling. Overall, parental demographics significantly influence learners' attendance by determining both the level of academic support at home and the availability of resources necessary for sustained participation.

The study concludes that survival needs access to food and financial stability have a meaningful and sometimes critical impact on school attendance. Feeding programs effectively encourage regular attendance, confirming that nutritional support is essential for learners' academic engagement. Financial instability continues to hinder participation in school activities and occasionally results in absenteeism due to work-related obligations. Although shelter-related issues create stress and disruptions, their impact is less consistent compared to challenges involving food and finances. These findings establish that meeting basic physiological and economic needs remains a prerequisite for consistent school attendance among IP learners.

The findings lead to the conclusion that dialect differences and the medium of instruction present moderate but significant challenges to IP learners' school attendance. Language barriers reduce comprehension, weaken confidence, and limit participation in class activities. While these challenges are not overwhelmingly prohibitive, they consistently impede learners' ability to fully engage with lessons delivered in non-native languages. The study concludes that integrating both native dialects and official school languages in instruction can enhance comprehension, motivation, and attendance among IP learners, emphasizing the need for culturally and linguistically responsive teaching approaches.

The study concludes that while IP learners generally maintain satisfactory attendance, achieving consistent daily participation remains a challenge due to persistent socio-economic constraints. Parents' active monitoring plays a crucial role in sustaining school attendance, and improvements have been noted over time. However, factors such as food insecurity, financial pressures, and family responsibilities continue to threaten attendance stability. Thus, while attendance levels are acceptable, they remain susceptible to fluctuations arising from the broader living conditions of IP families.

The study concludes that significant differences in school attendance exist when learners are grouped according to parental demographics. Higher educational attainment, stable employment, and greater household income are all associated with better attendance outcomes, confirming that these demographic characteristics shape the consistency with which children attend school. This underscores the need for targeted interventions that address the disparities arising from unequal parental backgrounds to promote equitable school participation among IP learners.

The study concludes that unmet survival needs, especially those related to food security and financial stability, are strongly associated with lower school attendance. Learners from households experiencing severe food scarcity or financial hardship are significantly more likely to be absent or inconsistent in their participation. Although shelter issues contribute to educational challenges, they do not consistently predict absenteeism compared to food and financial constraints. These results affirm that improving school attendance requires addressing the basic economic and nutritional needs of IP families.

The study concludes that dialect challenges and the use of unfamiliar languages in school have a significant negative relationship with learners' attendance. Language mismatches reduce learners' comfort, confidence, and motivation to attend school, making them more vulnerable to absenteeism. Among all language-related factors, dialect mismatch emerged as

the strongest predictor of reduced attendance. This confirms the importance of aligning instructional language with learners' linguistic backgrounds to foster inclusivity and minimize attendance-related challenges.

### ***Recommendations***

Based on the findings, it is recommended that schools strengthen parent-focused programs that enhance parental involvement, particularly for those with limited education or unstable employment. Conducting regular parent education sessions, literacy support programs, and school orientation activities can help parents better understand their role in sustaining attendance. Partnerships with LGUs and NGOs may also provide livelihood training or employment referrals for parents, improving household stability. Schools should also establish flexible meeting schedules and communication channels to accommodate working parents. By empowering parents academically and economically, schools can help create conditions that consistently support learner attendance.

It is recommended that schools and local government units expand and institutionalize feeding programs, ensuring that all IP learners consistently receive nutritious meals that support both attendance and concentration. Strengthening financial assistance initiatives such as educational subsidies, cash aid programs, and contributions from NGO's can help alleviate economic barriers. Schools should also coordinate closely with barangay councils to identify families facing severe food or financial insecurity and provide targeted interventions. While shelter concerns have a moderate influence, linking families to housing support services can further stabilize home environments. Addressing basic needs holistically will significantly improve attendance consistency.

It is recommended that schools intensify the implementation of Mother Tongue- Based Multilingual Education (MTB-MLE) by integrating learners' native dialects into classroom instruction, especially during early grade levels. Teachers should receive training in bilingual or multilingual strategies to better accommodate linguistic diversity. Developing localized instructional materials and using dual-language explanations in lessons can help improve comprehension and confidence. Encouraging parental involvement in culturally based learning activities may also support language bridging.

Providing language support interventions will reduce comprehension barriers and promote greater participation and regular attendance among IP learners.

It is recommended that schools enhance their attendance monitoring systems by implementing daily tracking, follow-up mechanisms, and early-warning systems for frequent

absences. Strengthening home–school collaboration through community visits, parent check-ins, and attendance contracts can support families in sustaining consistent participation. Incentive-based attendance programs, such as recognition awards or simple motivational activities, may encourage learners to attend regularly. Schools should also address contextual factors contributing to absenteeism by providing psychosocial support, mentoring, and structured routines that help IP learners remain engaged despite economic and social challenges.

To address disparities in attendance linked to parental demographics, it is recommended that schools design targeted interventions for families with low educational attainment, unstable employment, or limited income. These may include customized learning support for children, parent capability-building sessions, and prioritized access to school-based assistance programs. Schools should collaborate with LGUs to create livelihood pathways that help improve the economic stability of disadvantaged families. Tailored strategies that consider parental background will help ensure more equitable attendance outcomes among IP learners. Given the strong connection between survival needs and attendance, it is recommended that schools institutionalize comprehensive support systems for families facing food scarcity or severe financial constraints. Strengthening coordination with social welfare agencies, barangay leaders, and NGOs can help deliver sustained economic support and resource provision. Schools should also implement programs addressing student hunger, such as hot meals, food packs, or weekend feeding bundles, to minimize absenteeism related to food insecurity. Expanding scholarship programs, transportation subsidies, and school material assistance will further reduce financial burdens and promote consistent attendance.

To address the significant impact of dialect challenges on attendance, it is recommended that schools integrate culturally responsive pedagogy and language-sensitive teaching strategies. Teachers may be trained to use both the mother tongue and official school languages in instruction to reduce comprehension barriers and increase learners' sense of belonging. Creating multilingual classroom environments through posters, visual aids, translated materials, and bilingual assessments can improve understanding and reduce anxiety. Schools should also strengthen community engagement by involving parents and elders in language-based activities, ensuring that instruction respects and reflects the linguistic identity of IP learners. Such approaches will help minimize absenteeism linked to language difficulties.

Furthermore, it is recommended that future studies be conducted using different variables to further explore other factors that may influence school attendance and to validate the findings

of the present study.

## REFERENCES

1. Amato, P. R., Patterson, S., & Beattie, B. (2015). Single-parent households and children's educational achievement: A state-level analysis. *Social Science Research*, 53,191-202. Retrieved from: <https://doi.org/10.1016/j.ssresearch.2015.05.012>
2. Ball, J. (2014). Children learn better in their mother tongue: Advancing research on mother tongue-based multilingual education. UNESCO.
3. Benson, C. (2016). Addressing language barriers in education: Lessons from multilingual classrooms. *International Review of Education*, 62(5), 543-561. Retrieved from: <https://doi.org/10.1007/s11129-016-9567-2>
4. Bradley, R. H., & Corwyn, R. F. (2016). Socioeconomic status and child development. *Annual Review of Psychology*, 53(1), 371-399. Retrieved from: <https://doi.org/10.1146/annurev.psych.53.100901.135233>
5. Burleson, S. E., & Thoron, A. C. (2014). Maslow's hierarchy of needs and its relation to learning and achievement. *Journal of Agricultural Education*, 55(2), 133-146. Retrieved from: <https://doi.org/10.5032/jae.2014.02133>
6. Castro, M. (2022). Housing instability and school attendance: Challenges faced by indigenous communities. *Journal of Social Issues*, 78(1), 56-72. Retrieved from: <https://doi.org/10.1111/josi.12456>
7. Cummins, J. (2017). Bilingual education and special education: Issues in assessment and pedagogy. *Journal of Multilingual Education Research*, 7(1), 1-15. Retrieved from: <https://doi.org/10.1002/tesq.380>
8. Garcia, E., & Chun, H. (2021). Socio-economic factors affecting school attendance among marginalized communities. *Education and Urban Society*, 53(4), 473-493. Retrieved from: <https://doi.org/10.1177/0013124520926167>
9. García, O., & Lin, A. M. Y. (2017). Translanguaging in bilingual education. *Springer Handbook of Linguistic Diversity*, 117-136. Retrieved from: [https://doi.org/10.1007/978-3-319-02327-4\\_8](https://doi.org/10.1007/978-3-319-02327-4_8)
10. Hernandez, G., Cruz, R., & Martinez, L. (2021). Financial challenges and school attendance among indigenous students in rural Mexico. *Journal of Latin American Education*, 15(2), 89-102. Retrieved from: <https://doi.org/10.1080/10632921.2021.1871357>
11. Hernandez, G., Cruz, R., & Martinez, L. (2021). Financial challenges and school

- attendance among indigenous students in rural Mexico. *Journal of Latin American Education*, 15(2), 89-102. Retrieved from:  
<https://doi.org/10.1080/10632921.2021.1871357>
12. Heugh, K., Benson, C., Bogale, B., & Yohannes, M. A. G. (2017). Multilingual education in Ethiopia: What assessment shows us about mother-tongue education policy. *Language Policy*, 16(3), 327-346. Retrieved from: <https://doi.org/10.1007/s10993-016-9401-4>
  13. Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2018). Differentiation between school attendance problems: Why and how? *Cognitive and Behavioral Practice*, 25(1), 55-72. Retrieved from: <https://doi.org/10.1016/j.cbpra.2017.02.006>
  14. Jeynes, W. H. (2016). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 51(4), 426-454. Retrieved from: <https://doi.org/10.1177/0042085914549369>
  15. Li, J., Johnson, S. E., Han, W. J., Andrews, S., Kendall, G., Strazdins, L., & Dockery, A. (2014). Parents' nonstandard work schedules and child well-being: A critical review of the literature. *Journal of Primary Prevention*, 35(1), 53-73. Retrieved from: <https://doi.org/10.1007/s10935-013-0318-z>
  16. Malone, S. (2020). Bridging the language gap: Teacher preparedness in multilingual classrooms. *Language Teaching Research*, 24(3), 378-392. Retrieved from: <https://doi.org/10.1177/1362168818804383>
  17. Mu, G. M. (2016). *Living with vulnerabilities and opportunities in a migration context: Floating children and left-behind children in China*. Springer. Retrieved from: <https://doi.org/10.1007/978-981-10-1802-0>
  18. Nolasco, R. (2019). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. *Asian Journal of Education*, 12(2), 45-67.
  19. O'Neill, M., & Maguire, M. (2017). Food insecurity and its impact on student academic performance: A systematic review. *Educational Research Review*, 29, 100-123. Retrieved from: <https://doi.org/10.1016/j.edurev.2020.100123>
  20. Skutnabb-Kangas, T. (2018). Language rights and education: The challenges of linguistic diversity. *Current Issues in Language Planning*, 19(1), 1-24. Retrieved from: <https://doi.org/10.1080/14664208.2018.1426229>
  21. Smith, A. B., & Johnson, L. M. (2015). The impact of parental education on student attendance rates. *Journal of Educational Research*, 108(3), 223-234. Retrieved from: <https://doi.org/10.1080/00220671.2014.899958>

22. Smith, R., & Taylor, K. (2019). Housing instability and educational outcomes: Examining attendance and achievement. *Journal of Urban Education*, 54(3), 257-274. Retrieved from: <https://doi.org/10.1080/10665684.2019.1579418>
23. UNESCO IIEP Policy Toolbox. (2020). Barriers to school attendance: Understanding the challenges. Retrieved from: <https://policytoolbox.iiep.unesco.org>
24. UNESCO. (2019). The impact of language policies on indigenous education. *Global Education Monitoring Report*.
25. UNICEF. (2016). Children in emergencies and conflicts: Impact on education. Retrieved from: <https://www.unicef.org/emergencies>
26. Walter, S. L., & Dekker, D. E. (2018). The effectiveness of mother tongue instruction in low-income countries. *International Journal of Bilingual Education and Bilingualism*, 21(7), 917-929. Retrieved from: <https://doi.org/10.1080/13670050.2016.1216355>
27. Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610- 625. Retrieved from: <https://doi.org/10.1111/cdev.12153>
28. Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610- 625. Retrieved from: <https://doi.org/10.1111/cdev.12153>
29. WASH Initiatives. (2023). Water, sanitation, and hygiene in schools: Addressing attendance challenges. Retrieved from: <https://en.wikipedia.org/wiki/WASH>
30. World Bank. (2021). The impact of school feeding programs on educational outcomes. Retrieved from: <https://www.worldbank.org/en/topic/education>
31. Zajacova, A., & Lawrence, E. M. (2018). The relationship between education and health: Reducing disparities through a contextual approach. *Annual Review of Public Health*, 39, 273-289. Retrieved from: <https://doi.org/10.1146/annurev-publhealth-031816-044628>