

Implementation of the Pantawid Pamilyang Pilipinoprogram (4Ps) on the Academic Achievement among Learner-Beneficiaries

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ABSTRACT

This study assessed the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) on academic achievement among learner-beneficiaries. This research utilized a descriptive correlational method conducted at Agsuwao Elementary School with the learner-beneficiaries as respondents. The researcher used adapted questionnaires to gather the data. The researcher treated the collected data using the Percentage formula, Weighted Mean, and Chi-Square Test of Independence. Results revealed that most teacher-respondents were in the age range of 37-43, females, had attained master's units and bachelor's degrees, had 16-20 years of teaching, and had attended a GAD-based training. Also, most learner-respondents were eight years old, females, grade 3 level, had normal nutritional status, had Php 1,400 – Php 1 499 monthly incomes, and had a Very Satisfactory Academic Average Grade. Also, the implementation of the 4Ps reached a very high level. Meanwhile, the perceived effects of the 4Ps learner beneficiaries were High. Moreover, the learner beneficiaries perceived the factors affecting their academic performance with a 3.74 mean rating, interpreting them at the Observed level. Additionally, the implementation of the 4Ps yielded a significant impact on the academic achievement of learner beneficiaries. Lastly, the study discovered that perceived factors such as home environment, learning skills, study habits, and intellectual interaction did not correlate with academic performance. The findings indicate that academic performance was not dependent on these perceived factors. Hence, the researcher concluded that 4Ps significantly improved the learners' academic performances. Thus, the researcher generated an intervention plan to enhance the academic performance of learner beneficiaries further.

KEYWORDS: *Pantawid Pamilyang Pilipino Program, Academic Intervention Plan, Academic Performance, Descriptive-correlational*

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Academic achievement marks individual success and is a cornerstone for societal progress. As nations grapple with the complexities of ensuring equitable access to education, social assistance programs emerge as pivotal instruments in addressing barriers to learning. A social welfare program called Conditional Cash Transfer gives qualified people or families financial support contingent upon meeting certain predetermined conditions. It also serves as a potential catalyst for improving academic achievement.

Other countries have adopted the concept of Conditional Cash Transfer. In Bogota, Colombia, delaying a one-time payment to secure enrollment at an advanced level did not negatively impact attendance rates, and the CCT program was successfully implemented in such instances. Mexico, in addition to the standard CCT program, introduced savings and graduation CCTs and incentivized learners to complete high school before age 22. The program's focus on younger and older children influences its effectiveness, aiming to increase older

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learners' participation in education (Osorio et al., 2019).

Based on these experiences from other countries, the Philippines designed and enforced the 4Ps. The 4Ps are the means through which the Philippine government provides conditional cash handouts to improve the health education of young children (0-18 years old) among the impoverished or the "poorest of the poor" (Reyes et al., 2018). The program takes its design cues from the Conditional Cash Transfer (CCT) program used in Latin America and today, benefiting more than 50 countries around the globe (Haman.,2018). Furthermore, the Philippine 4Ps seek to break the cycle of poverty and meet the needs of the marginalized by granting additional financial support for living to household recipients through cash awards, akin to implementing most Conditional Cash Transfer Programs in other countries.

According to a study by Lluza (2020), the 4Ps were helpful to the students, but there were urgent issues like family living situations that caused the students to drop out despite having financial aid to stay in school. Conditional Cash Transfer programs can increase the utilization of education services (Saguin & Howlett,2019). Retention in elementary schools has also significantly decreased (Parreno et al., 2022).

Researchers conducted numerous nationwide studies, with some revealing positive outcomes in how the program affected children's educational results. The program ensured the fulfillment of basic school necessities, prompting parents to emphasize their children's attendance to maintain eligibility for cash subsidies, increasing children's attendance. Despite the attendance boost, research indicates that some children continued to receive low grades, signifying their failure to meet the specified criteria (Reyes et al., 2020).

Some students from Agsuwao Elementary School in Barangay Agsuwao, Catmon, Cebu, were fortunate enough to meet the qualifications for the grant. In reality, the educational financial grants for the school year 2022-2023 alone listed 84 pupils as recipients.

The government invested billions to fund the initiative and provide eligible learners with financial aid, especially in Barangay Agsuwao, who came from low-income homes. The circumstance inspired the researcher's curiosity in examining how the 4Ps affected the academic performance of grant recipients, who were the learners of Agsuwao Elementary School. The beneficiaries were given a voice to share their experiences by looking at how the

4Ps affect the learners' academic achievement at Agsuwao Elementary School. It also allows them to participate in the evaluation process, share feedback, and contribute to the program's improvement. The study also examined how the program affects the learners in terms of families' financial management, learners' academic management, and actual benefits enjoyed by the learner-beneficiaries. The study also evaluates how academic achievement and the perception of learners' benefits from the government's 4Ps relate to each other. The results can be the basis for formulating an intervention plan to improve the academic performance of the learner beneficiaries. Feedback regarding the program's success in raising learner's quality of life, notably in their education, can also be obtained from this.

Theoretical Background

This study was firmly anchored in a robust theoretical framework, drawing on critical principles from Vroom's Expectancy Theory, Social Contract Theory, and Social Reconstructionism. Vroom's model provided insight into the motivational factors that underpin individual behavior, Social Contract Theory was employed to explore the reciprocal relationship between the government and its citizens, and Social Reconstructionism guided the examination of how the 4Ps may contribute to broader societal transformation. In tandem with these theoretical perspectives, this study was grounded in the legal basis provided by Republic Act 11310, Republic Act 10533 and DepEd Order No. 40 series of 2012. These legislative frameworks not only established the legal foundations for implementing the 4Ps but also molded the educational landscape in which the program operates.

The study examined the impact of the 4Ps on the academic achievement of learners who benefited, using Vroom's Expectancy Motivation Theory. According to the theories view, action results from conscious decisions to maximize pleasure and limit pain (Stecher & Rose,2018). Individual factors, including personality, skills, knowledge, experience, and abilities, account for the majority of performance that can be associated with academic achievement aside from effort, performance, and motivation were also associated with academic achievement (Gbollie & Keanu,2018).

The variables fall into three categories: Expectancy (the weight an individual places on the expected outcome), Instrumentality (better performance will lead to valued results), and Valence (more effort will lead to improved performance).

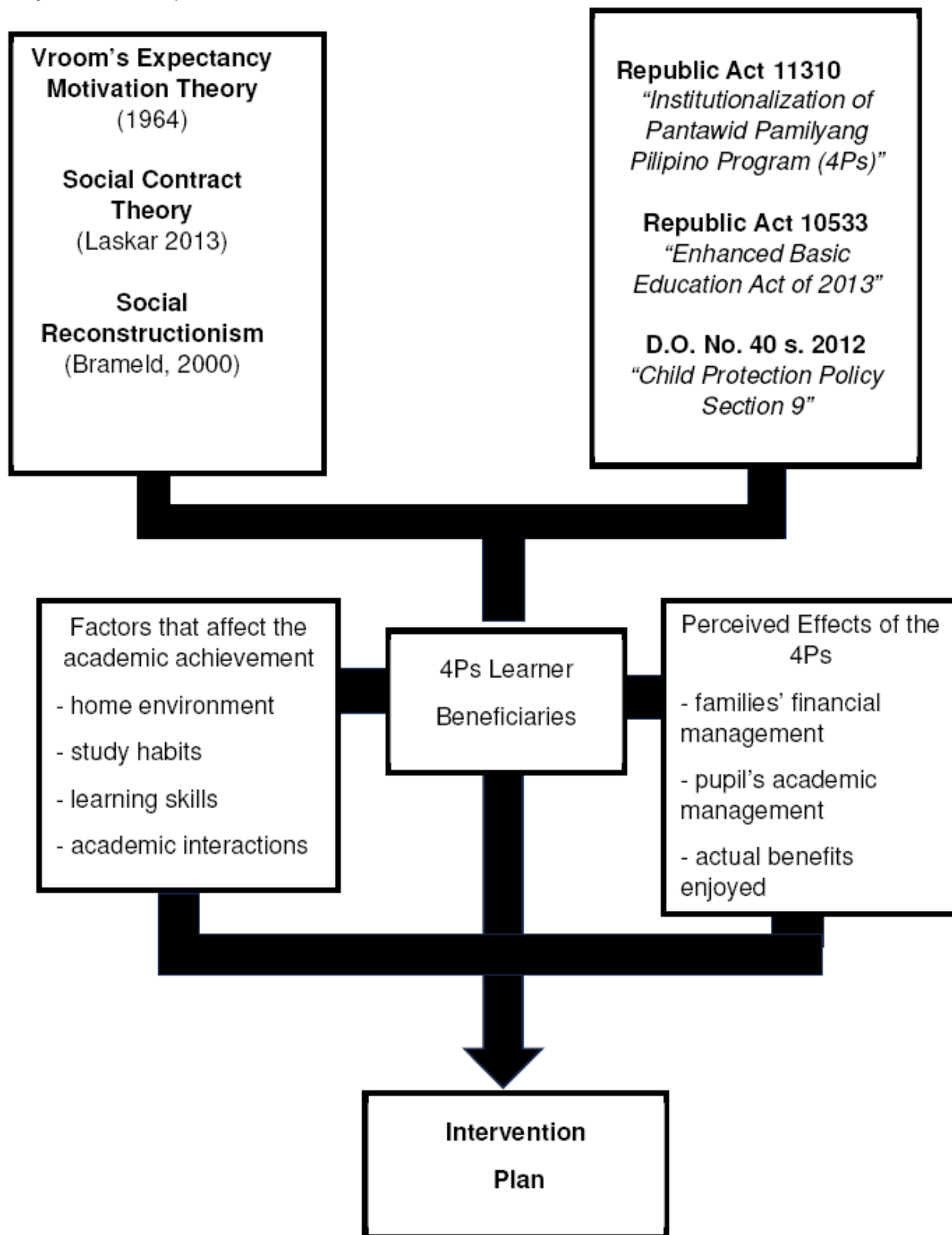


Figure 1. Theoretical Framework

Forecasting academic success can be associated with what motivates an individual to put in more effort.

Vroom proposed Vroom's Expectancy Motivation Theory in 1964, which centers on the connection between individual efforts, performance, and outcomes in the workplace. According to Vroom's

theory, motivation results from the interaction of these three factors. If any of these factors are low, it can diminish motivation. Additionally, individuals make conscious choices about how much effort to exert based on their perception of the likelihood of success, the outcomes' desirability, and the reward system's perceived fairness.

The theory can be relevant to the study by examining whether the implementation of the 4Ps has influenced the learner's expectations regarding their academic performance (Expectancy), exploring whether the beneficiaries of the 4Ps perceive that their academic performance directly affects their access to the program benefits (Instrumentality), and examining whether the beneficiaries of the 4Ps perceive the academic achievement and related rewards, such as scholarships or future opportunities as valuable (Valence).

Considering Vroom's Expectancy Theory of Motivation helps the researcher analyze how the program's implementation influences the learner's motivation, effort, and subsequent academic performance. It also helps in investigating the beneficiaries' expectations, their perception of the relationship between performance and program benefits, and the value they attach to academic success.

Another view is the Social Contract view, which maintains an agreement between the people and the government that seeks to achieve the common good for the benefit of all parties. Honoring the government's authority involves surrendering an individual's rights. In exchange, the government will provide security and common welfare, which is advantageous to both the state and the citizens (Laskar, 2013). This idea can be used in the Pantawid Pamilyang Pilipino Program (4Ps), an excellent illustration of a social compact in which the government gives impoverished households financial subsidies to cover their most fundamental and urgent needs. In return, the recipients follow the guidelines established by the program.

The theory of Social Reconstructionism by Brameld (2000) believes that learners are critical elements in bringing about social change. Education should be accessible to all the kids. All professionals and skilled workers who contribute to society have their foundations in education. George Count claims that unemployment, poverty, and racial prejudice were social issues in the 1930s and are still relevant now. That is why the government started the conditional cash transfer program to end poverty and support children's right to an education.

In order to institutionalize the Pantawid Pamilyang Pilipino Program (4Ps), Republic Act No. 11310 was passed. It consists of 27 sections. Numerous industries prioritizing independence and self-sufficiency will receive the utmost emphasis from Congress.

To disrupt the cycle of poverty passed down through generations, the government should implement initiatives that invest in human capital and enhance the provision of crucial services to individuals in poverty, specifically focusing on education, health, and nutrition. These initiatives will achieve universal primary education, promote gender equality and women's and children's rights, and lower child mortality and malnutrition.

This program, a human capital investment initiative and the country's approach to reducing poverty, gives low-income households conditional cash transfers for seven years to enhance their children's health, nutrition, and educational opportunities. The National Advisory Council (NAC) could suggest a longer duration in extraordinary situations.

Through a standardized targeting mechanism, the Department of Social Welfare and Development (DSWD) will choose eligible household recipients of the 4Ps nationally. Farmers, fishermen, homeless families, native people, those living in informal settlements, and people living in remote, underdeveloped areas, including those without access to electricity, are among the eligible beneficiaries. Standardized targeting will be included automatically in groups.

By using Republic Act No. 11310 as a reference, researchers studying the impact of the Pantawid Pamilyang Pilipino Program on learner-beneficiaries in Agsuwao Elementary School can gain a comprehensive understanding of the program's objectives, implementation, guidelines, and expected outcomes. This knowledge can inform the research design, data collection method, and analysis, ultimately contributing to a more informed evaluation of the program's impact on targeted beneficiaries.

In addition, the Enhanced Basic Education Act of 2013, commonly referred to as the K to 12 Law or Republic Act 10533, is a significant Education reform law in the Philippines signed by President Benigno Aquino III on May 15, 2013. It focused on enhancing the country's basic education system, which aims to address the gaps and improve the country's education quality. Its provisions focus on expanding the curriculum, extending the number of years in primary education, enhancing teacher training, and providing more diverse educational opportunities for pupils. The 4Ps is a social assistance program providing cash transfers to eligible households that aligns with the goals of the K to 12 laws, such as promoting access to education, reducing dropout rates, and improving the quality of education.

Additionally, using RA 10533, the researcher can examine whether giving the recipients access to extracurricular activities or tutoring has helped them achieve better academic results. Regarding funding for education, RA 10533 instructs the government to prioritize education when allocating funds. The study aims to determine whether the financial support given through the 4Ps has improved the facilities, learned resources, and learned materials in school, all of which can help the beneficiary learners perform better academically.

Moreover, in studying the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) and its effects on the academic achievement of learners, DepEd Order No. 40, Series of 2012, which focuses on the Child Protection Policy, provides a crucial framework. This policy underscores the importance of safeguarding students from harm, promoting access to education, and outlining the responsibilities of schools in creating a safe learning environment. Researchers can examine how the 4Ps align with these principles, evaluating whether they effectively protect children from the risks associated with poverty, ensure access to education, and support schools in fulfilling their obligations.

Additionally, the policy emphasizes the importance of student engagement, which researchers can assess in relation to the program's impact on participation and overall well-being. By integrating the Child Protection Policy into the study, researchers can provide a comprehensive analysis of the 4Ps program's contribution to both academic achievement and the holistic welfare of learner beneficiaries.

Literature and related studies are considered based on the impact of the 4Ps on academic performance and the factors affecting the learners' achievement. The study by De la Torre (2018) was supported by the statements of school administrators and teachers, who acknowledged that before the 4Ps adoption, they had observed that the learners of 4Ps beneficiaries were irregular in their attendance and noncompliant with academic standards. They went on to say that they observed them putting their learners to work. In implementing the 4Ps, they saw an improvement in these children's interest in school activities and attendance once the 4Ps. Poverty is the leading cause of the majority of Filipino issues and challenges. Many families are obliged to forgo their children's education in favor of helping them with their livelihood since they left without the necessities of life. Built on this foundational principle, the Philippine government initiated the Pantawid Pamilyang Pilipino Program, commonly called the 4Ps, in alignment with the nation's commitment to the

Millennium Development Goal (MDGs) and its efforts to alleviate poverty.

De la Torre (2018) further stated that the program's objectives are to break the cycle of poverty and its intergenerational transmission by making significant investments in human capital development, as well as to provide cash assistance to the poor in order to address their immediate needs (short term poverty alleviation). Program participants should primarily allocate the funds for health and educational needs. Filipinos also highly prioritize education, believing knowledge is the key to a prosperous life. Education is a crucial element in national growth and a pathway to social and economic mobility (Philippines EFA, 2018).

According to Abellanosa's analysis, the 4Ps significantly contributed to revitalizing the Philippine educational system in Tagbina II District and the Pantawid Pamilyang Pilipino Program. The initiative was implemented in 2008, but before then, enrolment and daily attendance had increased. Furthermore, according to the data, the promotion rate increased from 91.76% in S.Y. 2006-2007 to 95.28% in S.Y. 2009-2010 to 96.43% in S.Y. 2012-2013, while the dropout rate declined from 3.52% in S.Y. 2006-2007 to 0.76% in S.Y. 2009-2010 to 0.52% in S.Y. 2012-2013.

Moreover, Conchada and Tiongco (2019) stated in their study that the 4Ps increased children's attendance at daycare centers and elementary schools. Specifically, this school year witnessed the highest increase in Grade 4 (7.2%), while the previous school year saw a 5% rise in the enrollment of the Grade 3 class at Agsuwao Elementary School. In addition, a study named Pantawid Pamilyang Pilipino Program (4Ps): Assistance to Pupil's Education found that 4Ps enable learners to attend classes and motivate them to go every day. According to the survey, the learners' parents or guardians were able to meet their educational needs, including projects, school materials, allowances, and other necessities. Findings also revealed that 4Ps beneficiaries regularly attend classes (Monica et al., 2020).

However, research entitled Promoting Inclusive Growth through the 4Ps emphasizes that while the 4Ps boost school attendance, their current coverage of students aged 6 to 14 aims to ensure they complete elementary school. However, being fifteen to eighteen years old is, the support limited to a maximum of five years, which might imply that a child who was six years old when the family first received the benefit would only be able to complete grade five if the coverage. Therefore, children of people experiencing poverty who depend only on the 4Ps for aid in

sending their kids to school might not complete elementary school. (Reyes et al., 2020)

In addition, Blanquiza et al. (2022) concluded that family income level, attending full time, receiving grant aid, and completing advanced-level classes in high school statistically affect academic performance. Moreover, according to Montilla et al. (2020), entitled "Pantawid Pamilyang Pilipino Program (4Ps): Assistance to Pupils Education" based on its beneficiary conditionalities, the 4Ps have a significant impact on learner's education at Diogenes R. Cabarles Elementary School. Teachers could motivate their students to attend class because they had access to sufficient school supplies, ate well, had a parasite-free stomach, and had supportive and involved parents.

Another study conducted by Dela Torre (2018) revealed that 4Ps contributed significantly to the school's performance indicators. The study also increased the recipients' and school staff's awareness of the program's advantages, disadvantages, opportunities, and threats. The study also finds that 4Ps positively impacted both the schools where 4Ps were enrolled and the program recipients. The program needs to be maintained and enhanced to achieve the goals of the 4Ps.

As Reyes et al. (2020) cited, achieving advances in human capital is the 4Ps' objective. Based on the experiences of other nations that have adopted the CCT, the 4Ps have tremendous potential in improving nutrition, health outcomes, and educational attainment. The rising dropout rates in the educational system were one of the issues that the 4Ps predicted to affect. CCT initiatives in other nations have attained higher enrolment rates. Moreover, this method generates learners who perform well academically in addition to increasing enrolment and attendance rates. According to this study and based on the experiences of other nations, the Pantawid Pamilyang Pilipino Program (4Ps), the Philippine version of the Conditional Cash Transfer (CCT), has a great deal of potential to raise educational attainment and improve nutrition and health outcomes.

In Cebu City, the same study was conducted by Agbon, Nolasco, et al. (2018), and according to one of the respondents, "Every year in Tejero, we have a recognition day for children who are beneficiaries of the 4Ps. In the past, they were not part of the honors list because they did not have the resources to buy materials for their experiments and other school requirements. They are now in the science class from just being part of the regular class. We have the recognition day to remind everyone that these children are beneficiaries of the 4Ps."

Moreover, a few variables affect how well learners achieve academically. According to Garcines (2019), several students in the classroom got low scores in some of their academic performances. According to him, noncompliance with projects and other duties is one of the reasons why specific learners receive low grades. Learners could not turn in their prerequisites because their families needed help to afford to buy supplies. The parent's income was insufficient to meet their family's food needs needed to increase. The learner's living conditions were genuinely appalling before introducing the 4Ps. Their academic performance suffered greatly as a result. In order to combat the growing poverty rate, the government modified the 4Ps, also known as Conditional Cash Transfers (CCT), to better meet the everyday needs of families and help educate their children for goal reduction and enhanced well-being.

According to the study of Reyes et al. (2020) in their similar study of the Pantawid Pamilyang Pilipino Program (4Ps) as a conditional cash transfer (CCT) program that transfers cash to beneficiary families if they follow the conditionality, this can boost their human development investment. In the long term, they can avail themselves of increased opportunities to break the cycle of poverty across generations (Olfindo & Fernandez, 2021). Furthermore, the poorest households in the nation's poorest regions are the focus of the Pantawid Pamilyang Pilipino Program. To be eligible for the cash awards, a household must fulfill several requirements at registration: They have to live in programs targeted at impoverished neighborhoods. It has to be genuine poverty. The household needs to have a pregnant woman or at least one child between the ages of 0 and 18. The recipient must follow the program's requirements (Olfindo & Fernandez, 2021).

In addition, Velade and Fernandez (2021) also added that the impact of the Pantawid Pamilyang Pilipino Program in improving educational and health outcomes could aid and support beneficiaries in attaining a better quality of life. Along with giving children instant access to poverty alleviation, 4Ps aims to close gaps in children's health and educational results, drawing on learning from other CCT initiatives. Like many other conditional cash transfers used today for various related purposes, the Pantawid Pamilyang Pilipino Program has demonstrated an impact on education, directly through the program's educational and health grants or indirectly by improving the recipient's overall quality of life.

Additionally, the quality of education and schooling would have to be enhanced when governing any cash transfer programs to improve access to education in

the poorest sector of the economy (Membrebe & Benito, 2023). The most noticeable advantage of the Pantawid Pamilyang Pilipino Program (4Ps) is the requirement for the learner to meet attendance conditions. Teachers report fewer learner absences because parents pushed their children to attend class daily to stay within the monthly attendance requirement. It is also important to highlight that fewer learner missed class due to illness since parents were more aware of the health issues affecting their kids. Also, learners' academic performance has improved because of their class attendance (Dela Torre, 2018).

All of the preceding constitutes the theories, literature, and related studies.

THE PROBLEM

Statement of the Problem

This research aimed to assess the implementation of the Pantawid Pamilyang Pilipino Program on the Academic Achievement of Learner-Beneficiaries in Agsuwao Elementary School, Catmon District, Cebu, for the School Year 2023-2024, as the basis for an intervention plan.

Specifically, this research sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. teachers;
 - 1.1.1. age and gender;
 - 1.1.2. highest educational attainment;
 - 1.1.3. years of teaching experience; and
 - 1.1.4. relevant trainings/seminars attended;
 - 1.2. learners;
 - 1.2.1. age and gender;
 - 1.2.2. grade level;
 - 1.2.3. nutritional status;
 - 1.2.4. combined family income; and
 - 1.2.5. academic average grade
2. What is the status of the implementation of the 4Ps as regards to:
 - 2.1. social assistance; and
 - 2.2. social development?
3. As perceived by the respondents, what are the effects of the 4Ps on learners' beneficiaries in terms of:
 - 3.1. families' financial management;
 - 3.2. learners' academic management; and
 - 3.3. actual benefits enjoyed?
4. As perceived by the respondents, what are the factors that affect the academic performance of the respondents in terms of:
 - 4.1. home environment;

- 4.2. study habits;
- 4.3. learning skills; and
- 4.4. academic interactions?
5. What is the significant relationship between the academic performance of the learner-beneficiaries and the factors that affect the academic performance?
6. What is the significant relationship between the academic achievement of the learner-beneficiaries and the implementation of the 4Ps?
7. What are the problems encountered in the implementation of the 4Ps?
8. Based on the findings, what intervention plan that can be formulated?

Statement of Null Hypotheses

A 0.05 level of confidence will be used to test the null hypotheses.

Ho1: There is no significant relationship between the factors affecting the academic performance and the academic performance of 4Ps beneficiaries.

Ho2: There is no significant relationship between the learners' academic performance and their perceived effects from the Pantawid Pamilyang Pilipino Program (4Ps).

Significance of the Study

The study is beneficial to the following:

Learners. Grade 1 to Grade 6 learners in this study lie in their role as the primary beneficiaries of the 4Ps. Learners are central to investigating how the program impacts their academic achievement. By focusing on learners, the study aims to uncover insights into the effectiveness of the 4Ps in addressing the multifaceted aspects of their development.

Teachers. Teachers are at the forefront of delivering education to learners. The study can help teachers by offering a better understanding of how the Pantawid Pamilyang Pilipino Program (4Ps) affects learners' academic achievement. Teachers can use this knowledge to understand their learners' needs better, tailor their instructional strategies, and design targeted interventions to support students learning and achievement.

School Administrators. The study findings can benefit educational administrators, including principals and district officials. The research can inform decision-making processes regarding resource allocation, program implementation, and curriculum development. By understanding the impact of the 4Ps on academic performance, administrators can make informed choices that positively influence educational outcomes for learner-beneficiaries.

Beneficiary Families. The primary recipients of the study's benefits are the families participating in the Pantawid Pamilyang Pilipino Program. By analyzing how the initiatives affect learner beneficiaries' academic achievement, the study can provide insights into how the program contributes to educational opportunities and the overall well-being of the families involved. This knowledge can help beneficiary families make informed decisions about their participation in the program and understand its potential long-term benefits for their children's education.

Education Policymakers. Policymakers responsible for shaping education policies can gain valuable insights from the study. The research findings can help inform discussions on social welfare programs, poverty alleviation, and educational equity. Policymakers can use the study's findings to shape and refine existing policies or develop new policies to improve academic performance and educational opportunities for learners from disadvantaged backgrounds.

Education Researchers. Researchers in the education field can benefit from the study as it contributes to the existing body of knowledge on the impact of social welfare programs on academic performance. The findings can inform future research directions and provide the basis for further investigations into the effectiveness of similar programs. Researchers can build upon the study's findings to explore additional factors, contexts, or variables related to student outcomes and poverty reduction strategies.

Society at Large. The study's significance extends to society as a whole, as it addresses important questions related to poverty reduction, educational access, and social mobility. By evaluating the impact of the 4Ps on the academic performance of learner-beneficiaries, the study contributes to broader discussions on effective poverty alleviation strategies, the role of education in social development, and the importance of evidence-based policy-making.

RESEARCH METHODOLOGY

This part discussed the research design, study flow, environment, respondents, instrument, data-gathering procedures, statistical treatment, and scoring procedures.

Research Design

The research design for the study employed a descriptive-correlational method of research. According to Strangor (2011), descriptive correlational research is a type of research aimed at uncovering connections between variables and facilitating the anticipation of future events based on current knowledge.

The descriptive correlational method in the study was employed to examine the connection between the 4Ps recipients' academic success and the factors influencing their academic performance. In this study, the learners' academic achievement was the dependent variable, and the factors influencing their success were the independent variables. Any changes in the independent variable would likely change the dependent variable. Furthermore, the said correlational method was applied to test the correlation between academic performance and the perceived effects of the 4Ps on the learner beneficiaries.

The outcome ascertained that if learners' academic performance increases, the perceived effects of the 4Ps would also increase. Conversely, if academic performance decreases, then the perceived effects of the 4Ps will likely decrease.

Flow of the Study

The study utilized the Input-Process-Output technique to attain the anticipated research outcome. The input contained the answers of the respondents in terms of the demographic profile, academic performance of the respondents, elements related to the respondents' home environment, study habits, learning abilities, and academic relationships that have an impact on their academic achievement, the effects of the 4Ps on learners beneficiaries in terms of families' financial management, learners academic management and actual benefits enjoyed and the significant relationship between the 4Ps recipients' academic success and the factors influencing their performance in school, and the learners' academic performance and the perceived effects they received from Pantawid Pamilyang Pilipino Program (4Ps). The study involved conducting a survey using survey questionnaires. The collected data was analyzed and interpreted. These were the basis of the researcher's formulation of the intervention plan.

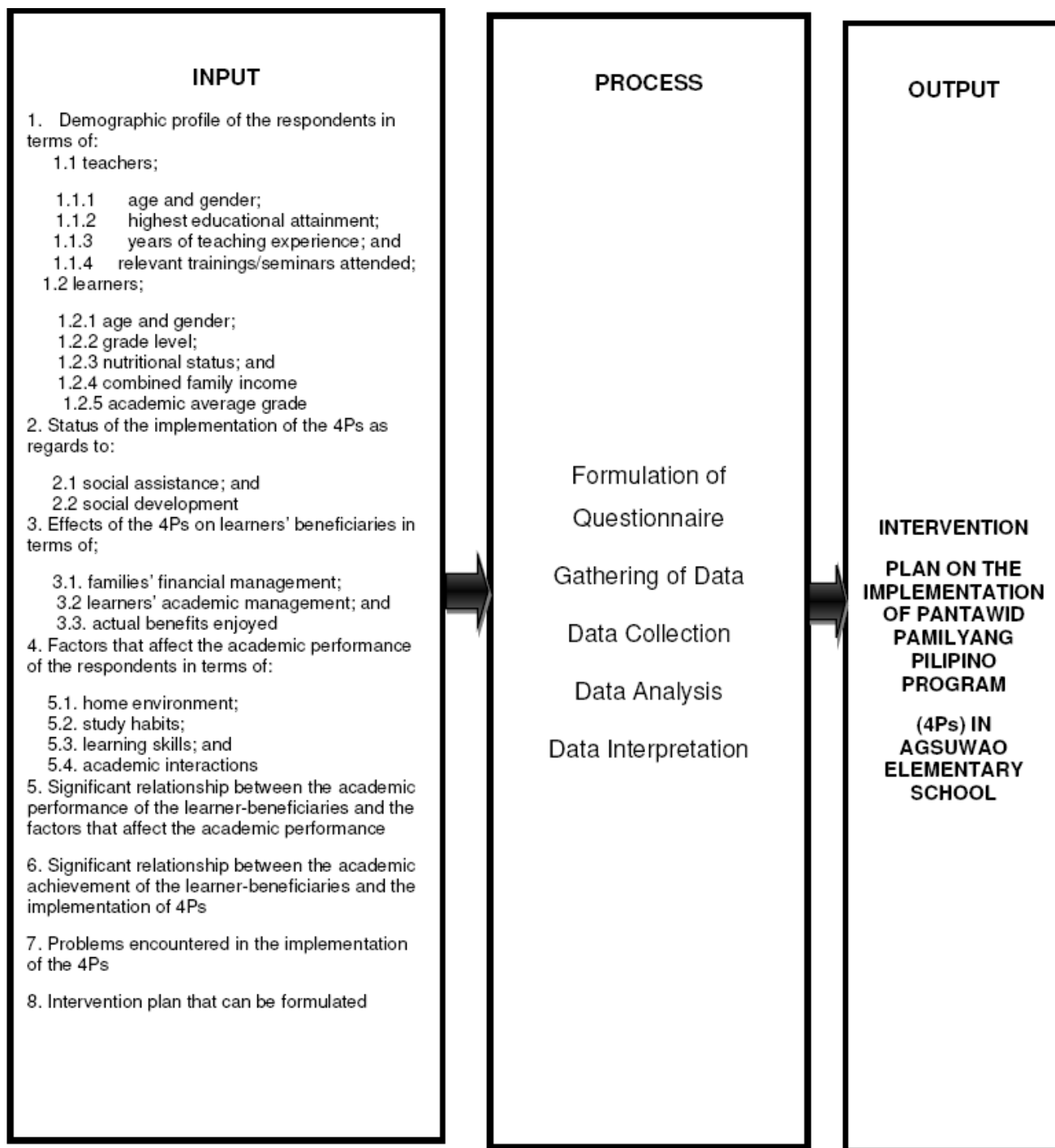


Figure 2: Flow of the Study

Environment

The researcher conducted this study at Agsuwao Elementary School in the Municipality of Catmon, Cebu. It was a third-class municipality in the province of Cebu, Philippines. It has 33,745 residents, according to the census taken in 2022. It was located 57.4 kilometers north of Cebu City and was bounded on the north by Sogod, west by Tuburan, east by the Camotes Sea, and south by Carmen.

The researcher administered this in Agsuwao Elementary School, situated at Agsuwao, Catmon, Cebu. It is one of the upland barangays in the Municipality of Catmon, approximately 20 kilometers from the National Road. Barangay Agsuwao has 8 sitios namely: Sitio Centro, Sitio Sun-Ok, Sitio Biasong, Sitio Can-ampao, Sitio Patanan, Sitio Catang, Sitio Amia and Sitio Nangka.

The total number of school enrollees was 193 from kindergarten to Grade Six, with 43.5% of 4Ps beneficiaries. The school teaching staff comprised seven teachers headed by a teacher in charge. The school was beside Ceferino Sususco Memorial National High School, a secondary school of Barangay Agsuwao. During the

American colonial period in the 1920s, individuals established the school. The school was child-friendly and taught pupils the values of love, respect, and unity. Families served by the school are from different sitios and barangays where most children walk to school daily.



Figure 3: Map of Catmon

Respondents

The study respondents were Grade 1 to Grade 6 learner-beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). The Table below shows the distribution of respondents across each grade level. The total sample size was 84 out of 166 learners. The researcher calculated the sample size using Slovin's Formula and employed a stratified random sampling method to select the study's respondents.

Table 1 Distribution of the Respondents**n = 84**

Respondents	Total Number of Learners Enrolled Per Class	N Learner- Beneficiaries	%
Grade 1	24	11	13
Grade 2	28	14	17
Grade 3	30	18	21
Grade 4	32	15	18
Grade 5	29	12	14
Grade 6	23	14	17
Total	166	84	100

The Table showed that eleven (11) of the respondents were from Grade 1 (13%), fourteen (14) (17%) from Grade 2, eighteen (18) (21%) from Grade 3, 15 (18%) from Grade 4, 12 (14%) from Grade 5, and 14 (17%) from Grade 6. Overall, there were 84 learners' respondents in the study. The respondents were identified based on the official list handed to the teachers by the Municipal Action Team of the 4Ps in the Municipality of Catmon.

Research Instrument

Profile sheets and adapted questionnaires from Aranas et al. (2021) were the main instruments used to gather relevant data for the study.

Part I involved utilizing the profile sheet to unveil learner-respondents' profiles, encompassing age and gender, educational level, nutritional status, and academic average grade. It also covered teacher-respondents, focusing on age and gender, highest educational attainment, and years of teaching experience.

Part II utilized an adapted questionnaire to evaluate the current state of implementation of the 4Ps. It focused on two aspects, which include social assistance and social development. It is a checklist with five choices: 5 – Always; 4 – Most of the time; 3 – Sometimes; 2 – Rarely and 1- Never.

Part III is an adapted questionnaire to evaluate the elements influencing the learner's academic achievement. It is an adaptation of the work of Aranas et al. (2021). It focused on four areas: home environment, study habits, learning skills, and academic interaction. It contains 17 statements with five choices: 5- Strongly agree/always observed, 4- Agree oftentimes/observed, 3- Agree nor Disagree/sometimes observed, 2- Disagree/ seldom observed, and 1- Never or not observed.

Part IV is an adapted questionnaire from Aranas et al. (2021) on the perceived effects of 4Ps on pupils. It focused on the following areas: family's financial management, learners' academic management, and benefits enjoyed. It contains 15 statements with five choices: 5 - "Always," 4 - "Most of the time," 3 - "Sometimes," 2 - "Rarely," or 1 - "Never."

Lastly, Part V is an adapted questionnaire focusing on the problems encountered in implementing the 4Ps. It is a checklist that requires the respondents to respond

multiple times to their answers that match the problems they have encountered.

Data-gathering Procedure

The data gathering procedure for this study involved a systematic and ethical process to collect both quantitative and qualitative data on the impact of Agsuwao Elementary School's implementation on the academic achievement of learners participating in the Pantawid Pamilyang Pilipino Program (4Ps).

Preliminary Procedures. The researcher prepared several possible titles for the title defense with the thesis instructor. After the title was presented and approved, Chapter 1 was started and presented to the thesis adviser for comments and suggestions. Revisions were made based on the adviser's recommendations. The researcher then prepared transmittal letters given to the different personalities involved in administering the questionnaire. The Division Superintendent and the Public Schools District Supervisor received a letter requesting them to conduct the study. After signing and authorizing the request, the Agsuwao school head submitted it.

Questionnaire Administration. The approved letter was advanced to the floating of the questionnaire by the researcher. The researcher personally surveyed the teachers and learner-beneficiaries of the 4Ps. The researcher guided learners in lower grades during the survey. Teachers and the researcher translated the questions so learners could answer them quickly. After answering the questionnaire, the researcher personally retrieved it.

Data Management. The researchers tallied and computed the retrieved questionnaire, including respondents' answers, using statistical software as the foundation for analyzing and interpreting the results.

Statistical Treatment

Statistical analysis was performed on the collected data using the following methods:

Slovin's Formula. This formula was applied to ascertain the proper sample size from a given population.

Simple Percentage. This process was the basis for calculating the respondents' percentage per grade level. The researcher employed a simple percentage to determine respondents' demographic profiles and learners' academic achievement. Additionally, they used this formula to evaluate the issues arising from implementing the 4Ps.

Weighted Mean. This was used to determine the mean of the learners' academic grades from 1st to 4th quarter

Pearson Product Moment Correlation Coefficient. The tool measured learner-beneficiaries' performance in educational outcomes, attendance, and engagement. It also helped assess the significance of the relationship between the academic achievement of learner beneficiaries and the variables influencing their academic advancement.

Scoring Procedure

The researcher used predetermined parametric scales to analyze and interpret the results for each subproblem.

The academic performance of the learner beneficiaries was analyzed and interpreted using the DepEd grading system, as illustrated in the Table below.

DepEd Grading System Used to Interpret Academic Performance

Descriptors	Grading Scale
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

The computed weighted mean for status in the implementation of the 4Ps was analyzed and interpreted using the scale as shown in the Table below.

Status in the Implementation of 4Ps

Weights	Parameter Limits	Response Category	Interpretations
5	4.21 - 5.00	Always	The implementation of the program is highly beneficial
4	3.41 - 4.20	Most of the Time	The implementation of the program is beneficial.
3	2.61 - 3.40	Sometimes	The implementation of the program is somewhat beneficial.
2	1.81 - 2.60	Rarely	The implementation of the program is less beneficial.
1	1.0- - 1.80	Never	The implementation of the program is not beneficial.

The computed weighted mean for the factors affecting the respondents' academic performance was analyzed and interpreted using the scale shown in the Table below.

Factors Affecting the Academic Performance of the Respondents

Weights	Parameter Limits	Response Category	Interpretations
5	4.21 - 5.00	Strongly Agree	Always observed
4	3.41 - 4.20	Agree	Observed
3	2.61 - 3.40	Neither Agree nor Disagree	Sometimes observed
2	1.81 - 2.60	Disagree	Seldom observed
1	1.0- - 1.80	Strongly Disagree	Not observed

The computed weighted mean for the perceived effects of the 4Ps on the learner beneficiaries was analyzed and interpreted using the scale below.

Perceived Effects of 4Ps on Learner Beneficiaries

Weights	Parameter Limits	Response Category	Interpretations
5	4.21 - 5.00	Always	Very High
4	3.41 - 4.20	Most of the time	High
3	2.61 - 3.40	Sometimes	Moderate
2	1.81 - 2.60	Rarely	Low
1	1.0- - 1.80	Never	Very Low

DEFINITION OF TERMS

To enhance clarity and facilitate a better understanding of this study, we define the following terms in the context of this investigation.

Academic Interactions. It refers to the engagement, communication, and collaborative activities between learner-beneficiaries participating in the Pantawid Pamilyang Pilipino Program at Agsuwao Elementary

School. It describes the interpersonal relationships and interactions of the learners with teachers and classmates in the school.

Academic Achievement. It refers to the measurable achievements and outcomes of learner-beneficiaries' educational endeavors at Agsuwao Elementary School. It is the average grades in the academic subjects of the respondents, such as English, Math, Science, Filipino, Araling Panlipunan, MAPEH, MTB, ESP, and EPP.

Actual Benefits Enjoyed. It refers to the tangible advantages and positive outcomes that learner beneficiaries and their families directly experience from participating in the Pantawid Pamilyang Pilipino Program. These benefits encompass financial assistance for educational expenses and potential improvements in academic performance, attendance, and educational opportunities.

Agsuwao Elementary School. It is the specific educational institution chosen as the research site for this study. It is an elementary school where pupil-beneficiaries of the 4Ps program are enrolled.

Conditional Cash Transfer (CCT). The 4Ps program, an instance of a conditional cash transfer program, provides eligible households with financial assistance in return for fulfilling criteria such as ensuring students attend school, scheduling regular checkups with the doctor, or participating in community service projects. The 4Ps program is an example of a conditional cash transfer program.

Families Financial Management. It refers to the strategies, practices, and decision-making processes the families of learner-beneficiaries employ to handle their financial resources, particularly those provided through the Pantawid Pamilyang Pilipino Program. This term encompasses how families allocate, budget, and use the financial assistance received from the program to support various aspects of their children's education, such as purchasing.

Home Environment. It refers to a learner's household's physical, social, and emotional conditions. It is a crucial factor that the study is looking at regarding how the Pantawid Pamilyang Pilipino Program impacts the Agsuwao Elementary School learner beneficiaries' academic performance.

Learning Skills. It refers to the abilities and competencies that learner-beneficiaries at Agsuwao Elementary School acquire and develop through their educational experiences. These skills include but are not limited to critical thinking, problem-solving, information processing, communication, and collaboration.

Pantawid Pamilyang Pilipino Program (4Ps). It is a welfare-oriented program in the Philippines that gives low-income households monetary support. The program seeks to reduce poverty by offering financial assistance to qualifying families, contingent upon meeting specified conditions such as ensuring children attend school, undergo regular medical checkups, and participate in family development initiatives.

Pupil's Academic Management. It refers to the strategies, behaviors, and actions the learner beneficiaries undertake to engage actively in their educational progress and success. This term encompasses how learners organize their study routines, set goals, manage their time, seek assistance when needed, and make decisions to improve their academic performance.

Learner Beneficiaries. It refers to learners who are beneficiaries of the Pantawid Pamilyang Pilipino Program. These learners come from low-income home households and receive financial assistance through the program.

Republic Act No. 11310 - Also known as the "Pantawid Pamilyang Pilipino Program Act," is a law in the Philippines that institutionalizes and expands the Pantawid Pamilyang Pilipino Program (4Ps). It is used as a reference in the study to comprehensively understand the program's objectives, implementation, guidelines, and expected outcomes.

Study Habits. It refers to the consistent and structured approaches adopted by the learner-beneficiaries at Agsuwao Elementary School when learning and completing their academic tasks. These habits include routines for reading, note-taking, time management, organization, and preparation for exams.

2. PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presented and interpreted the accumulated data from the respondents, dividing it into seven sections: Profile of the respondents, status in the implementation of 4Ps, perceived effects of the 4Ps learner beneficiaries, factors affecting the academic performance of the learner beneficiaries as well as the critical relationship between the beneficiaries' academic success and the elements influencing it, as well as the critical relationship between the learner beneficiaries' academic achievement and the 4Ps implementation.

PROFILE OF THE RESPONDENTS

This section exhibited the results of the respondents' profiles, including teachers and learner beneficiaries. The teacher's profile includes their age and gender,

highest educational attainment, years of teaching experience, and relevant training/seminars attended. Lastly, age and gender, grade level, nutritional status, combined family income, and average academic grades were the learners' profile variables.

Profile of the Teacher-Respondents

The profile questionnaire was distributed to the teachers to assess their age and gender, highest educational attainment, years of teaching experience, and relevant training/seminars attended. The researcher calculated these variables using simple percentages and frequency distributions. They then presented the results in distinct tables for each profile variable.

Table 2 Profile of the Teacher-Respondents in Terms of Age and Gender
N=6

Age and Gender	Male f%		Female f%		Total f%	
29-36	1	17	1	17	2	34
37-43	0	0	4	66	4	66
Total	1	17	5	83	6	100

Table 2 displays the age and gender profiles of the teachers. The age range of 37-43 has the highest percentage, accounting for 4 or 66% of the group. This age group belongs to the middle age group with a high understanding of life's stages. The result means that they know the development of children well, so they can appropriately handle learners with varying developmental needs in the classroom. Meanwhile, it is worth noting that the age group 29-36 comprises the lowest number of teachers, specifically 2 or 34%. Mohamed Ismail et al., (2018) found that teachers' age and experience significantly influenced their effectiveness in delivering higher-order thinking Skills in the classroom setting. Experienced teachers with years of experience may possess a well-established "knowledge base."

Additionally, the data indicated that the teaching profession attracted a predominantly female demographic, constituting 5 or 83% of the teachers. This preference among females could impact teaching work, which involves interacting with learners, understanding their behaviors, and expressing love and concern to motivate them to study. In contrast, male teachers accounted for only 1 or 17%, suggesting that females exhibit more positive approaches than males. As Baraldnes (2022) mentioned, gender was one of the individual factors associated with teachers' attitudes toward learners' behaviors. In the face of learners' challenges, female

teachers demonstrated a higher likelihood of taking action than their male counterparts, as Bauman et al. (2021) indicated.

Table 3 Profile of Teachers in Terms of Highest Educational Attainment

Highest Educational Attainment	f	%
Bachelor with Master's Units	3	50
Bachelor's degree Graduate	3	50
Total	6	100

As shown in Table 3, there were 3 or 50% of teachers with master's units, equal to teachers with bachelor's degree holders. Relative to this, education attainment represents knowledge and skills attained. So, the higher the teachers' education, the more they are professionally developed. The result means that teachers, in this case, would be more effective in responding to different learning situations. Nickerson, et. al., (2022) cited that teachers' education was related to their establishment of clear reporting procedures, which were the factors that needed the most improvement in school programs as they are the front line of defense in the battle to reduce problems related to teaching and learning.

Table 4 Profile of the Teachers Respondents in Terms of Number of Years in Teaching

Number of Years in Teaching	f	%
16-20	2	33
11-15	2	33
6-10	1	17
1-5	1	17
Total	6	100

Table 4 illustrates that most teachers were concentrated within the experience ranges of 16-20 years, constituting 2 or 33%, and 11-15 years, also representing 2 or 33%. The result indicates that teachers have been teaching for many years. So, they have encountered different types of learners in the classroom: their socio-economic status, needs, interests, and abilities. They can respond more effectively to different learning situations. Moreover, there was 1 or 17% teacher with 6-10 years and 1 or 17% with 1-5 years of experience. It was important to note that teachers with several years of classroom experience typically handle situations in the classroom more skillfully. The study by Burger (2021) indicated that teachers with more than 25 years of teaching experience reported a greater likelihood of working with pupils with learning problems than inexperienced teachers who had just started their professional careers.

Table 5 Profile of the Teachers Respondents in Terms of Relevant Trainings Attended

Relevant Trainings/Seminars Attended	f	%
GAD Based IC Cebu	6	100
PPST and RPMS District Roll-Out	6	100
Basic Computer Literacy	6	100
Whole Child Development in 21 st Century	6	100
Seminar Workshop in Teaching Tolerance	6	100
Virtual Inservice Training for Teachers 2.0	6	100

Lastly, as for relevant trainings/seminars attended, it can be gleaned from the Table that 6 or 100% of teachers had attended a GAD-based IC Cebu training. This training focused on gender and development and aimed to equip teachers with gender-sensitive teaching approaches. Another was the PPST and RPMS district rollout, with 6 or 100 % of teachers attending. The objective of this training was to establish a neutral foundation for assessing teachers' performance across various dimensions. The training helped teachers further enhance their teaching competence to address the diverse learners in the classroom. Likewise, 6 or 100 % of teachers had attended basic computer literacy training. This training aimed to improve the skills of teachers in utilizing technology to be more effective and innovative in teaching. Lastly, 6 or 100% of teachers had attended training related to teaching tolerance, 21st-century teaching, and virtual training. The result indicated that teachers were allowed to develop their competence personally and professionally.

The study by Bauman, et. al., (2021) uncovered the importance of teacher training, demonstrating that teachers were significantly less inclined to overlook learning problems after training. According to them, there were several whole-school approach programs, including providing evidence-based knowledge of learning development to teachers and their practical training to address learners' developmental needs.

The educational landscape and the influence of initiatives such as the 4Ps on academic achievement are notably molded by the demographic traits of educators. The pedagogical strategies used by the teachers may be impacted by variables including age and gender, the most significant level of education attained, the number of years spent teaching, and pertinent training attended. Understanding and analyzing these factors provide valuable insights into the contextual nuances influencing the program's impact on academic achievement.

Profile of the Learner-Respondents

This questionnaire determined the age and gender, grade level, nutritional status, and combined family income of the beneficiaries. Researchers calculated these variables through simple percentage and

frequency distribution and presented the results in distinct tables for each profile variable.

Table 6 Profile of the Learner-Respondents in Terms of Age and Gender

N=84

Age	Male f	Male %	Female f	Female %	Total f	Total %
11 years old	6	7	8	10	14	17
10years old	7	8	5	6	12	14
9 years old	5	6	9	11	14	17
8 years old	10	12	16	19	26	31
7 years old	4	5	2	2	6	7
6 years old	5	6	7	8	12	14
Total	37	44	47	56	84	100

Table 6 expresses the profile of the learners in terms of age and gender. As for age, 8-year-old learners stand out among learners of that age group. Then, there was an equal number for 11 and nine years old, with 14 or 17%, respectively. Also, 12 or 14% of learners were six years old. Lastly, 7-year-olds gained the lowest rating, with 6 or 7%.

It also showed that most learners were females, comprising 47 or 56%, while males were 37 or 44%. Many female learners in the school have gained benefits from the 4Ps program. As expected, many of the children of low-income families were females. So, this gives the highest portion of families whose female children were program recipients. The Philippines' female literacy rate was 99.70% in 2021. This indicates that the Philippines' female literacy rate improved by 1.10 percent between 2010 and 2021 (Gatcho, et. al., 2021)

Table 7 Profile of the Learner-Respondents in Terms of Grade Level

N = 84

Grade Level	f	%
Grade 6	14	17
Grade 5	12	14
Grade 4	15	18
Grade 3	18	21
Grade 2	14	17
Grade 1	11	13
Total	84	100

Table 7 demonstrates the grade level of learners. As indicated in the Table, the grade 3 level learners who were beneficiaries of the program dominated over other grade levels, having 18 or 21%. Then, grade 4 learners have beneficiaries of 15 or 18%. Meanwhile, learners in grades 6 and 2 have 14 or 17%, respectively. Likewise, 11 or 13% of learners were recipients at the Grade 1 level. Lastly, 12 or 14% of learners were recipients in the Grade 5 level with the lowest frequency. The results reflected that all grade levels have program recipients who have enjoyed the

benefits. The grade level of learners, particularly for 4Ps beneficiaries, impacts their academic performance due to socio-economic factors like limited access to resources such as textbooks and technology, lower-quality education in schools serving low-income communities, higher rates of absenteeism, inadequate nutrition, and psychosocial challenges stemming from economic stress that collectively contribute to academic struggles (Basas., 2021).

Table 8 Profile of the Learner-Respondents in Terms of Nutritional Status

Nutritional Status	f	%
Normal	74	88
Wasted	10	12
Total	84	100

Table 8 presented the nutritional status of learners, revealing that the majority, accounting for 74 or 88%, had a normal status. This outcome indicates the program's success in enhancing the health of learner beneficiaries. Despite this positive impact on health, some learners still exhibited wasted nutritional status, making up 10 or 12%. Understanding these disparities was crucial for program refinement, directing resources where needed, and ensuring that the 4Ps effectively contribute to the holistic development and health of all learner beneficiaries. According to Mamangon, et. al., (2019), the normal nutritional status of 4Ps beneficiaries stems from effective program interventions like access to nutritious food and healthcare, socioeconomic support via cash transfers, community engagement promoting healthy living, and rigorous monitoring and evaluation ensuring intervention effectiveness. These factors collectively contribute to improved well-being, breaking the cycle of poverty.

Table 9 Profile of the Learner-Respondents in Terms of Combined Family Income

Gross Monthly Income	f	%
Php 1,500 and above	2	2
Php 1,400 – Php 1,499	30	36
Php 1,300 – Php 1,399	21	25
Php 1,200 – Php 1,299	11	13
Php 1,100 – Php 1,199	7	8
Php 1,000 – Php 1,099	13	16
Total	84	100

Table 9 revealed the combined family income of learners. As the Table indicates, most beneficiaries have Php 1,400 – Php 1,499 monthly incomes, with 30 or 36%. Also, 21 or 25% of beneficiaries had Php 1,300 – Php 1,399 monthly incomes. Similarly, 13 or 16% had Php 1,000 – Php 1,199 monthly incomes. Also, 7 or 8% of beneficiaries had Php 1,100-1,199 monthly incomes. Finally, beneficiaries with Php

1,500 and above monthly incomes were composed only of 2 or 2%. Notably, most households earn less than Php 9,064 per month, which is the poverty line for a family of five to cover their essential food and nonfood needs (Manguiat et al., 2018). Family income gives the reason for their qualifications for the program.

Table 10 Profile of the Learner-Respondents in Terms of Academic Average Grade

Academic Performance	f	%
90-100 (Outstanding)	20	24
85-89 (Very Satisfactory)	30	36
80-84 (Satisfactory)	34	40
75-79 (Fairly Satisfactory)	0	0
75 below (Did Not Meet Expectations)	0	0
Total	84	100
Mean	86.13	Very Satisfactory
SD	3.89	

Table 10 displays the academic average grades of the learner-beneficiaries in all their subjects. As the Table shows, most learners have a Satisfactory performance level of 34 or 40%. The Table shows that 30 or 36% obtained a **Very Satisfactory** level. Nonetheless, 20 or 24% achieved an **Outstanding** level of performance.

Generally, the mean rating of all the grades of the learner-beneficiaries was 86.13, which was **Very Satisfactory**. The result showed that all learners demonstrated remarkable performance and were doing well in their studies, as reflected in their high grades in all subjects.

Furthermore, the computed standard deviation (S.D.) value was 3.89, indicating a slight deviation from zero. The result suggests that all learner beneficiaries in the group are unlikely to vary significantly in their performances and have comparable outcomes. Generally, the learner-beneficiaries were performing remarkably across the subjects.

Pantawid Pamilyang Pilipino Program was proven to impact the learners' academic performance positively. As Pescador (2019) noted, the Pantawid Pamilyang Pilipino Program improves the educational and health outcomes of the beneficiaries in attaining a better quality of living in the future. In addition to giving children instant relief from poverty, the 4Ps aim to close gaps that improve children's health and educational results. The Pantawid Pamilyang Pilipino Program has proven to have an impact on education, either directly, using the educational and health grants of the program or indirectly, by uplifting the total human condition of its recipients.

STATUS IN THE IMPLEMENTATION OF THE 4PS

This section showcased the results of the weighted mean for each indicator, describing the implementation of the 4Ps in terms of social assistance and social development. Table 11 presents the findings.

Table 11 Status in the Implementation of 4Ps

Indicators	Weighted Mean	Interpretation
Social Assistance		
1. Does the 4Ps provide financial support for your education?	4.76	Very High
2. Does the 4Ps help you access healthcare services when needed?	4.10	High
3. Does the 4Ps contribute to the improvement of your family's nutrition?	4.06	High
4. Does the 4Ps support your participation in extra-curricular activities?	4.07	High
5. Does the 4Ps positively improve your academic performance?	4.10	High
Sub-weighted Mean	4.22	Very High
Social Development		
1. Does the 4Ps help improve your confidence and self-esteem?	4.52	Very High
2. Does the 4Ps positively impact your relationship with peers?	4.11	High
3. Does the 4Ps encourage you to participate in community activities?	4.07	High
4. Does the 4Ps increase your sense of responsibility?	4.04	High
5. Does the 4Ps positively impact your personal aspirations and goals?	4.26	Very High
Sub-weighted Mean	4.20	High
General Weighted Mean	4.21	Very High

Legend:

4.21 - 5.00 Always/Very High 3.41 - 4.20 Most of the time/High

2.61 - 3.40 Sometimes/Moderate 1.81 - 2.60 Rarely/Low

1.00 - 1.80 Never/Very Low

Table 11 displays the status of the implementation of the 4Ps in terms of social assistance. The study found that the 4Ps provided high financial support for the education of the learners, receiving a **Very High** rating of 4.76. The program has always succeeded in attaining its primary intention to support lower-class learners financially. The program ensures that poverty may not be an obstacle to their education. So, all the qualified beneficiaries have received and enjoyed the program's benefits.

Conversely, the study identified that the program enhanced the family's nutrition, receiving the lowest rating of 4.06, which interpreted as **high**. Although the 4Ps also included the family's welfare by providing financial means, the support is not adequate, especially for families with many members. Due to this, parents were not so dependent on this, so they had to work to earn additional income. That is why their participation in extracurricular activities in school is affected (4.07). The financial support rendered by the program has also impacted access to healthcare services (4.10). In this scenario, inadequate financial support has resulted in the incomplete provision of access to healthcare services. The program primarily prioritizes the education of learners, allocating only a portion of the support to other areas, such as healthcare services. However, the program has helped the learners' school performance, including attendance and academic performance (4.10).

Overall, the social assistance of the 4Ps yields a 4.22 mean rating, which is understood to be **very high**. The fact that the 4Ps alleviated the socio-economic status of Filipino families at a low level means that the program has continuously provided financial assistance for the family so the learners can have access to education, including their health condition and nutrition. It also reflected that the family is satisfied with the social assistance they received from the program. As Diaz (2021) said, the goal of the 4Ps was to provide conditional cash transfers to low-income families, alleviate poverty, and promote human capital development.

In the same Table, social development was another aspect that assessed the status of the implementation of the 4Ps. It can be gleaned from the Table that the 4Ps improve the confidence and self-esteem of learners to a **Very High** level (4.52). The result showed that the program had encouraged the learners to participate in school activities, whether curricular or extracurricular activities. The reason was that the family was obliged to encourage their children to study and put in their best effort in the classroom to continue receiving program benefits. Similarly, the program has driven the learners to attain their aspirations and goals (4.26) as it ensures that all beneficiaries can finish their education at all levels for better opportunities in the future.

Conversely, the study identified that the program heightens a sense of responsibility, earning a **High** rating of 4.04, the lowest among the indicators. It was an indication that some parents were highly dependent on the program in such a way that they became idle to work to have additional income for the family. On the other hand, some learners were not using the money for their education but for recreation. Others were also still making absences in classes for no acceptable reason. In another aspect, the program encourages parents to participate in community activities (07). The parent's participation in programs depends upon the requirements and conditions of availing of the program. The majority of parents have only rendered mandated activities by the program, such as their participation in Brigada Eskwela. However, for other programs, only a few parents get involved, like PTA meetings, the Sugbusug program, and other activities, whether on a school or community basis.

Overall, the social development of the program gained a 4.20 rating, which means **High**. The result entailed that the 4Ps make an impact on the social development of the learners as well as parents. Learners have no reason to be absent from their classes and are encouraged to participate in school and community activities. For parents, the program empowers their capacity to educate their children and provides them with the means to support their children in school. It also enhances their engagement in school, as their presence is mandatory, and in the community, where the government mandates their contribution to community responsibilities. Reyes et al. (2020) concluded from these findings that the 4Ps ensured the fulfillment of primary school requirements, compelled parents to ensure their children's attendance for continued eligibility for cash subsidies, and increased children's attendance.

Overall, the status of the implementation of the 4Ps indicates a **Very High** level with a 4.22 mean rating. The result illustrated that the 4Ps benefited low-income families by providing financial assistance to support the children in education, improve their health status, and participate in school and community activities. In effect, families of the beneficiaries become more responsible and more functional in the education of their children as well as their roles in the community.

The objective of the Department of Social Welfare and Development (DSWD, 2014) was to offer monetary support to impoverished individuals, addressing their immediate needs for short-term poverty alleviation. Additionally, the aim was to disrupt the intergenerational transmission and cycle of poverty by making substantial investments in human capital development. The expectation was that individuals benefiting from this program would predominantly allocate the assistance towards health and education. Additionally, in line with the vision of the Philippine EFA (2015), education is considered crucial for every Filipino, as it is a critical factor in achieving a successful life. There has always been a strong belief that education is crucial to national growth and the main path to social and economic mobility.

PERCEIVED EFFECTS OF THE 4Ps LEARNER BENEFICIARIES

The study investigated the perceived effects of the 4Ps learner beneficiaries, which include the families' financial management, learners' academic management, and actual benefits enjoyed by the pupil beneficiaries.

Table 12 demonstrates the perceived effects of the 4Ps learner beneficiaries on families' financial management, learners' academic management, and actual benefits enjoyed. On families' financial management, the 4Ps help the family improve their financial situation, which has a very high impact (4.44). It reflected that the program alleviates the financial constraint of the family. In fact, the program has given the families the capability to support their needs and their children's education. The outcome happened because the program aids families belonging to marginalized sectors in the community to uplift their situations and makes education the topmost priority.

Table 12 Perceived Effects of the 4Ps Learner Beneficiaries

Indicators	Weighted Mean	Interpretation
Families' Financial Management		
1.Does the 4Ps help your family in improving your overall financial situation?	4.44	Very High
2.Does your family better able to meet your basic needs because of the 4Ps?	4.05	High
3.Does the program encourage your family to be more mindful of your spending habits?	4.06	High
4.Does the program contribute to the reduction of poverty within your family?	4.02	High
5.Does the 4Ps positively affect the financial stability and security of your family?	4.08	High
Sub-weighted Mean	4.13	High

Pupils' Academic Management		
1.Does the 4Ps always provide additional support and resources to help with your studies?	4.46	Very High
2.Does the program affect your academic performance positively?	4.10	High
3.Does the program motivate you to do better in school?	4.06	High
4.Does the program help you with your school expenses such as school supplies and uniforms?	4.32	Very High
5.Does the program make you feel more confident in your academic abilities?	4.06	High
Sub-weighted Mean	4.20	High
Actual Benefits Enjoyed by the Beneficiaries		
1. Do you receive financial assistance through the 4Ps?	4.50	Very High
2. Does the 4Ps contribute to your better nutrition and health care?	4.08	High
3. Does the 4Ps provide opportunities for your extracurricular activities and skill development?	4.07	High
4. Do you feel a sense of pride and belongingness as beneficiaries of 4Ps?	4.01	High
5. Does the 4Ps positively impact your overall quality of life?	4.10	High
Sub-weighted Mean	4.15	High
General Weighted Mean	4.16	High

Legend:

4.21 - 5.00 Always/*Very High* 3.41 - 4.20 *Most of the time/High*

2.61 - 3.40 *Sometimes/Moderate* 1.81 - 2.60 *Rarely/Low*

1.00 - 1.80 *Never/Very Low*

On the other sides, the program gained the lowest rating on its contribution to reducing poverty within the family (4.02). It depicts that the families still experience poverty, though they benefit from the program. The result exemplifies that the program provides financial assistance for the children's education as an aid for a family in a struggling situation. The result also supports the idea that the program enables the family to meet the family's basic needs because of the program (4.05).

The program has two ways of providing benefits: one is a conditional cash transfer, and the other is a non-conditional cash transfer. As for non-conditional cash transfers, the family will benefit from cash assistance for basic needs such as rice, medicines, etc. However, it may take some time before we assist the beneficiaries. Aside from this, the program also encourages the family to be more mindful of spending habits (4.06). Most families ensure they provide for their children's educational needs and budget the money based on what is required. However, other families spend the money for other purposes which compromise the children's education, including their basic needs.

On average, families' financial management gained a 4.13 rating, which means High. The result explains that the family becomes more responsible in giving priority to their needs. Though the program does not guarantee financial stability as it will not last, especially when a learner reaches 18 years old, many families can meet their basic needs and have their children finish their studies despite their situations in life. According to Reyes, et al., (2020) study, the Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer (CCT) program that provides cash transfers to beneficiary households subject to their compliance with certain conditions. Furthermore, Olfindo and Fernandez (2021) mentioned that the Pamilyang Pilipino Program aims to reduce and alleviate existing poverty by supplementing the income of the poor to address their current consumption poverty, especially in the education and health of their family members while making them follow specific conditionality's that can boost their human development investment and ensure its compliance so that they can have more opportunities in breaking the intergenerational cycle of poverty in the long run.

Regarding learners' academic management, it is noteworthy that the program receives a Very High rating (4.46) for consistently providing additional support and resources to aid in studies. The result indicates that learners' parents ensure their children have resources for their studies. Due to the program, learners have cell phones and even gadgets that serve as educational learning tools. In this modern time, learners are so oriented with technology. Cell phones became their tools to access information, which helped deepen their knowledge and expand their understanding. Aside from this, their school expenses, such as school supplies and uniforms, were taken from the cash assistance of the program. Before the opening of the class, parents secured their children's school supplies. They prepared all these so that the children were ready for the school. These were definitely the most common benefits the program gave the learners.

Meanwhile, external factors did not guarantee motivation, for intrinsic forces primarily influence it. Given this, the program motivates the learners to improve in school (4.06). However, compared to others, this indicator has the lowest rating gained. It indicated that learner beneficiaries need to do their best for the sake of the program. They do their best to get good grades, but this is rare. Some learner beneficiaries are demotivated in their study, as observed in their behavior, attendance, and even performance in school. In a similar rating, the program makes learners feel more confident in their academic abilities (4.06). Some learner beneficiaries commonly exhibited this behavior. Those not inclined towards the academic side showed lower engagement in the class. Some learner beneficiaries were not into the academic side, which made them less engaged in the class. Though they benefited from the program, their interests and abilities varied.

On average, the program garnered a 4.20 mean rating, which is High for learners' academic management. It was apparent that learners' performances have progressed due to their regular attendance, participation in school activities, and the financial support they received from their parents. The result manifested the program's positive effects on their motivation toward the study. Though not all learners have achieved a high extent of grades, other learners can pass all the subjects. Reyes, et al., (2020) posited that the 4Ps' goal was improving human capital. The 4Ps offer enormous promise for raising educational attainment and enhancing health and nutrition outcomes.

The actual benefits enjoyed by the beneficiaries revealed that the pupil beneficiaries, rated at 4.50, receive financial assistance through the 4Ps, indicating a Very High level. Given this, all the learner beneficiaries have received cash assistance as long as they are qualified recipients. There is no reason they cannot receive the benefits because their ATM cards will automatically grant them access.

On the other hand, parents rated high on their pride and belongingness as beneficiaries of the 4Ps, which gained the lowest rating compared to other indicators. The result manifested that parent feel proud of the benefits of the program. This feedback was expected of them, though others may envy them, especially those not qualified for the program. On a similar rating, the 4Ps provided opportunities for extracurricular activities and skill development (4.07). The 4Ps contributed to better nutrition and health care with a 4.08 mean.

On average, the benefits enjoyed gained a 4.15 mean rating, which means High. Parents of the learner beneficiaries provided the basis of their enjoyment of receiving benefits from the program. It was a reflection that the program has significantly uplifted the family's economic situation. The family had the opportunity to function in the community and the capacity to provide for its needs, leading to an overall improvement in the quality of their life.

In general, raters interpreted the perceived effects of the 4Ps on learner beneficiaries as high, giving it a rating of 4.16. The result indicated that the program provides a positive impact on pupil-beneficiaries. The improvement of family conditions characterized this from having less to having the capability to support the needs. Also, learners' academic competence has improved, as noted by their regular attendance and participation in school activities. The family has enjoyed and benefited from the program.

The findings confirm de la Torre's (2018) study, which revealed that the 4Ps contributed significantly to the school's performance indicators. The study also increased the recipient's and school staff's awareness of the program's advantages, disadvantages, opportunities, and threats. The study also finds that 4Ps positively impacted both schools enrolling 4Ps learners and the program participants. Hence, the result suggested that the program be maintained and enhanced to ensure the achievement of its goals.

FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF THE LEARNER BENEFICIARIES

The study investigated the factors affecting the academic performance of learner beneficiaries, including home environment, study habits, learning skills, and academic interaction.

Table 13 Factors Affecting Academic Performance of the Learner Beneficiaries

Indicators	Weighted Mean	Interpretation
Home Environment		
1. I am supported by Home such as mother, father, sisters and brother's tutorial.	4.36	Always Observed
2. I am provided with the facilities by family such as study table and lamp.	3.83	Observed
3. I am encouraged by family such as parents' motivation to attend classes at all times and achieved a high academic performance.	3.68	Observed
Sub-weighted Mean	3.96	Observed

Study Habits		
1. I apply time management for getting a good grade.	3.98	Observed
2. I schedule proper time for study.	3.68	Observed
3. I avoid interference in planned schedule of study.	3.69	Observed
4. I am fully concentrated during study.	3.74	Observed
5. I make proper revision of notes.	3.76	Observed
Sub-weighted Mean	3.77	Observed
Learning Skills		
1. I have critical attitude towards new concepts.	3.82	Observed
2. I develop my presentation skills.	3.56	Observed
3. I take into account the influence of presentation and skills on academic performance.	3.60	Observed
4. I develop reading of material on course content.	3.45	Observed
5. I express concept through writing	3.69	Observed
Sub-weighted Mean	3.62	Observed
Academic Interaction		
1. I take into consideration the influence of interpersonal relationship on academic growth.	3.75	Observed
2. I am convinced on the effect of academic interaction with students.	3.55	Observed
3. I take opportunities to meet faculty members.	3.57	Observed
4. I interact with teachers outside the classroom.	3.60	Observed
Sub-weighted Mean	3.62	Observed
General Weighted Mean	3.74	Observed

Legend:

4.21 - 5.00 Strongly Agree/Always observed 3.41 - 4.20 Agree /Observed

2.61 - 3.40 Neither Agree nor Disagree/Sometimes observed

1.81 - 2.60 Disagree/Seldom observed 1.00 - 1.80 Strongly Disagree/Not observed

Table 13 demonstrates the factors affecting the learner beneficiaries' academic performance, including home environment, study habits, learning skills, and academic interaction. As for the home environment, the learners' home strongly supports their education, as Always observed (4.36). The mother, sisters, and brothers extended support during times of learning at home, proving this. Learners, in this case, would feel belonging in the family with meaningful learning at home.

However, observers noted that children had access to amenities provided by the family, such as a study table and lamp, with a rating of 3.83. Relative to this, learners prefer to learn on their own. Their learning styles really mattered, for some may prefer studying while lying in bed, listening to music, or watching TV. However, it is also essential to consider that facilities at home for these learners are limited. On a similar rating, learners were Observed being encouraged by family to attend class and consistently do well academically (3.68). Notably, learner-beneficiaries were required to have regular attendance in school. Otherwise, the program may disqualify them. That is why parents, from time to time, have to ensure their children can attend classes. In addition, the learners' academic performance was relatively different because it would significantly affect their learning abilities, attitude, and motivation.

On average, the home environment gains a 3.96 mean rating, interpreted as Observed. The result indicated that the home environment actively supported the education of pupil-beneficiaries of the program. In observation, parents consider the program very helpful to them as it relieves them from financial difficulties. With this, they keep their eyes on their children regarding their school performance. If learners fail to meet the program's conditions, this will affect the family's status and prevent the program from benefitting them.

The result was in line with the study of Monica et al. (2020), which revealed that because of the 4Ps, learners could attend classes and be motivated to attend school every day. The survey also showed that the parents/guardians could cover their education costs and supply the projects, resources, allowances, and other necessities that the learners need for school. The results also showed that 4PS beneficiaries routinely attend lessons.

On study habits, learners gained an Observed rating level for applying time management to get a good grade (3.98). Getting a good grade was part of the condition of the 4Ps program. So, learners would do their best to obtain an excellent academic record. However, applying time management may vary from learner to learner. Some learners may need more time management because they prioritize studying, especially at home. The outcome was about the schedule they give for proper time for study (3.68) and avoidance of interference in the planned study schedule, which may seem lacking for other learners.

Similarly, learners gained an Observed rating level for making proper note revisions (3.76). Revision of notes was an old way of practicing in the classroom. Nowadays, learners use their cell phones to take pictures of the lessons unless their teachers require them to write down the information on their notes. Only a few learners do this kind of practice as part of their learning strategy. As for the fact that learners vary in their learning strategies, their concentration during the study may also vary. For this reason, their total concentration during study (3.76) depends upon how they focus on studying their lessons.

On average, the study habits of learner-beneficiaries fall at the Observed level (3.77). The result described those learners must consistently apply proper time management for their study. The outcome was actual as other learners will have their study in the classroom and do not have time to study at home. As a result of this habit, the academic performance of learner-beneficiaries varies at different ratings.

Regarding learning skills, the Table shows that learner-beneficiaries achieved an Observed level of developing a critical attitude toward new concepts (3.82). In this connection, attitude development is a critical stage in the level of learning. Learners manifested this observation in their learning process. However, this development was joint with learners who aim for remarkable academic performance in the school. Observers noted that learners also expressed concepts through writing (3.69). Writing, considered an essential communication skill, was a part of enhancing learning skills. Learners in the classroom engaged in communication, either through speaking or writing. However, learners' communication levels may differ based on their confidence and interaction within the classroom.

Meanwhile, observers noted that learners had observed levels in their development of reading course material, which received the lowest rating. Reading at the elementary level was very crucial. The ability to pronounce the word does not mean a child can read. Regarding this, some learners have difficulties reading even the primary forms of reading. So, it was understood why learners may face difficulty in this aspect.

Additionally, learners scored similarly in developing their presentation skills (3.56). This achievement can be attributed to their confidence in speaking and expressing their ideas based on their understanding of the lesson. Some learners preferred to be silent and could hardly deliver their ideas in the classroom.

On average, learning skills gained a 3.62 mean rating, which falls at the Observed level. This result entails that pupil beneficiaries' learning skills have yet to be fully developed. This outcome means learners need help in writing, speaking, and reading to gauge their learning skills. These dimensions were critical, and each development and learner's exposure happened slowly.

Lastly, on academic interaction, the Table disclosed that learner-beneficiaries demonstrated significant consideration of interaction with others as an opportunity for academic growth. More specifically, learners have a great deal in establishing interpersonal relationships in the classroom (3.75). It indicated that they interact with their classmates to build relationships where collaboration for learning unfolds. Aside from their interaction with classmates, learners also interacted with teachers inside and outside the classroom (3.60). It means that communication between teachers and learners is open in the school. It indicated that teachers are open to communicating with the learners at all times in the school. In this way, learners can share their ideas and problems, informing their teachers of their situations.

Conversely, the effect of academic interaction with learners was at the Observed level with the lowest rating (3.55). This result explains that interaction is one of many factors to consider in the learners' academic performance. Academic interaction paves the way to communicate effectively with other learners and teachers in the school. However, academic performance depends solely on learners' abilities. Meanwhile, taking opportunities to meet faculty members gains an Observed level of 3.57. This result indicated that parents and learners only meet the faculty members in school whenever needed. For instance, when a teacher calls upon the parent's attention regarding the problems of a learner in the subject.

On average, academic interaction gained a 3.62 mean rating, which indicated an Observed level. This result illustrated that academic interaction could influence the student's academic performance. Learners with good

interpersonal relationships would have better opportunities to collaborate with other learners and communicate with teachers in the school. This opportunity will help the learners open up about their academic difficulties and problems at home and school.

As de la Torre (2018) explained, the conditionality of the learners' attendance was the most visible and felt benefit of implementing the Pantawid Pamilyang Pilipino Program (4Ps). According to the study, there were fewer learner absences because parents pushed their children to attend class daily to stay within the monthly attendance requirement. Observers also noted that fewer learners missed class due to illness because parents became more aware of the importance of their children's health and took better care of them. Additionally, increased class attendance positively impacted learners' academic performance.

Overall, the factors affecting academic performance garner a 3.74 mean rating interpreted as Observed. Various factors can influence academic performance. These factors are home environment, study habits, learning skills, and academic interaction. However, the factors' influence depends upon the support and assistance of the parents extended to the learners. It is also dependent upon how the learners devote time to their studies. Another is learners' learning abilities, which can be determined based on their knowledge and skills. Lastly, the relationship between other learners and teachers builds better communication where learners can share their academic challenges and problems.

Diaz (2021) revealed that the quality of education and schooling is enhanced as governed by cash transfer programs aimed at continually reducing poverty.

RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND PERCEIVED FACTORS AFFECTING ACADEMIC PERFORMANCE OF 4Ps LEARNER BENEFICIARIES

This section constituted the results of the accumulated data and the decision on the relationship between academic performance and perceived factors affecting the academic performance of 4Ps learner beneficiaries. This study utilized the Statistical Package for the Social (SPSS) using the Chi-square Test of Independence with a confidence level 0.05 to examine the connection between the independent and dependent variables.

Table 14 Significant Relationship Between the Academic Performance and Perceived Factors Affecting Academic Performance of 4Ps Learner Beneficiaries

Variables	N	df	X ²	P	Interpretation	Decision
Academic Performance and Perceived Factors	84	6	4.157	.655	Not Significant	Accept H ₀
<i>Significant @ 0.05 level</i>						

Table 14 shows the relationship between academic performance and perceived factors affecting the academic performance of learner-beneficiaries. Observing the computed Pearson Chi-square value of 4.157, we find the computed p-value for the relationship between the two variables is .655, exceeding the .05 significance level. This outcome indicates no correlation between academic performance and the perceived factors. Academic performance is not dependent on the perceived effects of the home environment, learning skills, study habits, and academic interaction. So, all these perceived factors have no bearing on the academic performance of learner-beneficiaries. There were many factors to consider in the academic performance of the learners. Among these factors, cognitive was the highest, significantly determining academic performance. Thus, the null hypothesis is accepted.

Several factors affect the academic performance of learners. Stecher and Rose (2018) explain that action is the outcome of conscious decisions made to maximize pleasure and limit pain. Furthermore, Gbollie and Keanu (2017) highlighted that although effort, performance, and motivation contribute to academic achievement, studies have shown that individual factors like personality, skills, knowledge, experience, and abilities significantly influence performance.

In the same view, Rugutt and Chemosit (2019) stated that academic performance and achievement are affected by the psychological characteristics of individual students, and their immediate psychological environments influence educational outcomes such as cognitive, behavioral, and attitudinal.

RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT OF LEARNERS BENEFICIARIES AND THE IMPLEMENTATION OF 4Ps

The study intends to disclose the impact of the implementation of the 4Ps as to social assistance and social development on the academic performance of learner beneficiaries. A 0.05 confidence level is applied to accept or reject the null hypothesis. The process can be done through the Chi-square Test of Independence, the statistical tool applied in computing the data as a basis for analysis and interpretation.

Table 15 Significant Relationship between the Academic Achievement of Learner Beneficiaries and the Implementation of 4Ps

Variables	N	df	X ²	p	Interpretation	Decision
Academic Performance						
Social Assistance	84	6	33.439	.021	Significant	Reject H ₀
Social Development	84	6	49.806	.017	Significant	Reject H ₀
Factor Average	84	6	41.623	.019	Significant	Reject H₀

Significant at 0.05 level of confidence

The data shown in the Table express the Chi-square value and p-value for the relationship between the academic achievement of learner beneficiaries and the implementation of the 4Ps as to social assistance and social development. The Table shows that the computed X² value between academic achievement and social assistance is 33.439, and the significant value is .021, less than the 0.5 significance level with 6 degrees of freedom. The result shows a strong correlation between academic success and social support during the implementation of the 4Ps. Providing aid for learners under the poverty level of the family, with social assistance as one of the main intentions, significantly enhances their learning by providing the means to meet their educational needs.

Similarly, the computed X² value between academic achievement and social development is 49.806, and the significant value is .017 with a degree of freedom of 6. The computed p-value is less than the .05 significance level, indicating a significant correlation between social development and the academic achievement of learner beneficiaries. In line with this, implementing the 4Ps has positively impacted learners' academic progress. Learner beneficiaries become independent learners and improve their social skills by attending classes regularly and interacting actively with their teachers and classmates.

Generally, the implementation of the 4Ps significantly impacts learners' academic achievement as reflected on the factor average of computed X² value, which is 41.623, and the significant value is .019 with a degree of freedom of 6. The results indicate that implementing the 4Ps to aid the education of learners under the poverty level has significantly supported the education of learner beneficiaries. Through this, the program promotes academic progress, as manifested by the ability of learners to prioritize learning and ensure that they can do well in the class. The program also ensures that the family can monitor their children in school and support their educational needs in school and at home. The findings of the study led to the rejection of the null hypothesis.

PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF THE 4PS

The study identified the challenges the recipients faced when putting the 4Ps into practice. The respondents filled out a questionnaire by indicating the problems they encountered. The research team tabulated the collected data using a percentage formula, and Table 16 presents the results as the foundation for analysis and discussion.

Table 16 Problems Encountered in the Implementation of the 4Ps

Problems	f	%
Social Stigma or discrimination from peers	31	37
Health and Nutrition	25	30
Dependency of the Program	16	19
Overcrowded Classroom	12	14
Total	84	100

Table 16 expresses the problems encountered in the implementation of the 4Ps. The respondents encountered several problems as beneficiaries of the program. These problems can be related to discrimination, reliance on the program, health and nutrition, etc. Social stigma was the most common problem that was experienced by the beneficiaries, with 31 or 37%. Beneficiaries of the program are those whose socio-economic status is under the poverty line. So, people perceive them as poor and wrongly label them as those with 'nots' in life. This perception is rooted in the Filipino culture, a mindset that many have adopted and persists to this day. Another area for improvement is health and nutrition, with 25 or 30%. Though few only experience health-related problems and poor nutrition, it gives a basis for the idea that financial assistance is insufficient to support the family's needs, especially for a large family.

Aside from the problems encountered, beneficiaries indicated that some became dependent on the program from their benefits, with 16 or 19%. This usually happened to families whose parents were unemployed and did not have other income sources. On the other hand, 12 or 14% cited overcrowded classrooms as a problem they encountered. This problem can be observed in public schools where 40 or more learners occupy one classroom.

This is due to needing more classrooms with many learners in the school. In the study of Lluz (2020), it was mentioned that the 4Ps are helpful to students, but there are urgent issues like family living situations that cause the students to drop out despite having financial aid to stay in school.

3. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary of the findings, conclusions drawn from the findings, and the corresponding recommendations.

Summary of Findings

The study revealed the profile of the respondents. As for teachers, most were in the age range 37-43, females had equally attained master's and bachelor's degrees, had 16-20 years, and had attended a GAD-based IC Cebu training. In like manner, most learners were eight years old, females, grade 3 level, had normal nutritional status, and had Php 1,400 – Php 1 499 monthly incomes.

As regards the status of the implementation of the 4Ps, social assistance was implemented at a very high level while social development was high. As a whole, the status of the implementation of the 4Ps gained a Very High level, which indicated that the 4Ps were beneficial for low-income families as they provided financial assistance that supported the children in education, improved their health status, and participated in school and community activities.

In terms of the perceived effects of the 4Ps learner beneficiaries, it was revealed that families' financial management, pupils' academic management, and the actual benefits enjoyed were High, indicating that the program positively impacts learner-beneficiaries.

As for academic achievement of the 4Ps Learner Beneficiaries, the study revealed that the majority of learners had a Satisfactory level of performance, and the mean rating of all the grades of the learner-beneficiaries was Very Satisfactory. This indicated that all students were doing well in their studies.

When it comes to the perceived factors affecting the academic performance of the learner beneficiaries, the study determined that home environment, study habits, learning skills, and academic interaction gained an Observed level. This indicated that all these factors were considered to impact the learner beneficiaries' academic performance.

However, the study also showed that applying the 4Ps to social development and assistance significantly impacts learners' academic achievement. This means that the application of the 4 Ps has greatly aided learners' education and positively fostered their academic progress, as evidenced by their capacity to prioritize their studies and perform well in class. Based on the results, the null hypothesis was rejected.

Lastly, the study found that academic performance was not correlated with perceived factors such as home environment, learning skills, study habits, and academic interaction. So, all these perceived factors had no bearing on the academic performance of learner-beneficiaries. Thus, the null hypothesis of the study was accepted.

Conclusion

Based on the findings, the families of learner beneficiaries received good financial support from the Pantawid Pamilyang Pilipino Program (4Ps), which enhanced the beneficiaries' educational opportunities, health status, and participation in school. This happened because the program has been well implemented, which ensures the benefits the learner beneficiaries have gained. Due to this, the learner beneficiaries performed very well academically in all subjects. Though the perceived factors affecting the academic performance of learner beneficiaries yield no impact on their academic performance, the 4Ps, in general, have had a favorable impact on the learners' academic progress.

Recommendations

Based on the research gathered and conclusions made in the study, the following recommendations may be considered:

1. 4Ps learner beneficiaries can be improved comprehensively by giving them additional chances to reach their full potential, such as college scholarships, career training, and even workshops and seminars on spiritual and moral development.
2. Teachers may give attention to the learner beneficiaries by closely monitoring their attendance, health status, participation in school activities, and academic performance in all their subjects.

3. School administrators may encourage and strengthen the participation of parents of learner beneficiaries in school. This can be achieved through holding frequent meetings and implementing collaborative programs such as feeding initiatives and other school programs.
4. Lawmakers may expand the benefits given to family beneficiaries, especially families with no income sources and many children. This ensures that their basic needs can be met and their children's education may not be at stake.
5. The community may think about getting involved in the law's implementation. The public can motivate one another to employ government support for the advantage of the recipients who were the learners. One way to accomplish this is through seminars teaching people how to properly use government assistance and through the intervention of the barangay leaders. In order to motivate and guide people to prioritize their children's future, the community may create plans and launch initiatives.
6. Future researchers may conduct similar studies to deepen knowledge and understanding of the impacts of the 4Ps on learners and family beneficiaries. This will provide further objective results on the program's importance in Filipino families' lives.

4. OUTPUT OF THE STUDY

Introduction

In light of the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on the academic achievement of the learner-beneficiaries at Agsuwao Elementary School, this section of the study suggests an intervention plan. This aims to conceptualize the stakeholders' roles, particularly school administrators, teachers, learners, and parents, to improve the academic performance of the learner beneficiaries in school.

The success and failure of the proposed programs depend highly on how they are implemented and acted upon. The programs need coordination and concerted efforts from the stakeholders of Agsuwao Elementary School, school administrators, teachers, parents, and most significantly, the learners to function effectively. Therefore, we carefully and thoughtfully crafted this intervention strategy to boost the academic achievement of the students benefiting from Agsuwao Elementary School.

The researcher has high hopes that the proposed intervention plan will benefit the school, specifically the teachers, parents, and learners, in their interventions that address the learning challenges of the beneficiaries in school. School administrators, teachers, learners, parents, and other stakeholders may find the output significant in creating meaningful learning for the learner beneficiaries.

General Objectives:

1. To strengthen the collaboration among school administrators, teachers, learners, parents, and other stakeholders in supporting the academic needs of the learner beneficiaries in the school.
2. To effectively address academic difficulties and challenges encountered by the learner beneficiaries.
3. To improve further the academic achievement of the learner beneficiaries in the school.

INTERVENTION PLAN

Areas of Concern	Objectives	Strategies/ Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Social assistance and development of 4Ps in school	Strengthen the educational needs and support of the learner beneficiaries	- Conduct medical mission to provide medical assistance and free check-up. -Encourage the learner beneficiaries to	School Clinic-in-charge, Class Adviser, teachers and Pupils	Php 1,000.00	School MOOE	Year Round	-100% learner beneficiaries have normal health status -90% learner beneficiaries have participatio		-

		participate in school clubs and organizations. -Invite speakers to conduct seminars on social development.					n on school activities		
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Areas of Concern	Objectives	Strategies/ Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Effects of 4Ps on Learner Beneficiaries	-Assess the financial status of the parents of learner-beneficiaries -provide support and resources to learner beneficiaries in their study -Implement programs that improve the health and nutrition of the learner-beneficiaries	-Conduct seminars on proper budgeting. -Coordinate with the LGU's to provide special programs like Sugbo Negosyo. -Discover indigenous materials that can be used as learning resources. -Create a feeding program following a dietary plan to ensure its effectivity.	School Administrators, teachers, learners, and parents.	Php 5000.00	MOOE	Year Round	-90% of learners have access and utilized learning resources.		

Areas of Concern	Objectives	Strategies / Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Academic Achievement of the Learner Beneficiaries	Strengthen parental support to the academic needs of learner beneficiaries. Promote proper study habit among learner beneficiaries.	-Conduct orientation to parents on their roles in the education of their children. -Create a special program that create a strong bond between teachers and parents for the learner's productivity. -Make a time schedule for every learner to increase the level of effectivity.	School Administrators, Teachers, Learners and Parents	Php 5,000.00	School MOOE	Year Round	-90% of parents of learner beneficiaries are actively participating school meetings and programs. -90% of learner beneficiaries have academically improved across all the subjects.		

Areas of Concern	Objectives	Strategies/ Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Factors that affect the academic performance	-Develop learning skills among learner beneficiaries	-Set standards on applying time management for effectivity. -Integrate metacognitive strategies for pupil	Administrators, Teachers, Learners and Parents	Php 5000.00	MOOE	Year Round	-90% of learner beneficiaries are actively participating school meetings and programs -90% of learner		

		beneficiaries to apply in their study. -Engage learners to communicate effectively using different medium of instruction.					beneficiaries have academically improved across all the subjects		
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Areas of Concern	Objectives	Strategies/ Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Factors that affect the academic performance	-Foster academic interaction among learner beneficiaries within and outside the classroom.	-Engage the learner beneficiaries in public speaking and creative writing. -Involve all learner beneficiaries to extracurricular activities like sports and scouting. -Engage learner beneficiaries to conduct innovations using different skills and strategies. -Evaluate the academic progress of every learner beneficiaries ..	Administrators, Teachers, Learners and Parents	Php 5000.00	MOOE	Year Round	-90% of learner beneficiaries are actively participating school activities and programs -90% of learner beneficiaries have academically improved across all the subjects		

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