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## Research Article

### Factors Contributing to Absenteeism Among 4ps Beneficiary-Students in Selected Elementary Schools, Can-Avid District

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#### ABSTRACT

This study investigates absenteeism among 4Ps beneficiary-students in selected elementary schools, Can-avid District, that focus on factors influencing attendance patterns. The research aims to identify key factors impacting absenteeism, understand their implications, and propose targeted solutions for improving attendance and improve academic performance of students. Through a quantitative-descriptive correlational design, data was collected on attendance levels, parental education, distance to school, health conditions, and parental involvement. The analysis revealed a positive commitment to education among students, with high attendance rates emphasizing a conducive learning environment. Significant positive correlations were found between parental education, health conditions, and parental involvement with attendance patterns, highlighting their crucial impact on student attendance. Contrarily, distance to school showed a non-significant correlation with attendance rates. The study underscores the significance of parental support, health considerations, and a supportive learning environment in promoting positive student attendance and academic outcomes. Recommendations include enhancing parental education programs, implementing health support initiatives, and strengthening parental involvement strategies to improve attendance rates and foster academic success. This research provides valuable insights for stakeholders, including the Department of Education, school administrators, teachers, students, parents, community members, and future researchers, aiming to address absenteeism effectively among 4Ps beneficiary-students.

**Keywords:** *4Ps Beneficiary-Students, Absenteeism, Health Conditions, Parental Education, Parental Involvement Attendance Patterns*

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## Background of the Study

Student absenteeism is the mean concern for educators and policymakers in the field of education to uphold the learning academic performance and social development of learners. The issue of absenteeism among 4Ps beneficiary students has a national, regional, and local problems that given emphases through target interventions in school setting. By providing into different factors contributing absenteeism in specific demographic area that can be understand the root cause and implement effective solutions. However, absenteeism it is not only affects academic performance but also give broader implication on overall well being and development of learners. By addressing this issue, the researchers can create more supportive and inclusive learning environment that caters the unique and improvement of attendance in school of 4Ps beneficiary students.

Through this research, the researchers aim to not only identify the key factors influencing absenteeism but also propose evidence-based strategies to improve attendance rates and enhance the educational experience of these students. By filling the existing knowledge gaps and providing a comprehensive analysis of the issue and can contribute to the development of targeted interventions that address the specific challenges faced by 4Ps beneficiary-students.

It is essential to recognize the significance of this research in the broader context of education and social development. By highlighting the importance of addressing absenteeism among 4Ps beneficiary-students, we can pave the way for more inclusive and equitable educational practices that support the diverse needs of all learners. In the recent studies have shown a correlation between socio-economic factors, family dynamics, and student attendance. By exploring these connections within the context of 4Ps beneficiary-students in Can-avid District, we can build upon existing evidence and tailor interventions to effectively combat absenteeism.

Despite the efforts of reducing students' absenteeism, there remains a lack of comprehensive research focusing specifically on 4Ps beneficiary-students in the Can-avid District. This study seeks to fill this gap by providing valuable insights into the unique factors influencing

their attendance patterns. This research is crucial as it sheds light on a specific demographic - 4Ps beneficiary-students - and their challenges with attendance. By addressing this issue, we can contribute to the development of more effective strategies to support these students in their educational journey.

The study aims to identify the key factors contributing to absenteeism among 4Ps beneficiary-students, understand the impact of these absences, and propose targeted solutions to improve attendance rates and overall academic performance.

## Objectives of the Study

The study aims to determine the factors contributing to absenteeism among 4Ps beneficiary-students in selected elementary schools in Can-avid district. Specifically, seeks to attain the following specific objectives:

1. Determine the level of attendance of 4Ps beneficiary-students in selected elementary schools in Can-avid District.
2. Determine the level of parental education, distance to school, health conditions, and parental involvement in school activities of 4Ps beneficiary-students in selected elementary schools in Can-avid District.
3. Examine the relationships among the level of parental education, distance to school, health conditions, and parental involvement in school activities with the attendance patterns of 4Ps beneficiary-students in selected elementary schools in Can-avid District to determine potential correlations and impacts on absenteeism rates.

## Significance of the Study

This research holds significant implications for various stakeholders within the Can-avid district.

**Department of Education (School System).** The findings of this study can provide valuable insights for the Department of Education to develop targeted intervention programs aimed at improving attendance rates and addressing the factors contributing to absenteeism among 4Ps beneficiary-students. It can aid in the formulation of policies and strategies to create a more supportive and conducive learning environment.

**School Heads.** School heads can benefit from the results of this research by gaining a deeper understanding of the challenges faced by 4Ps beneficiary-students in relation to attendance. This knowledge can guide school heads in implementing tailored initiatives to enhance student engagement and reduce absenteeism within their respective schools.

**Teachers.** Educators play a crucial role in monitoring and encouraging student attendance. By being informed about the factors influencing absenteeism among 4Ps beneficiary-students, teachers can adapt their teaching strategies and provide additional support to ensure the active participation of all students in the learning process.

**Students.** 4Ps beneficiary-students stand to benefit from this study as it aims to identify and address the barriers that hinder their consistent attendance. By improving attendance rates, students can maximize their learning opportunities, academic performance, and overall educational experience.

**Parents and Community Members.** Parents and community members play a vital role in supporting student attendance and academic success. Understanding the impact of parental education, distance to school, health conditions, and parental involvement on absenteeism rates can empower parents to actively engage in their children's education and collaborate with schools to promote regular attendance. Additionally, community members can contribute to creating a supportive environment that values education and encourages student participation.

**Future Researchers.** Future researchers can build upon the findings of this study to further explore the dynamics of absenteeism among 4Ps beneficiary-students in Can-Avid District. Potential areas for future research such as to track attendance patterns and the impact of various factors over an extended period can provide valuable insights into the trends and changes in absenteeism among 4Ps beneficiary-students or implementing and evaluating different intervention programs aimed at reducing absenteeism and improving student attendance rates can help identify effective strategies that can be scaled up to benefit a larger population of students.

### **Scope and Delimitation of the Study**

The study focused on absenteeism among 4Ps beneficiary-students in selected elementary schools in Can-avid District. The research examined the factors contributing to absenteeism, including parental education levels, distance to school, health conditions, and parental involvement in school activities, among 4Ps beneficiary-students. The population for this study included 4Ps beneficiary-students enrolled in selected elementary schools in Can-avid District. The research was conducted within the Can-Avid District, specifically targeting selected elementary schools where 4Ps beneficiary-students were enrolled. The study spanned the school year 2024-2025, allowing for a comprehensive analysis of attendance patterns and factors influencing absenteeism among 4Ps beneficiary-students during this academic period.

### **Definition of Terms**

This part will define the terms used in this research to ensure a clear understanding of how they will be used in later discussions. These definitions aim to give context for discussing issues and concepts, rather than being universally applicable or definitive interpretations. Special focus will be placed on the choice of words and language in the study, and this section sets the limits of the research. Below are the explanations of frequently used terms in this research for reference.

**Level of Attendance.** it refers to the frequency of presence or absence of 4Ps beneficiary-students in selected elementary schools in Can-Avid District during the school year 2024-2025.

**Parental Education.** it refers to the educational attainment level of the parents or guardians of 4Ps beneficiary-students, ranging from primary education to tertiary education.

**Distance to School.** it refers to the physical distance in kilometers between the residence of 4Ps beneficiary-students and the selected elementary schools they attend in Can-Avid District.

**Health Conditions.** it refers to the overall physical and mental well-being status of 4Ps beneficiary-students, including any known health issues or conditions that may affect their

attendance and participation in school activities.

*Parental Involvement in School Activities.* it refers to the extent of active participation and engagement of parents or guardians in school-related events, meetings, and activities involving the education and welfare of 4Ps beneficiary-students in selected elementary schools in Can-avid District.

## **Review of Related Literature**

### ***Attendance or Absenteeism of 4Ps Beneficiary-Students***

Research suggests a significant correlation between 4Ps benefits and improved school attendance, particularly among students from low-income families (Elaine, M. (2018). However, the effectiveness of the 4Ps program in reducing absenteeism may be influenced by factors such as available school resources and infrastructure (Flores, Espinoza, Enrico, & Casimiro, 2019). While some studies show a positive impact of the 4Ps program on attendance (Author, Year), others highlight the need to consider contextual factors to fully understand the program's effects (Organo, 2023).

Tan (2021) found that 4Ps beneficiaries generally performed satisfactorily in their academics, with many achieving above-average performance. This suggests that the program's support contributes to improved academic outcomes. This finding is relevant to the discussion of attendance or absenteeism among 4Ps beneficiary-students because improved academic performance is often linked to increased school attendance. Students who are more engaged in their studies and see positive results are more likely to attend school regularly. The 4Ps program's positive impact on academic performance could therefore contribute to improved attendance rates among beneficiary students.

Research suggests that the 4Ps program can have a positive effect on attendance rates among beneficiary students. For instance, Arcayna et al. (2021) found that the implementation of the 4Ps program in Don Vicente Romualdez National High School resulted in very high attendance rates among 4Ps beneficiary-students, exceeding the minimum requirements set by the program.

This study, published in the International E-Journal of Advances in Education in April 2019, examined the attendance, academic performance, and completion rates of students receiving the Pantawid Pamilyang Pilipino Program (4Ps) in a selected secondary school in the Philippines. The study found a trend of decreasing average attendance rates from Grade 7 to Grade 9, with an improvement in Grade 10. Notably, Class 2019 recorded an average attendance rate below 85% in Grade 9. The study highlights the crucial role of attendance in student success and its impact on academic performance. This suggests that interventions are needed to improve attendance rates, particularly in Grade 9, to ensure that 4Ps beneficiary students have the opportunity to succeed academically (Sasaki, K., Diaz, N. T., & Brazal, P. J. I., 2019).

### ***Factors associated to the Attendance or Absenteeism of 4Ps Beneficiary-Students***

A positive relationship exists between parental education levels and student attendance (Ateş, 2021), with higher education levels correlating with greater prioritization of children's education and regular school attendance. However, research also suggests that parental literacy may be a stronger predictor of attendance than overall educational attainment (Utami, 2022), indicating the importance of considering specific parental skills.

Distance to school significantly impacts attendance rates, especially for students in rural areas (Bammou, et. al., 2024). Transportation costs and accessibility further complicate this issue (Zeragaber, Teame, & Tsighe, 2024) highlighting the need to consider both geographical distance and practical access to schools.

Chronic illnesses significantly affect student attendance (Thongseiratch & Chandeying, 2020). Access to healthcare services plays a crucial role in mitigating the impact of health conditions on school attendance (Philipo & Ntawigaya, 2025).

Parental involvement is strongly associated with improved student attendance (Kantova, 2024). Different forms of parental involvement, such as attending school events or communi-

cating with teachers, have varying effects on attendance rates (Oranga, Matere,& Nyakundi, 2023).

Galarrita and Nestal (2024) found a significant relationship between 4Ps support and its implications for school performance, as measured by enrollment, dropout rates, and graduation rates. The study highlighted the positive impact of the 4Ps program on school performance, particularly in the School Year 2021-2022, where enrollment rates were high, dropout rates were low, and graduation rates were increased. This positive impact was attributed to targeted program interventions and focused efforts to support students. While the 4Ps program has shown positive results in improving overall school performance, absenteeism can still be a significant challenge for 4Ps beneficiary-students. If students are not attending school regularly, they are less likely to benefit

from the program's support and achieve academic success. Therefore, understanding the factors contributing to absenteeism among 4Ps beneficiary-students in Can-Avid District is crucial for maximizing the program's effectiveness.

Zapanta et al. (2019) found that classroom environment, including physical attributes, was the most significant determinant of absenteeism among 4Ps beneficiaries in General Emilio Aguinaldo National High School. This finding suggests that the physical condition of classrooms in Can-avid District elementary schools could also be a contributing factor to absenteeism among 4Ps beneficiary-students. Factors such as inadequate facilities, lack of resources, or uncomfortable learning spaces can negatively impact student motivation and attendance.

### Conceptual Framework

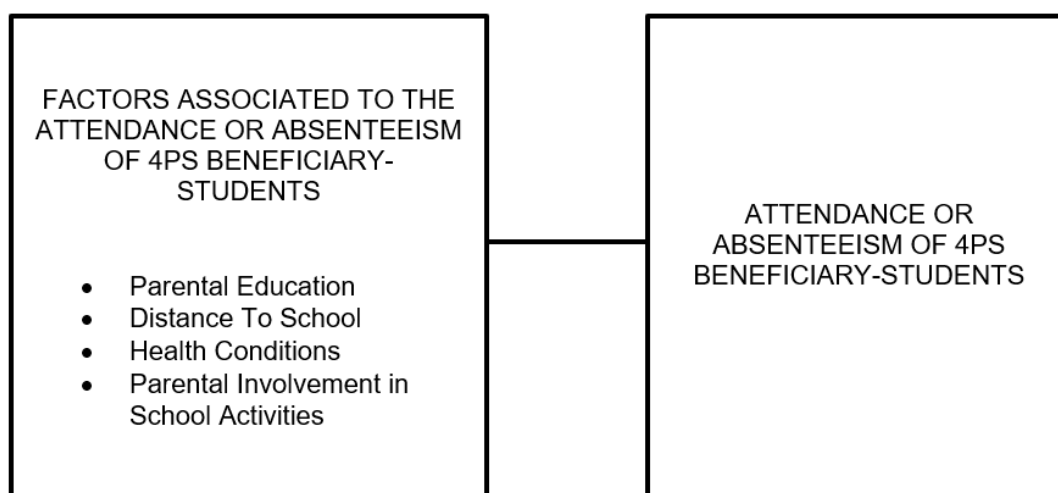


Figure 1: Paradigm of the study

### Methodology

#### Research Design

This research employed a quantitative-descriptive correlational design to investigate the factors contributing to absenteeism among 4Ps beneficiary-students in selected elementary schools such as Canteros Elementary School, Malogo Elementary School, and Obong Elementary School in Can-avid District. The design enabled the researchers to quantify the attendance levels of 4Ps beneficiary-students using data such as attendance records or surveys.

This provided a clear picture of the extent of students' absenteeism in schools. The design permitted the researchers to measure variables like level of parental education, distance to school, health conditions, and parental involvement in school activities using standardized questionnaires or surveys. This provided quantifiable data for analysis. The correlational aspect of the design allowed the researchers to examine the relationships between the measured variables and the attendance patterns of 4Ps beneficiary-students. This helped identify

potential correlations and impacts on absenteeism rates.

**Locale of the Study**

This study took place in public elementary schools of Can-avid, Eastern Samar. The schools are as follows:(1) Canteros Elementary

School, (2) Malogo Elementary School and (3) Obong Elementary School.

Figure 2 on the next page shows the geographical location of the schools covered by the study. The numbers indicate the aforementioned schools.

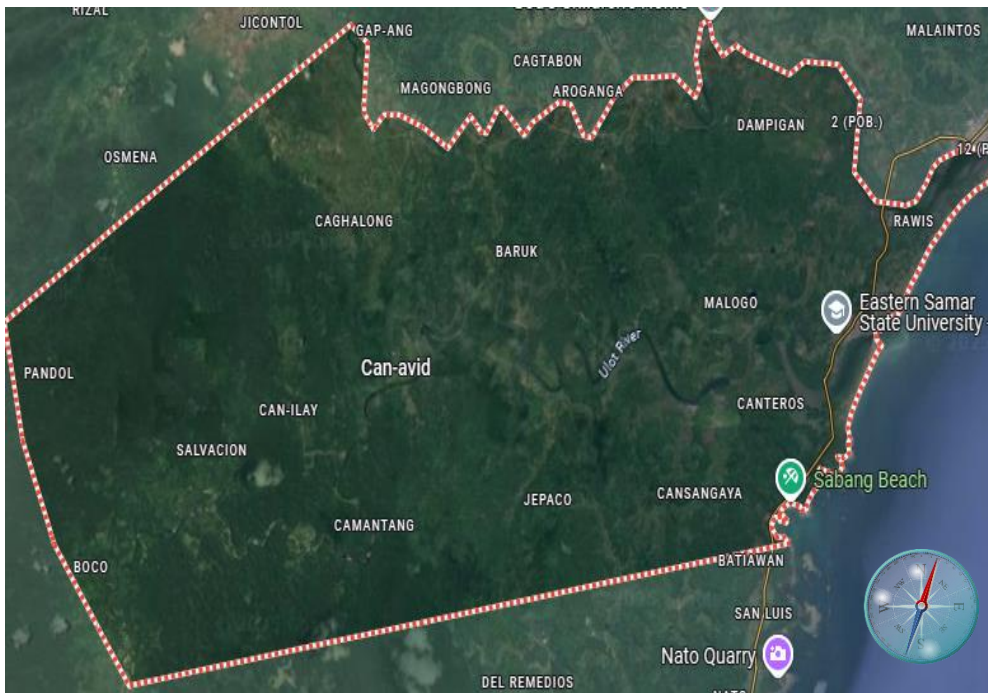


Figure 2. The Locale of the Study

**Respondents of the Study**

The researchers selected a representative sample of 4Ps beneficiary-students from selected elementary schools in Can-avid District. This sample selection was based on a stratified random sampling approach, ensuring that the sample reflected the diversity of the student population in the district. The 12 teachers selected represented a sample of the total teacher population in the three schools. This sample size allowed for gathering data on teacher perspectives and practices related to student attendance because the teacher advisors were only selected to fill in Part I of the survey instrument for every student respondent. Teacher advisors were the primary source of

information regarding student attendance. They were responsible for recording daily attendance, making them the most suitable respondents for Part I of the questionnaire. The 27 4Ps beneficiary-students selected represented a sample of the total 4Ps student population in the three schools. This sample size allowed for gathering data on student experiences and perceptions related to factors influencing their attendance. 4Ps beneficiary-students were the target population for this study, as the research aimed to understand their experiences and perceptions related to factors affecting their attendance. Therefore, they were the most appropriate respondents for Part II of the questionnaire.

Table 1. The Respondents of the Study

School	Number of Teachers	Sample/ Respondents	Number of Grade 5 & 6 Students	Sample/ Respondents
Canteros Elementary School	9	4	63	16
Malogo Elementary School	9	5	22	6
Obong Elementary School	5	3	19	5
Total	23	12	104	27

**Sampling Procedure**

In this study, the researchers employed a combination of total enumeration and purposive sampling to select respondents. Total enumeration referred to the inclusion of all individuals within a specific group, while purposive sampling involved selecting participants based on specific characteristics or criteria relevant to the research objectives.

For the teacher respondents, a total enumeration approach was applied by including all teacher advisors responsible for monitoring the attendance of the 4Ps beneficiary-students in the selected schools. The 12 teacher advisors, representing a sample from the total teacher population across the three schools, were specifically chosen because they were the primary sources of attendance data. Their role in recording daily attendance made them uniquely qualified to provide insights into attendance patterns and practices. Therefore, this method ensured that all relevant teacher advisors were included, providing a comprehensive overview of the factors affecting student attendance.

In contrast, purposive sampling was utilized for selecting the 27 4Ps beneficiary-students. This approach focused on identifying students who met specific criteria—namely, being beneficiaries of the Pantawid Pamilyang Pilipino Program. By selecting these students, the researchers aimed to gather data specifically on the experiences and perceptions of those directly impacted by the program. The selected students represented a diverse sample from the total 4Ps student population within the three schools, ensuring that the research captured a range of perspectives.

Together, these sampling procedures facilitated a thorough investigation of the factors influencing absenteeism among 4Ps beneficiary-students. The combination of total enumera-

tion for teacher advisors and purposive sampling for student respondents allowed the researchers to obtain rich, relevant data that was essential for understanding the dynamics of student attendance and the factors contributing to their absenteeism. This methodology ultimately enhanced the reliability and validity of the study's findings.

**Research Instruments**

The survey instrument, "Factors Contributing to Absenteeism Among 4Ps Beneficiary-Students in Selected Elementary Schools in Can-Avid District," was designed to gather data on two key areas: attendance patterns and factors influencing attendance among 4Ps beneficiary-students.

Part I focused on the attendance of 4Ps beneficiary-students. This section focused on collecting quantitative data on the attendance of 4Ps beneficiary-students. The instrument used a simple, structured format to record daily attendance information. Teachers or designated staff members were responsible for filling out the form, marking each student as "Present" (P) or "Absent" (A) for each day. The form allowed for tracking attendance over a three-month period (January 1, 2025 - March 31, 2025). This data was used to calculate the total number of days present and absent for each student, providing a numerical representation of their attendance patterns.

Part II measured the factors associated with the attendance or absenteeism of 4Ps beneficiary-students. This section delved into the factors that may have influenced the attendance of 4Ps beneficiary-students. The instrument employed a five-point Likert scale to measure student perceptions and experiences related to Parental Education (This section explored the potential influence of parental education levels on a student's attendance), Dis-

tance to School (This section examined the impact of distance on a student's ability to attend school regularly), Health Conditions (This section assessed the role of health conditions in influencing a student's attendance), and Parental Involvement in School Activities (This section investigated the relationship between parental involvement in school activities and a student's attendance).

By collecting data on these factors, the researchers aimed to identify potential correlations between these variables and student attendance patterns. This information was valuable for understanding the complex factors contributing to absenteeism among 4Ps beneficiary-students and for developing targeted interventions to improve attendance rates. The survey instrument was designed to provide a comprehensive understanding of attendance patterns and the factors influencing attendance among 4Ps beneficiary-students in Can-avid District. The data collected were used to inform the development of strategies to improve school attendance and maximize the effectiveness of the 4Ps program.

### Validation of Instrument

To ensure a reliable questionnaire, the researchers will begin by conducting a thorough review of existing instruments used in similar studies. This review will inform the development of their own questionnaire, ensuring its relevance, comprehensiveness, and alignment with established theoretical frameworks.

Next, the researchers will seek expert feedback from experienced researchers and educators who are familiar with the study's context. These experts will evaluate the clarity, relevance, and comprehensiveness of the questionnaire items, providing valuable feedback to refine its structure and questions.

Finally, a pilot test will be conducted with a small sample of the target population. This pilot test will assess the clarity and understandability of the questions, evaluate the questionnaire's feasibility in terms of administration time and logistical considerations, and provide preliminary data for assessing its internal consistency. The feedback and data from the pilot test will further inform the refinement of the questionnaire before its final administration.

### Measurement of Variables

For the interpretation of percentage attendance for 4Ps beneficiary-students, a 5-point scale is presented below:

- 0% - 20%: - Very Low Attendance
- 21% - 40%: - Low Attendance
- 41% - 60%: - Moderate Attendance
- 61% - 80%: - Good Attendance
- 81% - 100%: - Excellent Attendance

The variables related to the attendance or absenteeism of 4ps beneficiary-students were measured by the following Five Point Likert Scale (Brown, S., 2010) system:

Code	Range	Description
5	4.21 – 5.0	Strongly Agree
4	3.41 -4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 -1.80	Strongly Disagree

### Data Gathering Procedure

This research gathered data systematically and carefully from teachers and students. First, the researchers obtained permission from the school district and individual schools to conduct the study. They also obtained ethical approval from the ethics committee to ensure the research followed ethical guidelines, especially regarding data privacy and informed consent. Before participating, everyone received clear information about the study's purpose, how it would be conducted, any potential risks or benefits, and how their information would be kept confidential. Teachers provided their informed consent, and for students, both parents/guardians and the students themselves (if they were old enough to understand) needed to agree to participate.

If possible, the questionnaire was administered and completed electronically through a secure online platform. This was convenient and could have made data collection faster. However, the questionnaire could also be printed and administered to individuals who did not have access to online platforms.

The researchers ensured participants had a comfortable and private place to complete the questionnaire, minimizing distractions and encouraging honest answers. Completed

questionnaires were collected securely, either electronically or physically.

The data were then carefully entered into a spreadsheet or database to ensure accuracy and consistency. Once the data were collected, they were thoroughly checked for any errors, inconsistencies, or missing information.

### **Data Analysis**

This research utilized a quantitative descriptive correlational design to analyze the factors contributing to absenteeism among 4Ps beneficiary-students in selected elementary schools in Can-Avid District. For objective 1, the researchers gathered attendance data from school records to determine the level of attendance of 4Ps beneficiary-students. Descriptive statistics like mean, median, and standard deviation were used to analyze the attendance data, revealing the overall attendance pattern and identifying potential trends. Objective 2 involved collecting data on parental education level, distance to school, health conditions, and parental involvement in school activities through questionnaires administered to parents of 4Ps beneficiary-students. Descriptive statistics were used to analyze this data, revealing the distribution of these factors among the student population. Finally, objective 3 examined the relationships between these factors and attendance patterns using correlational analysis, specifically Pearson's correlation coefficient. This analysis identified potential correlations and impacts of parental education, distance to school, health conditions, and parental involvement on absenteeism rates. The expected outcomes included a comprehensive understanding of the level of attendance among 4Ps beneficiary-students, the distribution of key factors influencing attendance, and the identification of significant relationships between these factors and absenteeism rates. This information was crucial for developing targeted interventions to improve attendance and maximize the effectiveness of the 4Ps program.

### **Ethical Considerations**

This research was committed to ethical conduct, ensuring the well-being and rights of

all participants. Participants were fully informed about the study's purpose, procedures, and potential risks and benefits before providing their informed consent. They were also clearly informed about their right to withdraw from the study at any time without penalty.

To protect participant privacy, all data collected were kept confidential and anonymized in all reporting. Any potential conflicts of interest or power imbalances were openly addressed and managed to ensure fairness and transparency. Ethical approval was sought from the appropriate institutional review board to ensure that the study adhered to the highest ethical standards.

This commitment to ethical principles was fundamental to conducting research with integrity and respect for participants. It ensured that the study was conducted in a responsible and ethical manner, fostering trust and confidence in the research process.

## **Result and Discussion**

### **Level of Attendance of 4Ps Beneficiary-Students in in Can-avid District**

The attendance patterns of 4Ps beneficiary-students in the Can-avid District reflect a positive commitment to education. Analysis across Canteros Elementary School, Malogo Elementary School, and Obong Elementary School for January, February, and March showcased excellent to good attendance rates. Canteros Elementary School demonstrated outstanding attendance rates ranging from 97.6% to 93.3% in January, signifying excellent attendance. Malogo Elementary School maintained good to excellent attendance levels between 94.7% and 96.0%, while Obong Elementary School displayed moderate to good attendance rates of 92.1% to 94.3%.

The aggregated attendance percentages for the total 4Ps beneficiary-students, ranging from 95.9% to 94.6%, emphasize a commendable overall attendance level. These figures suggest that a majority of students consistently attend school, reflecting a positive trend in their dedication to academic pursuits.

Table 2. Percentage Attendance of 4Ps Beneficiary-Students in in Can-avid District

School	No. of 4Ps Beneficiary-Students	Jan (N=21)	Feb (N=19)	Mar (N=21)	Total Days Present	Total Days Absent
Canteros Elementary School	16	97.6%	95.8%	93.3%	1513	5
Malogo Elementary School	6	96.0%	94.7%	95.2%	1502	10
Obong Elementary School	5	94.3%	92.1%	94.3%	1483	17
<b>Total</b>	<b>27</b>	<b>95.9%</b>	<b>93.7%</b>	<b>94.6%</b>	<b>4498</b>	<b>32</b>

The high attendance rates indicate a positive commitment to education among 4Ps beneficiary-students in the Can-avid District. Active student engagement and regular class attendance demonstrate a strong dedication to academic excellence. These findings imply a supportive and motivating learning environment within the district, fostering student motivation to attend classes regularly. The high attendance rates may signify effective support systems, engaging teaching methodologies, and a positive school culture that encourages student participation.

To sustain high attendance rates and further enhance student engagement and academic success, schools can prioritize promoting a supportive and interactive learning environment. Encouraging innovative teaching approaches, providing additional support services, and recognizing and rewarding good attendance can contribute to fostering a culture of consistent attendance and academic achievement among students.

The positive attendance culture among 4Ps beneficiary-students in the Can-avid District underscores the significance of regular school attendance in creating a conducive learning environment and nurturing student success.

**Level of Parental Education, Distance to School, Health conditions, and Parental Involvement in School Activities of 4Ps Beneficiary-Students**

The mean score of 4.18 for parental education indicates agreement among students regarding the positive influence of parental education on their school attendance. This suggests that students acknowledge the significance of parental education in shaping their educational outcomes. The mean score of 2.52 for distance to school reflects disagreement, indicating that students do not perceive distance as a significant factor affecting their attendance. Health conditions received a mean score of 3.91, signifying agreement on the impact of health on attendance. Moreover, the high mean score of 4.22 for parental involvement highlights a strong agreement on the positive influence of parental engagement in school activities on student attendance and academic performance.

The findings suggest that parental education and involvement play crucial roles in enhancing student attendance and success. Addressing health-related concerns and ensuring convenient access to schools can further support student attendance. The disagreement on distance to school indicates a need for additional exploration to understand students' perceptions and potential barriers to attendance. Overall, the study underscores the importance of parental support, health considerations, and a conducive learning environment in promoting positive student attendance and academic outcomes.

Table 3. Level of Parental Education, Distance to School, Health conditions, and Parental Involvement in School Activities of 4Ps Beneficiary-Students

Variables	Mean Score	Interpretation
Parental Education	4.18	Agree
Distance To School	2.52	Disagree
Health Conditions	3.91	Agree
Parental Involvement	4.22	Strongly Agree
<b>Aggregate Mean</b>	<b>3.95</b>	<b>Agree</b>

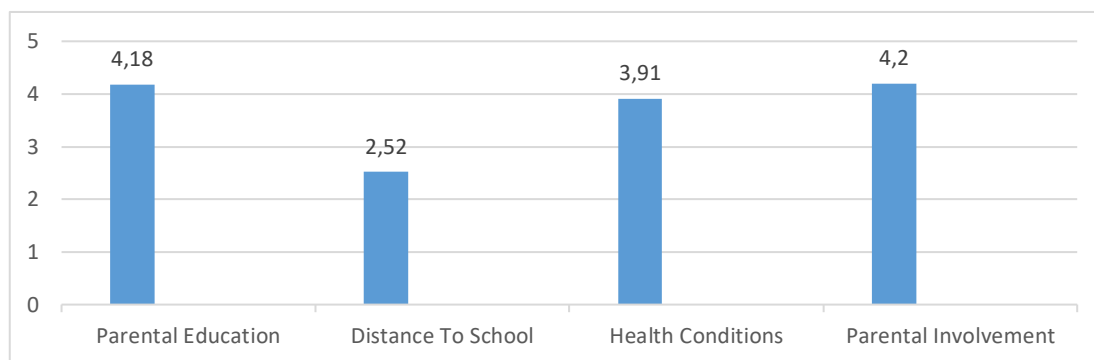


Table 3 encapsulates the significance of the mean scores and interpretations related to parental education, distance to school, health conditions, and parental involvement. By focusing on emphasizing parental education, addressing health-related barriers, proactively dealing with transportation issues, and fostering parental engagement in school activities, schools in the Can-avid District can cultivate a supportive learning environment that enhances student attendance and academic progress. The holistic approach, encompassing these variables, aligns with the aggregate mean score of 3.95, indicating an overall agreement on the positive impact of these factors on student attendance and academic success among 4Ps beneficiary-students.

The study highlights the significance of parental education, health conditions, and parental involvement in influencing student attendance patterns. A culture of daily practices of social communities is an integral part of the child microsystem, leading to culturally acceptable developmental process and outcomes (Vélez-Agosto, et al. 2017). However, home school distance has direct effect on absenteeism and dropping out as distance increases (Zeragaber, 2024). Parental involvement in school activities of 4Ps parents develop building partnership and active involvement in school programs, projects and activities.

Likewise, addressing these factors and fostering a supportive educational environment, schools can enhance student engagement, attendance, and academic achievement among 4Ps beneficiary-students in the Can-avid District.

***The relationships among the Level of Parental Education, Distance to School, Health Conditions, and Parental Involvement with the Attendance Patterns of 4Ps Beneficiary-Students***

The analysis of the relationships among parental education, distance to school, health conditions, and parental involvement with the attendance patterns of 4Ps beneficiary-students provides valuable insights. The significant positive correlation between parental education and attendance patterns ( $r = 0.60, p = 0.003$ ) underscores the crucial role of parental educational background in influencing student attendance positively. Similarly, the strong positive correlation between health conditions and attendance patterns ( $r = 0.68, p = 0.009$ ) highlights the impact of health on student attendance. In contrast, the non-significant correlation between distance to school and attendance patterns ( $r = 0.13, p = 0.140$ ) suggests that proximity to the school may not significantly affect attendance rates. These findings emphasize the importance of parental education and

health conditions in fostering a conducive learning environment that promotes student attendance. Moving forward, schools can enhance attendance rates by encouraging parental involvement, providing health support services, and highlighting the value of parental

education. Strengthening these relationships can lead to improved attendance, increased student engagement, and overall academic success among 4Ps beneficiary-students in the Can-avid District.

*Table 4. The relationships among the Level of Parental Education, Distance to School, Health Conditions, and Parental Involvement with the Attendance Patterns of 4Ps Beneficiary-Students*

Variable 1: Needs in Getting Experience and Skills with Technology	Variable 2	r-value	p-value	Interpretation
Parental Education	Attendance Patterns of 4Ps Beneficiary-Students	0.60	0.003	Significant positive
Distance To School		0.13	0.140	Not Significant
Health Conditions		0.68	0.009	Significant positive
Parental Involvement				Significant positive

### Summary, Conclusion and Recommendation

#### Summary

In the Can-avid District, the study focused on the attendance patterns and factors influencing absenteeism among 4Ps beneficiary-students. The analysis revealed promising attendance rates across Canteros Elementary School, Malogo Elementary School, and Obong Elementary School, reflecting a positive commitment to education. The mean scores highlighted the importance of parental education, health conditions, and parental involvement in enhancing student attendance. The significant positive correlations between parental education, health conditions, and parental involvement with attendance patterns emphasized their impact on student attendance. The non-significant correlation for distance to school indicated that proximity may not significantly affect attendance rates. By addressing these factors and fostering a supportive educational environment, schools can improve attendance rates, student engagement, and academic success among 4Ps beneficiary-student.

#### Conclusions

This study investigated factors contributing to absenteeism among 4ps beneficiary-students in selected elementary schools in Can-avid district. The following were the conclusions derived from the study:

1. The attendance patterns of 4Ps beneficiary-students in the Can-avid District showcase

a positive dedication to education. Across Canteros Elementary School, Malogo Elementary School, and Obong Elementary School, students consistently attend classes, reflecting a strong commitment to academic excellence. The commendable overall attendance percentages affirm a majority of students' regular school attendance and their dedication to academic pursuits.

2. The study emphasizes the critical role of parental education, health conditions, and parental involvement in shaping student attendance patterns. High mean scores for parental education, health conditions, and parental involvement highlight their positive influence on student attendance and academic performance. While students perceive parental education and involvement positively, the disagreement regarding distance to school suggests a need for further exploration to understand potential barriers to attendance.
3. The analysis reveals significant positive correlations between parental education, health conditions, and parental involvement with attendance patterns, emphasizing their crucial impact on student attendance. The non-significant correlation for distance to school indicates that proximity may not significantly affect attendance rates. Recognizing the influence of parental education, health conditions, and parental involvement can help schools enhance stu-

dent attendance rates and academic success among 4Ps beneficiary-students in the Can-avid District.

### Recommendations

The analysis of attendance patterns, parental influence, and the relationships between various factors among 4Ps beneficiary-students in the Can-avid District provides valuable insights into enhancing student attendance and academic success. Building on these findings, the following recommendations aim to further promote a supportive learning environment and improve attendance rates among students.

1. Given the positive correlation between parental education and student attendance, it is recommended to implement programs that enhance parental education and awareness on the importance of regular school attendance. Workshops, seminars, and informational sessions can be organized to empower parents with the knowledge and skills to support their children's educational journey effectively.
2. Considering the significant influence of health conditions on student attendance, schools should prioritize health support initiatives. Collaborating with health professionals, implementing health education programs, and providing access to healthcare resources can address health-related barriers to attendance and ensure students' well-being, leading to improved attendance rates and academic performance.
3. Building on the strong positive correlation between parental involvement and student attendance, schools should focus on enhancing parental engagement in school activities. Encouraging parents to actively participate in school events, volunteering opportunities, and parent-teacher interactions can foster a sense of community and support student attendance. Recognizing and rewarding parental involvement can further motivate families to engage with their children's education positively.

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