

Factors Associated with Learners No Longer Participating in Learning Activities (NLPA)

Genelyn O. Paradero¹, Jessica Joy D. Hinacay²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²DepEd Division of Cagayan de Oro City, Philippines

ABSTRACT: Children miss a large portion of fundamentals in basic education inside the classroom when they skip or leave early from school. This study aimed to determine the profile of the No Longer Participating in school Activities (NLPA) learners and their attitude towards school. Moreover, it investigated the significant relationship between the learners' profile and attitude towards school as well as to determine the independent variable/s that best predict the NLPA. The respondents of the study were the selected and identified NLPA learners (n=111). Descriptive correlational and causal research methods were utilized in this study with the use of a researcher-made questionnaire that underwent validity and reliability tests. Stratified random sampling was used to determine the actual respondents. Frequency, Percentage, Mean, Standard Deviation, Analysis of Variation (ANOVA) and Multiple Linear regression analysis were the statistical tools used in this study. Findings revealed that the NLPA learners generally belonged to poor and big families, living with both of their parents and their residences were far from school. Their attitude toward school is at a moderate level. Among the NPLA learners' profile, socio-economic status and parental arrangement have significant differences between learners' attitude towards school. Parental arrangement has positive influence on learners' attitude towards learning. It can be concluded that intact parents at home can increase their positive attitude towards their studies and in going to school. Thus, intervention program suggested in this study may be implemented.

KEYWORDS: attitude towards learning, learners' profiles, parental arrangement

I. INTRODUCTION

Education is considered life itself since it contains all the required elements for an individual to survive in the society in which they find themselves. This idea has been expressed multiple times by people view education as one of society's most important functions and school as the primary institution through which society exists (Stanica, 2019).

Learners' No Longer Participating in Learning Activities (NLPA) is a temporary status for learners who left school but not yet confirmed if transferred or dropped out is used in the Department of Education. Learners can be considered NLPAs if they incur absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester as per DepEd Order No. 8, s. 2015. Learners that moved to school abroad/private school/ALS program will be temporarily tagged as NLPA until such time that policy/facility takes place to track movement of learners outside public/formal school. By the end of the school year these learners need to be encouraged to go back to school and be given intervention before it will be tagged as drop-out.

Dropout out of school is an issue in many nations, despite differences in causes. It can lead to negative consequences later in life, at individual, school, and community level due to the increased risk of disability and unemployment (Ellingsen, 2021). The phenomenon of school dropout is serious since it has negative effects on people's social, psychological, and personal lives. A shift in the learner's self-perception, fear of failing, and a lack of faith in their own abilities and potential are examples of psychological influences. From a societal standpoint, failing school is equivalent to labelling, stigmatization, and frequently results in social exclusion, which includes high rates of delinquent behavior (Stanica, 2019).

Any learner in the educational system who chooses not to pursue their education or who withdraws from the process due to not meeting the requirements they need is a failure from an educational point of view. Learners who are no longer participating in learning activities pose a significant risk to the development of social welfare because they waste resources and money on education, according to Zengin (2021).

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A large portion of the fundamentals of a quality classroom education are not taught to children who skip school or leave early. These children may fall subject to false information from unreliable sources, or worse, they may never meet any of them. They basically go out onto the streets and try to support themselves. In this country, children are typically hired by their parents to assist them with their tasks. There are children that wish to go to school, achieve their aspirations, and lift their family out of poverty, whether they are in the province cultivating rice fields or in the city begging for charity (UNESCO 2023).

The number of children not attending school is increasing in tandem with the growth of low-income households. The government has several initiatives in place for young people who are not in school. There is through the Alternative Learning System, public school enrollment is made possible for both adults without jobs and youth who are not in school. The system of public education has always been there to help underprivileged families whose children could not afford private schooling. Children who are not in school remain common despite all of these, and this is a serious issue that needs to be addressed and be resolved right away (Department of Education).

Hence, issues on poverty, distance from school and poor parental arrangement are three of various causes that are pointed out as causes of this problem. However, there is no clear understanding yet as to underlying cause of this educational phenomenon and how the deeply latter affects the academic performance of learners. Intervention activities could have been more effective when these causes are clearly understood from the point of view of learners. In this study, the researcher would like to find out the root causes why there are still NLPA learners and how it affects their attitude towards school. Thus, this study was created (UNICEF Philippines 2019).

One of the issues of the schools in Southwest II District, Division of Cagayan de Oro City, School Year 2024–2025, is the increasing numbers of NLPA learners. If this dilemma continues, it can create a disconnection between education and can hinder academic achievement. There have been several intervention activities implemented by the school to deter this problem. However, none of these activities give a long-term solution to the problem. The reason why this study was important is because of the appropriate intervention and solution that were given that encouraged the NLPA learners to go back to school. Aside from those, is that factors are identified the reason behind their attitude towards school as observed the increasing number of NLPA learners especially in the hinterland and different places where education is not their top priority regardless of what grade level they are in.

Albert Bandura's Social Cognitive Theory, as cited by Vinney (2024), served as the foundation for this investigation. Albert Bandura, a well-known psychology professor at Stanford University, created the social cognitive theory of learning. The concept offers a framework for examining how individuals shape their environments and are shaped by them. The theory explores the processes of modeling and observational learning as well as the function of self-efficacy in the formation of behavior.

According to a study, people are living beings who both shaped and are shaped by their surroundings. A key element of the theory is observational learning, which is the act of picking up desirable and unpleasant behaviors from watching other people and applying what one learned to get the most rewards. The level to which people believe in their own abilities determines whether they would imitate an experienced act.

Another relevant theoretical framework is the human success in educational efforts typically considers a few aspects that influence the outcome. Those who leave school also have different views. The beliefs that support the strong, psychological, and sociological bonds between and among educators and the learners they serve are the foundation for the antecedents of leaving out of school. The first step in resolving this serious issue in education is to understand why learners opt to leave school.

The Solow Effect theory and Piaget's Constructivism theory serve as the foundation for this study of Romer David as cited by Denis Sekiwu 2020. According to Piaget's Constructivism theory, learners make understanding and construct meaning considering their encounters. By means of their encounters, by making accommodations and constructing new information, learners' integration. Constructivism is the idea that states that learners acquire the ability to produce knowledge instead of merely obtaining it. While the learners investigate and engage with one another, they produce fresh knowledge and information. The foundation of constructivist philosophy is the idea that learners are engaged in their educational process since the knowledge they have acquired is shaped by their experiences. All learners consider their personal experiences in the classroom and combine the new information with their existing schema or prior knowledge (Kurt, 2021).

Solow Effect Theory and Piaget's Constructivism were chosen because they support the idea that social interactions between learners and teachers in the classroom provide knowledge and new information that can improve pupil performance. According to this theory, learners can think back on both their past knowledge and the new material they have learned while they are in class. On the other hand, the Solow effect theory was selected based on the notion that performance may be accurately predicted by attendance.

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Individuals who are of school age for elementary, intermediate, or higher education who are not actively participating in any educational institution are referred to as "No Longer Participating in Learning Activities Learners." The impact of this phenomenon on people's psychological and social well-being, as well as the economy and national development, is a global worry that is only becoming more apparent.

It is an undeniable fact that the education of the populace plays a major role in the advancement of the country. For people to reach their full potential, become economically independent, and acquire the skills they need to actively contribute to the development of their country, education is essential. In the same way, education encourages work and is a crucial instrument for reducing poverty. According to the World Bank (2022), education is a human right, a major force behind development, and one of the most effective ways to combat poverty. However, for a variety of reasons, learners in developing nations like the Philippines have denied themselves the opportunity to receive an education.

This study carried out by following an assessment of the study's conclusions. Similarly, the study's results which included better teaching-learning processes, higher learning outcomes or performance of the respondents, and other pertinent information are provided here. DepEd Order Number 32 s. 2018 through Department of Education Enhanced Basic Education Information System (EBEIS) through Learner Information System (LIS) was linked in this study as it is the guide to identify those children who are no longer participating in learning activities.

II. METHODOLOGY

The researcher used descriptive correlational and causal research designs with documentary analysis to attain the objectives set in this study. In this study, a descriptive design was utilized. A fact-finding study using a sufficient and accurate interpretation of the results was a descriptive approach of research. It explained the factors associated with NLPA learners. It emphasized describing what was real, such as events, practices, conditions, or any phenomena that existed right now (Bhandari 2021).

Further, a causal research design was used when the study focused on the present condition and the purpose was to find new truths. It was only useful when the data gathered concerned the present condition, providing the value of facts and focusing attention on the most important things to be reported. The method involved the description, recording, analysis, and interpretation of prevailing conditions (Cunningham, 2021).

The data gathered through questionnaires from the respondents' gained information on the learners' absenteeism was statistically analyzed using descriptive statistics. Problem 1 utilized Frequency, Percentage. Problem 2, Mean and Standard Deviation were used. Problem 3. Analysis of Variance (ANOVA) was used. While for Problem 4, multiple linear regression was utilized.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the respondents in terms of:

- 1.1 socio-economic status
- 1.2 number of siblings at home
- 1.3 distance from home to school
- 1.4 birth order
- 1.5 parental arrangement?

Table 1 shows the respondents' profile. It has a total of one hundred-eleven (111) actual respondents. For socio-economic status, respondents with incomes of 13,000.00 and below had the highest percentage of 55% or 61 of the respondents while 4% or 4 of the respondents with 34,000.00 and over had the lowest percentage. The data imply that most of the respondents have an income of either within or below the minimum margin. Only a few families can earn the highest level of income for a family in a month. This indicates that a household has the difficulty of being able to meet the needs of the family in terms of basic needs in a month. Although there are some families of learners who receive aid provided by the government through concerned agencies like the Department of Social Welfare and development (DSWD), sometimes these subsidies are still not enough to support the expenditures of a family. Because of this, there are cases when budget cuts are made to purchase priority needs that are urgent; putting aside a budget for educational needs and even having savings which are of equal importance.

According to Albiso et al. (2022) earning enough money means also having enough money to support the needs of the family in a month. Education should be considered as part of the prime priorities of every family as it will prepare the child for

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their future. Although public education is considered free, there are still things that need to be bought like notebooks, pens and other materials that are needed in the teaching and learning process. However, even if the needs for more resources are met, learners' quality of outputs and learning should never be compromised.

For the number of siblings in the family, respondents with 3-5 siblings have the highest percentage at 36% or 40 of the respondents while 4% or 4 of the respondents with 12 and above siblings have the lowest percentage. The data imply that most learners' families are composed of 3-5 children. It is also good to note that families with 12 and above number of children have the lowest number. This indicates that parents are now aware of the importance of having only a few children so they can support and provide their needs. In other words, if there are more children in the family, a higher income is needed to buy basic commodities and feed them. Nowadays, it is difficult to have many children and the parents' source of income is not consistent or above minimum level. Not all jobs offer high salaries and better benefits, making sources of income vary especially on those companies that require educational qualifications and experience.

According to [Baliyan and Khama \(2020\)](#) there are lot of government programs to prevent parents from having many children as well as on having early pregnancy among teens. However, its implementation is still continuously under debate due to contrasting values and beliefs from the religious sector and the health sector as well. It is also important to note that parents specially women are slowly getting aware of their awareness towards their health as well as on their responsibilities as parents making them feel the need to control their number of children. There might be government programs but if the parents are not that willing to cooperate and participate then it will not be that successful and effective.

For distance of home to school, respondents with 3.00 km- 3.9 km away from school have the highest percentage at 27% or 30 of the respondents while respondents with Less than 1 km away from school have the lowest percentage of 15% or 17 of the respondents. The data imply that despite the government's effort on providing education more accessible to the learners, there are still areas that do not have schools. Learners walk far to school. Some may feel uncomfortable going to school without company, while some feel tired and hungry upon reaching school. This may affect the learners' learning acquisition, focus and attention. Schools may take initiatives to offer support to learners like feeding programs while local government units provide cheaper to free rides for the learners.

Table 1. Respondents' profile

Socio-Economic Status	Frequency	Percentage
34,000.00 and over	4	4
27,000.00- 33,999.00	8	7
20,000.00- 26,999.00	12	11
13,001.00- 19,999.00	26	23
13,000.00 and below	61	55
Total	111	100
No. of Siblings in the family	Frequency	Percentage
0-2 siblings	28	25
3-5 siblings	40	36
6-8 siblings	27	24
9-11 siblings	12	11
12 and above siblings	4	4
Total	111	100
Distance of Home to School	Frequency	Percentage
Less than 1 km away from school	17	15
1.00 km- 1.9 km away from school	22	20
2.00 km- 2.9 km away from school	24	22
3.00 km- 3.9 km away from school	30	27
More than 4 km away from school	18	16
Total	111	100
Birth Order	Frequency	Percentage
First- Third Child	36	32
Fourth – Sixth Child	40	36
Seventh- Nineth Child	32	29

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Tenth-Twelfth Child	3	3
Others	0	0
Total	111	100
Parental Arrangement	Frequency	Percentage
Living with Both Parents	40	36
Living with Father	26	22
Living with Mother	26	22
Living with Siblings	18	16
Living with Relatives and others	4	4
Total	111	100

According to Brew et al. (2021) due to the archipelagic nature of the country, there are places in which its location towards the school is still far and sometimes difficult. These challenges can sometimes hamper the learners' eagerness and enthusiasm to go to school. More so, the situation of having less privileges prompts them to focus on helping and assisting their parents to earn money for their needs than in going to school. Furthermore, the researchers also recommended that feeding programs are still needed as there are still considerable numbers of learners that are considered malnourished.

For birth order, respondents who are Fourth – Sixth Child got the highest percentage of 36% or 40 of the respondents while 3% or 3 of the respondents are Tenth-Twelfth child. The data above means that most of the respondents are Fourth- Sixth child in the family. Children in this birth order may develop a strong sense of independence and resilience due to the dynamics of their family. Being under the care of their older siblings can foster close sibling relationships and a strong support system within the family. Instead of feeling overlooked, these children may feel a sense of belonging and security, knowing they are cared for by both their parents and older siblings. Furthermore, parents working hard to support the family can serve as a positive example, teaching their children the values of responsibility, perseverance, and teamwork. By fostering open communication and spending quality time together, parents can reinforce love and support for all their children, ensuring they feel valued and appreciated.

According to Verma (2019) children that feel less loved and taken care of by their parents oftentimes look for it from other people like from their friends. This can sometimes go negatively, especially if their friends are having negative behavior and activities in which they can also acquire. Aside from providing financial support, parents should also take time to their learners so that they will not feel insecure and abandoned. Being with unruly friends can lead to serious repercussions like developing disruptive behaviors.

For parental arrangement, respondents who are Living with both parents got the highest percentage at 36% or 40 of the respondents while respondents with living with relatives and others got the lowest percentage at 4% or 4 of the respondents. This means that most respondents are found to be living with both their parents rather than the number of those who live with their relatives. The presence of the parents at home is one of the important sources of strength and inspiration for the learners. They take pride in it that they have their father and mother at home. It helps them feel that they are not alone and that they are safe and secure. When parents have separated ways, the learners or children get affected as well specially that there are still things and situations that they cannot easily grasp.

According to Llego (2022) parents are the most influential people for the children at home. They imitate them in their ways and mannerisms. When children are showered with love, care and attention grow and develop in a positive way. The parents are there to guide and teach them as well the primary but crucial knowledge and ideals that will be used by them in socializing with others and in learning new things. Hence, parents need to take their duties and responsibilities wholeheartedly and responsibly.

Problem 2. What is the level of learners' attitude towards school?

Table 2. Learners' attitude towards school

Indicators	Mean	SD	Qualitative Description
1. I have a lot of friends at school.	3.41	0.53	High
2. I feel that I belong to this school.	3.60	0.52	High
3. I feel happy when I am in school.	3.39	0.54	Moderate
4. I have company in going to school.	2.77	0.56	Moderate
5. My teacher cares about my studies.	3.83	0.51	High

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6.	I learn new and fun things at school.	3.88	0.51	High
7.	I like being with my friends at school.	3.45	0.53	High
8.	My parents teach me in my assignments.	2.78	0.56	Moderate
9.	My parents always visit me in the school.	2.58	0.60	Low
10.	I willingly participate in the school activities.	2.73	0.57	Moderate
11.	I am interested in reporting to school for my studies.	3.11	0.55	Moderate
12.	I like being in school because it is fun and peaceful.	3.17	0.55	Moderate
13.	My classmates and friends influenced me to come to school.	2.68	0.58	Moderate
14.	I like going to school because I have food and money with me.	2.63	0.59	Moderate
Overall Mean		3.14	0.55	Moderate

Note: 4.20 - 5.00 Very High; 3.40 - 4.19 High; 2.60 – 3.39 Moderate; 1.80n– 2.59 Low; 1.00 – 1.79 Very Low

Table 2 presents the learners' attitude towards school. It registered an overall Mean of 3.14 with SD=0.55, qualitatively described as Moderate. The data imply that the learners' attitude and positive outlook towards going to school and attending their classes was not at a maximum level. Based on the given findings, perhaps the learners do not feel motivated to attend school. Attitude towards school must be highly positive in nature, especially for the learners. In this way, they may become inspired to learn new things and knowledge that are essential for their development and future endeavors.

Parents and teachers also need to look at their ways and means to make sure that the learners will continue to possess a better outlook for their studies and in going to school. Schools must also provide various activities and programs that will keep the learners interested and excited to go to school every day. Parents' provisions of the learners' need as well as teachers' provisions of care and guidance will help the learners feel accepted and assisted despite the struggles they may encounter at school. School should also provide a caring, safe, secure and fair environment for the learners.

To ensure learners continue to have a good attitude toward their studies and attendance at school, parents and teachers must constantly evaluate and enhance their support strategies. Schools are essential to this process because they provide a variety of programs and activities that attract learners' interest and excitement for learning. Learners' motivation and sense of belonging are greatly enhanced by greater engagement through relevant school projects (Kraft & Dougherty, 2020).

Furthermore, a learning atmosphere where learners feel understood and empowered is created by the combined support of parents by providing for basic needs and teachers by offering consistent care and supervision. A supportive, equitable, and safe school environment is essential for assisting learners in overcoming emotional and intellectual obstacles, which in turn fosters resilience and a sense of community inside the school (Baker, 2021).

In the same table, indicator 6, *I learn new and fun things at school*, has the highest Mean score of 3.88 with SD=0.51, qualitatively described as High Level. The data imply that the learners realize that by attending classes in school they learn things that are fun and interesting aside from what they learn at home. It is important that learners learn, relearn and unlearn concepts they acquire through the verified knowledge presented to them at school. This will help them realize that there are so many things they need to learn and that can prepare them for the future. In doing so, learners may tend to get back on track to learning more things.

The coexistence of a neutral overall attitude with a high appreciation for fun learning activities suggests that while learners may not feel a strong general motivation toward school, specific engaging experiences can positively influence their perceptions. This aligns with findings from Cain and Hattie (2020), who reported that positive student attitudes toward school are significantly associated with improved academic achievement, particularly when learners find learning enjoyable and meaningful. Furthermore, Dajuela et al. (2024) found that positive attitudes and motivations are significantly related to learners' academic performance, emphasizing the role of engaging educational experiences in fostering positive attitudes.

According to Rosfiani et al. (2019) the school must be the avenue for the learners to learn and understand ideal things and actions in life. Through this, they will develop skills on how to discern good and bad deeds and other things. When learners are fully equipped with the necessary knowledge and skills, they become well prepared for their future, and they will not get easily swayed towards thinking negatively and eventually giving up on reaching their goals and aspirations.

Meanwhile, indicator 9, *My parents always visit me in the school*, has the lowest Mean score of 2.58 with SD=0.60, qualitatively described as Low Level. The data imply that the learners feel that the time allotted by their parents to visit them at school was minimal only. This could affect how supportive and involved learners' feel about their education. This result is consistent with studies showing that children academic motivation, mental health, and sense of belonging are all favorably correlated with regular and meaningful parental participation in school-related activities (Wang & Hill, 2019). Learners may feel

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less interested or supported when parents are less present in the school setting, which could lower their excitement and level of participation in the learning process (Jeynes, 2022). Thus, improving school-family relationships and promoting frequent parental participation or visits can greatly improve learners' educational experiences. Parents' presence and assistance given to their children is essential. Teachers and parents may coordinate with each other, especially that the learners need their support and assistance. Parents may be busy earning a living, but time and effort given to the learners must not wane. They do not necessarily mean to be present in all events, but their efforts must be enough for the learners to feel that they are supported and valued despite there are times that they fail or make mistakes.

In the work of Faiz et al. (2020), it was emphasized that parents' participation and involvement in the activities of their children be it school or home related is impactful. Children look up to their parents and see their sacrifices for them. In return, they also want to pay them by doing their best in their studies. Thus, it is important for the parents to recognize and support them to let them feel that what they are doing is valuable and that they are happy and proud of them.

Problem 3. Is there a significant difference between the profile of NLPA learners and their attitudes towards school?

Table 3. Test of Difference Between Profile and Learners' Attitude Towards School

Variable	F-value	P-value	Decision	Interpretation
Socio-Economic Status	5.491	0.001	Reject Ho	Significant
No. of Siblings in the family	1.134	0.425	Accept Ho	Not Significant
Distance of Home to School	1.157	0.543	Accept Ho	Not Significant
Birth Order	1.084	0.634	Accept Ho	Not Significant
Parental Arrangement	6.647	0.001	Reject Ho	Significant

Note: Significant when computed p-value <0.05

Table 3 shows test of difference between profile and learners' attitude towards school. Socio-economic status and Parental Arrangement are the two (2) profiles of the respondents who were associated with their attitude towards school. For socio-economic status, it registered a computed F-value of 5.491 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This means to say that there exists a significant difference between respondents' profile and their attitude towards school, when respondents are grouped according to socio-economic status is considered. Therefore, the null hypothesis that there exists no significant difference between the respondents' profile in terms of their attitude towards schools when grouped according to their socio-economic status is rejected.

A short interview was done to provide additional context for these findings. Below is one of the respondents' mother comments during the conducted interview:

As a single parent, I notice my child loses interest when we struggle financially, especially when I can't afford supplies or allowance for school. I try my best to support my child's education, but sometimes it's hard to keep up.

In the meantime, one of the NLPA learners acknowledged:

There are times when I don't feel like going to school because we don't have food at home or money for transportation. It makes me feel embarrassed and distracted in class.

These real-life stories highlighted the emotional and practical difficulties associated with socioeconomic circumstances and family structure, highlighting the substantial impact these factors have on learners' attitudes toward education.

Socio-economic status is an essential part for the parents to secure. This will allow them to have the opportunity to provide for the needs of their children at school and for their development. Having a secure job or business is a challenge. Therefore, parents must be consistent in giving their best to their children. For the less fortunate ones, they can always secure the aid or assistance provided by the government if they are able to comply with the necessary legal documents that will support their claims.

According to OECD (2020) parents' duties and responsibilities must be performed and executed properly and consistently as when they fail to do it, the number 1 victim is the children. Children are still in their development stages towards becoming responsible adults and citizens. They need someone who will guide them in everything they will do for them to have a good life to live. Thus, they must be protected, supported and taken care of.

For the number of siblings in the family, it registered a computed F-value of 1.134 with computed p-value of 0.425. The computed p-value is greater than the p-critical value at 0.05 level of significance. The data imply no significant difference between

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respondents' profile and their attitude towards school was registered when the number of siblings in the family was considered. Thus, the null hypothesis is accepted.

A learner's attitude toward school is not influenced by the number of siblings they have. Family size is found to have no relationship in term of motivation and dedication to education than individual determination and outside support. If their family, school, and community support them, learners can continue their education regardless of the number of children living in their home. The number of siblings a learner has can have less of an impact on their attitudes than access to educational opportunities, financial aid, and a supportive learning environment. Therefore, with the correct encouragement and attitude, children from big families can still go to school and grow to have a positive attitude toward their education. According to Amato and Fowler (2022) when the learners feel that they are given importance and attention it will give them the assurance that they are trusted and that what they are doing is correct and beneficial. They do not get easily distracted nor discouraged.

For the distance of home to school, it registered a computed F-value of 1.157 with computed p-value of 0.543. The computed p-value is greater than the p-critical value at 0.05 level of significance. The data imply that there is no significant difference between respondents' profile and their attitude towards school was registered when distance of home to school was taken into consideration. Thus, the null hypothesis is accepted.

The distance between a learner's home and school does not influence their attitude toward education because a learner's perspective is more significantly shaped by their determination, perseverance, and strong desire to study. With good time management, parental support, and encouragement from peers and teachers, learners can attend classes consistently and keep a positive attitude toward their studies even if they live far from the school. A lot of learners overcome long-distance travel difficulties by becoming persistent and seeking out ways to continue their studies. No matter how far they reside from school, learners can still pursue their academic goals with determination as well as outside support.

According to Evans et al. (2019) building schools near the learners' place increases attendance and retention rates for all children therefore, there may many public schools have been built in rural areas to provide accessible education for learners in remote communities. The government actively builds schools in remote areas to ensure education for all learners and improves road infrastructure through development programs, making schools more accessible so that even those living far away can still reach them easily.

For birth order, it registered a computed F-value of 1.084 with computed p-value of 0.634. The computed p-value is greater than the p-critical value at 0.05 level of significance. The data imply that no significant difference was registered between birth order and their attitude towards school was registered. Thus, the null hypothesis is accepted.

Birth order has no influence on a learner's attitude toward school. Instead, academic attitude is more significantly shaped by motivation, self-discipline, and outside relationships with others. The willingness of learners to go to school and achieve depends on their own motivation, family support, and availability to educational resources, regardless of whether they are the youngest, middle, or oldest child. Birth order does not determine a learner's attitude toward education, despite the possibility that it may have an impact on personality traits or familial duties. Regardless of where they were born, many learners manage to continue their education, overcome challenges, and remain dedicated to their academic goals. No matter their birth order, learners can cultivate a strong and determined attitude toward studying with the right assistance, guidance, and positive the environment. According to Arranz-Freijo and Barreto-Zarza (2021) when the children are given equal focus and love they feel that they have the equal opportunity to grow and develop and will keep themselves away from negative mindset. Enforcing positive thought into the minds of the learners will also develop positive beliefs within themselves.

For parental arrangement, it registered a computed F-value of 6.647 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that there exists a significant difference between respondents' profile and their attitude towards school when respondents are grouped according to their parental arrangement. Thus, the null hypothesis is rejected.

The data reveal that a growing number of NLPA learners are experiencing the emotional and social effects of being left under the care of guardians, as their parents work abroad to meet the family's financial needs. These learners often show resilience, yet many report feelings of sadness, longing, and a sense of incompleteness at home and in school activities where parental presence is deeply felt. One NLPA learner shared during interview was:

I understand why my parents had to go abroad. They want what's best for me. But sometimes, it's hard not having them around especially when I see my classmates with their parents during school activities.

Despite receiving material support, these learners often face emotional struggles that can affect their academic performance and overall well-being. This situation emphasizes the importance of providing emotional support systems within schools to help learners cope with the absence of their parents.

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Parental arrangement provides positive results on the learners' outlook towards their attitude to the school. According to Moneva et al. (2020) learners living with their parents are more inspired and confident in doing their activities at school. This is because they know that they are well supported not just financially but even in their emotional endeavor. They are more inspired and motivated to give their best as they want to repay the sacrifices that their parents made for them. Moreover, they are not unruly as they know that when they behave properly, they will be appreciated and rewarded. Also, according to Llego (2022) the tendency for learners to misbehave is that they feel insecure and seek attention from their parents. When they misbehave, the attention of their parents or guardians is being called at school, providing time for them and getting their attention. This kind of attitude must be properly reenforced so that it will not continue and develop into a more serious undesirable behavior.

Problem 4. Which of the profiles of the independent variable singly or in combination influence their attitude towards school?

Table 4. Regression Analysis on Respondents' Profile and Attitude Towards School

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	B			
Constant	0.5706	0.6394	0.4987	4.5985	0.001	
Socio-Economic	0.2647	0.2943	0.3301	1.5291	0.066	Accept Ho
Number of Siblings	0.1263	0.1752	0.3174	1.5762	0.078	Accept Ho
Distance of Home	0.1653	0.1532	0.1618	1.1125	0.093	Accept Ho
Birth Order	0.2588	0.1246	0.2458	1.6211	0.099	Accept Ho
Parental Arrangement	0.4978	0.5768	0.4575	4.4695	0.001	Reject Ho
Model	R	R²	Adjusted R²	f-value	Sig. (P-value)	Decision
	0.356	0.284	0.289	6.1434	0.001	Reject Ho

Note: Significant when computed p-value < 0.05.

Table 4 presents regression analysis of respondents' profile variables like socio-economic status, number of siblings, distance of home to school, birth order in the family and parental arrangement predict learners' attitude towards school. It is hypothesized that the five (5) predictors will be positively associated with learners' attitude towards school. Results show that 28.4% of the variance is explained by the five (5) predictors, $F = 6.1434$, $p < .001$. Specifically, parental arrangement ($\beta = 0.4575$, $t\text{-value} = 4.4695$, $p\text{-value} = < .001$) was positively influenced with learners' attitude towards school. It can be inferred from the data that if the respondents are able to increase their parental arrangement by 1% it will also increase the learners' attitude towards school by 0.289%. This suggests that learners with intact parents at home can increase their positive attitude towards their studies and in going to school.

The presence of parents in their lives and the development of the learners is crucial. When the child is field with love and joy from their parents, they also exude joy and happiness. Parents are also there to guide them in determining right from wrong and in making things right when they make wrong moves. The guidance of the parents to their children is something that should be fully given and provided to them. Children as they grow up must be accompanied by the right amount of attention and affection so that by the time they mature, they too can understand and share it with others. They can only do it if they are given positive support from their parents and family members.

According to Verma (2019) parents' presence and assistance to their children is far more valuable than the financial and material things that they can share with them. The emotional bond is incomparable and its impact on the emotional growth and wellbeing of the child is solid. Parents should always look at the welfare and protection of their children.

On the other hand, socio-economic status ($\beta = 0.3301$, $t\text{-value} = 1.5291$, $p\text{-value} = 0.066$), number of siblings ($\beta = 0.3174$, $t\text{-value} = 1.5762$, $p\text{-value} = 0.078$), distance of home to school ($\beta = 0.1618$, $t\text{-value} = 1.1125$, $p\text{-value} = 0.093$), and birth order ($\beta = 0.2458$, $t\text{-value} = 1.6211$, $p\text{-value} = 0.099$) are not significantly associated with learners' attitude towards school. These variables have no bearing on the learners' outlook towards school and their studies.

Although in this study, the variables do not have impact towards the learners' attitude towards school, their impact in some ways should still not be underestimated. Practically, their effect in different scenarios is still evident. The reasons why these variables continue to exist are because there are results that have shown significance towards other variables. The results may be far from a definite conclusion but worth pondering if these variables really can have impact towards the learners' attitude towards school or maybe their effect is too minimal that it cannot guarantee the ideal standard for it to be considered significant.

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According to Benitez (2022) there are variables that have minimal impact towards the main variable being studied upon. However, its importance to the body of knowledge should not be fully underestimated. There are studies that provide contrasting results on certain variables. The fact that it has different results shows that it requires more studies to perform and much deeper understanding before it can be considered significant or insignificant.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. NLPAs' academic struggles are due to socio-economic challenges, including low family income, large household size, and limited parental support for their parents focus on earning or fa living.
2. Learners do not feel motivated to attend school.
3. Learners' attitudes toward school are significantly shaped by their socio-economic status and parental arrangement.
4. Intact parents at home can increase their positive attitude towards their studies and in going to school.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has made the following recommendations:

1. School and policymakers may implement targeted support programs that address the socio-economic challenges, family background, and living conditions influencing learners' educational experiences.
2. Schools and teachers may enhance their activities by making them more engaging and fun for the learners while fostering stronger parental involvement through regular school visits and communication initiatives.
3. Schools and communities may implement programs that support families with low socio-economic status and promote stable parental arrangements to enhance learners' attitudes toward school.
4. Schools may provide inclusive support programs that address socio-economic challenges and promote positive parental involvement to enhance learners' attitudes toward education.

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