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BEYOND AID: THE IMPACT OF PANTAWID PAMILYANG PILIPINO PROGRAM (4PS) ON BENEFICIARIES ACADEMIC PERFORMANCE AND SATISFACTION

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Abstract

This study examined the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on beneficiaries' academic performance and satisfaction. Specifically, it investigated the level of program implementation in education and health; beneficiaries' satisfaction with perceived benefits, financial relief, and motivation; students' academic performance; and the relationship between program implementation and both academic performance and satisfaction. Employing a descriptive-correlational research design, data were collected through a structured questionnaire and students' academic records. Statistical analyses included frequencies, percentages, means, and Pearson Product-Moment Correlation Coefficients. Findings revealed that the implementation of the 4Ps program in education and health was rated highly, with high satisfaction levels, particularly regarding financial relief, perceived benefits, and motivation. Most students achieved academic performance classified as satisfactory to very satisfactory. Moreover, results indicated a low but significant positive correlation between 4Ps implementation and academic performance, and a moderately significant positive correlation between implementation and satisfaction. These findings suggest the program exerts a stronger influence on student satisfaction than on academic achievement. The study concludes that the 4Ps program effectively enhances students' school participation, motivation, and overall satisfaction, though its direct impact on academic performance is limited. It recommends implementing additional academic support programs to further improve learning outcomes.

Keywords: elementary education, Pantawid Pamilyang Pilipino Program (4Ps), academic performance, student satisfaction, program implementation, education and health grants, descriptive correlation.

INTRODUCTION

Background of the Study

One of the major obstacles to implementing the 4Ps is transitioning from academic access to true educational quality. While the program effectively ensures attendance compliance, Reyes et al. (2015) highlight an Attendance-Performance Gap, noting that high

attendance rates often exceeding 96% do not automatically translate into superior grades or cognitive mastery. The purpose of this research is to determine how the 4Ps program can better achieve its primary goal of providing true educational

empowerment by examining its effects from dual perspectives: compliance, academic performance, and beneficiary satisfaction.

Significant improvements in educational outcomes, including a rise in enrollment from 87% to 95% and a notable decrease in dropout rates, have been directly linked to targeted financial interventions. By providing families with the means to cover essential expenses such as uniforms, books, and fees, such programs effectively dismantle the economic barriers that hinder academic success. According to studies, enhanced economic security through support for families improves their children's academic achievement and increases beneficiaries' satisfaction. As such, the SCTP has been expanded to all districts in Malawi and currently supports approximately 300,000 households, thereby creating an improved, more conducive school environment for many of its students (Kilburn et al., 2017).

The Flores et al. (2019) study, conducted at Calaba National High School in Nueva Ecija, showed that the 4Ps program influenced both students' academic performance and their motivation. The stipulation that students maintain 85% school attendance as a program condition led researchers to observe that program beneficiaries had improved attendance and achieved outstanding academic results. This study highlights the need to connect financial support to educational activities that foster continuous learning success.

Considering this, the researcher decided to conduct this study to learn more about the effects of the Philippine government's conditional transfer program on beneficiaries' educational outcomes and its poverty reduction strategy. Since there is no study conducted to cover the effects of 4Ps to students' academic performance and level of satisfaction in Monkayo Central Elementary School, this study aims to determine whether students at Monkayo Central Elementary School take advantage of this opportunity to succeed academically, whether the program is beneficial to them, whether beneficiaries are enrolled in classes, whether they are receiving the correct amount of cash assistance, and whether the beneficiaries' academic performance has improved.

This study aims to examine the relationship between the implementation of the 4Ps program and the academic performance of student beneficiaries, and to assess beneficiaries' satisfaction with the program. By exploring these dimensions, the research seeks to contribute to ongoing policy discussions and efforts to enhance educational equity and support for underprivileged learners.

Purpose of the Study/Research Questions

This study determined which domain in the Pantawid Pamilyang Pilipino Program (4Ps) significantly influences the Academic Performance and level of satisfaction of the student beneficiaries in Monkayo Central Elementary School. Specifically, this study sought to:

1. What is the level of implementation of 4Ps in terms of:
 - a. Education grants
 - b. Health grants
2. What is the level of Students' Academic Performance?
 - a. General Weighted Average (GWA)
3. What is the level of Students' Satisfaction in terms of:
 - a. Perceived Benefits
 - b. Financial Relief
 - c. Motivation

4. Is there a significant relationship between the implementation of 4Ps and the Academic Performance of the student?
5. Is there a significant relationship between the implementation of 4Ps and the level of satisfaction of the student?
6. Is there a significant difference between the posttest scores of the control and experimental groups?

METHODOLOGY

Participants/ Respondents/ Informants/ Subjects

The respondents of this study were the Grade 6 4Ps students of Monkayo Central Elementary School for the school year 2025-2026, located at Poblacion, Monkayo, Davao de Oro. This study used purposive sampling. Purposive sampling is utilized to select participants who are actual 4Ps beneficiaries deliberately.

Table 1

The distribution of respondents from 10 sections of Grade 6

Section	No. of Respondents
Mt. Apo	12
Mt. Arayat	13
Mt. Banahaw	10
Mt. Bulusan	11
Mt. Iraya	13
Mt. Kanlaun	11
Mt. Makiling	10
Mt. Mayon	5
Mt. Pinatubo	7
Mt. Taal	11
Total	103

Data Gathering Method

The researcher obtained ethical clearance from the Ethical Review Committee (ERC) to begin their research. Following ethical clearance, the researcher was required to validate the instrument to ensure it accurately measured the aims of the 4Ps study, including the impact of household circumstances on education and health. After obtaining ethical approval to conduct the study in an identified school within the Davao de Oro district from the Department of Education Division of Davao de Oro, an approved letter from the division was included with a letter sent to the school to seek permission to distribute the questionnaire.

As the respondents were both minors and required parental consent, an assent form was issued to allow parents to consent to their child's participation in the study. The researcher obtained all assent forms with parent signatures before conducting the survey. Before participants completed the survey, all respondents were required to sign an Ethics Informed Consent Form (ICF). This form informed respondents of their rights as participants in the study, including the right to informed consent, to be treated with respect, and to be protected from harm throughout the study. In the study's explanation of purpose, the researcher discussed the survey with the participants. The researcher personally administered the

questionnaire and provided clear instructions regarding its completion, ensuring adequate time to complete the survey and to retrieve the completed surveys within one hour of distribution.

Upon completion of the survey, the researcher obtained participants' cumulative grade averages from their respective advisers for the first through fourth quarters of the 2025-2026 school year. Surveys were then compiled, analyzed, and interpreted using statistical treatment to provide answers to the research questions presented earlier in this study.

Additionally, all completed surveys were collected by the researcher. Data were collected by and alongside the data processor. All individual data collected from respondents were handled with the utmost confidentiality and security, in line with ethical research practices. All surveys and collected data were coded and organized to protect respondents' privacy. All raw data were made available for review only by the researcher and identified staff. All completed surveys were meticulously reviewed for completeness, and responses were removed or rejected due to missing items and/or inconsistencies in the information. Coded data were then entered into a safe, secure database or statistical software for analysis and review.

Upon completion of the study, the researcher placed all physical copies of surveys into a locked drawer. Before providing the study results, all identifiable information collected from the respondents was removed or anonymized to protect participants' privacy. Data were retained only for as long as required for research purposes and disposed of in accordance with ethical guidelines.

Data Analysis Plan

This research employed a descriptive correlational research design with a quantitative methodology to examine the association between the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) and beneficiaries' satisfaction and success. The descriptive-correlational research design entailed identifying the qualities of a specific phenomenon through observation or exploring correlations among two or more phenomena (Creswell, 2012). This research work entailed obtaining data to test hypotheses or answer questions about the present research problem. Without changing any conditions, the design focused on quantifying variables and evaluating the direction and strength of their correlations.

Moreover, the researcher used the survey questionnaire adopted from Rapista (2023). The questions were divided into two (2) indicators. It is composed of items 1 to 5 for education grants and items 1 to 5 for health Grants. Meanwhile, the survey questionnaire on beneficiaries' satisfaction was adapted from Chavez (2019). Implementation of the 4Ps cash grant and student beneficiaries' academic performance.

To know the level of perceived benefits of the Pantawid Pamilyang Pilipino Program to the Grade 6 student beneficiaries in Monkayo Central Elementary School, the following interpretation scale will be followed:

Scale	Range	Descriptive Meaning	Descriptive Interpretation
4	3.50 – 4.00	Very High	This means that the 4Ps is extremely beneficial.
3	2.50– 3.49	High	This means that the 4Ps is highly beneficial.

2	1.50 – 2.49	Low	This means that the 4Ps is less beneficial.
1	1.00 – 1.49	Very Low	This means that the 4Ps is unbeneficial.

To determine the status of academic achievement of the 4Ps beneficiaries, the following will be used:

Range	Descriptive Equivalent	Remarks
90-100	Outstanding (OS)	Passed
85-89	Very Satisfactory (VS)	Passed
80-84	Satisfactory (S)	Passed
75-79	Fairly Satisfactory (FS)	Passed
Below 75	Did not meet the expectation	Failed

To know the level of satisfaction of Grade 6 student beneficiaries in Monkayo Central Elementary School, the following interpretation scale will be followed:

Scale	Range	Descriptive Meaning	Descriptive Interpretation
4	3.50 – 4.00	Very High	The students beneficiaries are highly satisfied with the 4Ps program.
3	2.50– 3.49	High	The students are generally satisfied, but there are may be minor concerns that need attention.
2	1.50 – 2.49	Low	The students have noticeable concerns about the program, and improvements are needed.
1	1.00 – 1.49	Very Low	The students are highly dissatisfied, including major issues in the program that require

For statistical analysis, Pearson R for the relationship between two variables, multiple linear regression was used to examine how the independent variables interact and predict the dependent variables, and mean for calculating the average of the data set.

RESULTS AND DISCUSSION

This chapter presents the results obtained and the subsequent analyses and interpretation based on the problems presented.

Level of Implementation

This section presents the results of the first statement of the problem, which examines the level of implementation based on two key indicators: education grants and health grants.

Education Grants. Table 2 presents the 4Ps level of implementation in terms of education grants.

Table 2

Level of Implementation in terms of Education

Indicators	MEAN	DESCRIPTION
1. Able to attend classes everyday.	3.6	Very High
2. Interested to study everyday.	3.1	High
3. Motivated in going to school.	3.6	Very High
4. Parents/guardian can give daily school allowance	3.6	Very High
5. Confident in going to school with complete school supplies.	3.4	High
OVERALL	3.4	High

As shown in Table 2, three of the five education implementation indicators received an overall average rating of 3.6, which is indicated as Very High. Daily classroom attendance, motivation to attend school, and parents' ability to provide a daily allowance were three areas where the education grants are highly effective in supporting student attendance, motivation to attend school, and families' ability to cover daily expenses associated with sending their children to school.

Conversely, daily interest in studying obtained an overall average Rating of 3.1, which is considered high. This indicates that although the educational grants support attendance and motivation, they are not very effective at increasing students' interest in studying. The overall average rating across all indicators is 3.4, which is also considered High, indicating that the education grants generally support student engagement in school.

Health Grants. Table 3 presents the 4Ps level of implementation in terms of health grants.

Table 3

Level of Implementation in terms of Health

Indicators	MEAN	DESCRIPTION
1. Receive deworming pills twice a year.	3.0	High
2. Eat meal three (3) times a day.	3.5	Very High
3. Have healthy lifestyle.	3.3	High
4. Cannot be easily infected by diseases due to having a complete health service.	3.2	Very High
5. Families can buy the basic needs (food, clothing and etc.)	3.5	High
OVERALL	3.3	High

As shown in Table 3, among the indicators of health grants and level of implementation that were analyzed, the highest mean rating of 3.5 (very high) occurred in two areas: eating meals three times a day and families' ability to purchase basic needs. Therefore, health grants have a strong positive impact on students' nutrition and on families' ability to meet their essential daily needs. In contrast, receiving deworming pills twice per year had the lowest

mean score of 3.0 (high), suggesting that although the provision of health services is being implemented, it is not as consistent or as highly emphasized as many of the other benefits associated with health grants. The overall mean score for the implementation of health grants is 3.3 (high), suggesting that the implementation is successful in promoting student health; however, some areas need strengthening.

Overall, Monkayo Central Elementary School's Education Grants Program is a well-rounded funding model that can stabilize a student's foundation for participation by providing schools with accessible resources to account for both physical presence and financial readiness of students. Physical presence in school and financial readiness, as shown in Table 2, were the two criteria on which the education component of 4-Ps was most effective, providing students with regular school attendance habits, a strong sense of motivation, and daily allowances. As stated by Orbeta et al. (2023), the primary benefit of the educational program is the ability to establish a consistent pattern of school attendance through verification processes that include well-defined, stringent rules.

A similar conclusion was presented by Acupido et al. (2021), who documented a significant increase in class attendance and overall academic average among students receiving assistance through the 4-Ps program. Beneficiaries were encouraged to comply with the school's requirements to continue receiving their education grant. This further supports the assertion that conditional cash transfer programs function not only as a source of financial assistance but also as a means of supporting beneficiaries' ongoing engagement in school.

Evidence in the data also supports a positive relationship between financial assistance and the provision of parents/guardians with the means to purchase school supplies for their children. All respondents expressed high confidence in the students' preparedness for class. While the results of this study indicated high levels of both extrinsic motivation and school attendance, there was a somewhat lower degree of intrinsic motivation among students towards daily study. This suggests that while a clear contract was established between the State and the household, assuring students they could physically attend school and motivating them to do so, other aspects of student engagement, particularly the development of a genuine academic interest, may be influenced by factors other than financial assistance. As such, the high mean scores in the education domain may indicate that the support provided by the 4-Ps program enabled students enrolled at Monkayo Central Elementary School to successfully establish regular participation in the educational process.

Meanwhile, at Monkayo Central Elementary School, the health grant program, unlike most programs targeted toward students, takes a more comprehensive approach to student welfare than simply providing financial support, creating a sustainable environment for students' physical development. According to the analysis of data about scholar outcomes in this program, the primary impact of the cash grant program was to create food security. The program shows the highest exemplar ratings on food security indicators (e.g., eating three meals per day) and basic needs (e.g., purchasing food). Therefore, the cash transfer program provides economic support to these poor households. Thus, a household in Monkayo went from being in a state of uncertainty related to nutrition to a state of certainty regarding its nutrition due to the strong definition of the cash grant system, which is that it

serves to offset the loss of income experienced by very poor households, thereby preventing poverty from manifesting as chronic hunger.

The findings of this project are consistent with a 2021 World Bank Evaluation of the 4Ps, which found that beneficiaries of these programs spent a higher percentage of their monthly food expenditure on high-nutrient foods than before receiving support through the 4Ps. In other words, these beneficiaries were able to close the food gap for their children by buying better-quality food and/or increasing their expenditures on high-quality foods. As a result, these beneficiaries secured their primary physiological needs, which fulfilled the first tier of developmental needs. Furthermore, the high score on the impact on preventing disease further supports this program's effectiveness for fostering preventive health care for its beneficiaries.

This success can also be attributed to the study conducted by Kandpal (2016), which indicated that the conditions required to receive cash grants through the 4Ps program led to an increased use of local health facilities to access preventive care services, including immunizations and screenings, which provided a safety net against sickness for scholar beneficiaries.

Moreover, Organo (2023) notes that while the health component of this intervention is an independent benefit to beneficiaries' health, it is also a prerequisite for academic success. The program data indicate that students who are nourished and free from common illnesses have secured their "foundation of wellness" and can therefore participate in class regularly without being interrupted by health-related absenteeism. Although students' clinical health intervention was scored 7.5 (Moderate), lower than the score for students' nutritional support, it remains in the "High" range, which indicates that medical services continue to be integrated into the lives of the students even if students perceive they have lower day-to-day impacts than do their nutritional supports.

Academic Performance of 4Ps Beneficiaries

This section presents the findings related to the second statement of the problem, which evaluated the academic performance of the respondents based on their general weighted average for the 2025–2026 school year

Table 4

Academic Performance

Range of Grades	Frequency	Percentage	Descriptor
90-100	16	15.53	Outstanding
85-89	36	34.95	Very Satisfactory
80-84	46	44.66	Satisfactory
75-79	5	4.85	Fairly Satisfactory
Total		85	Very Satisfactory

The research showed that most students receive grades in the range of 80-84; they make up 46 of 130 (44.66%) of the population studied. This group of students can be classified as "satisfactory." Thus, almost half of all respondents are performing at an average level of academic achievement. Conversely, just 5 students (or 4.85%) received grades in the range of 75-79, which can be classified as "fairly satisfactory", indicating that only a few of the

students achieved a passing level of performance. Additionally, no student received a grade below 75; these findings indicate that all respondents passed their courses, and the majority of students fall within the satisfactory to very satisfactory range when combining all grade distributions.

The assessment of student performance at Monkayo Central Elementary School shows a generally positive outcome in students' learning. The students have a very high pass rate, and most received grades in the top-middle to top range (Satisfactory, 80–84), accounting for almost 45%, while Very Satisfactory (85–89) is approximately 35%. The majority of students (i.e., almost all students who benefited from the study) are meeting core competencies as set by the Department of Education.

The data show that none of the students received a grade below 75 (Poor). This is a significant finding in a study of beneficiaries of the 4Ps Program, as it indicates that the program provides a protective barrier against academic failure and dropout. By requiring that 85% of the school year be attended to be eligible for the cash grant, the 4Ps proves that children are present and learning at school, which is a prerequisite to passing.

Based on the large number of students with grades at Satisfactory and Fairly Satisfactory, it can be inferred that students are at an academic plateau. While the 4Ps program provides financial and health support for children, allowing them to remain in school, it does not directly lead to improved intellectual productivity. This is consistent with the research of Taguiam (2024). While the 4Ps Program may be a strong resource for access and retention, academic excellence is influenced more by internal school factors such as the quality of teacher instruction, the availability of quality learning materials, and the teacher-to-student ratio within the school.

In addition, the data support the Threshold Effect Theory of Social Programs. The 4Ps provide a student with the conditions necessary to reach a passing level, to feed the student, keep them healthy, and get them to school, but to move from "Satisfactory" to "Outstanding" will indicate that additional pedagogical interventions will need to take place, and cannot solely rely on cash transfers. Evidence indicates that the performance of "Very Satisfactory" students shows that 4Ps has been effective in supporting students' academic accomplishments, positively influencing their educational review, and creating a bridge for students in Monkayo from a background of poverty to basic educational achievement..

Level of Satisfaction

This section presents the results of the third statement of the problem. The level of satisfaction of the beneficiaries was assessed in terms of three indicators: perceived benefits, financial relief, and motivation.

Perceived Benefits. Table 5 presents the students beneficiaries level of satisfaction in terms of perceived benefits.

Table 5

Level of Satisfaction in terms of 4Ps beneficiaries Perceived Benefits

Indicators	MEAN	DESCRIPTION
1. Because of 4Ps, my family understands the importance of	3.7	Very High

education and health.		
2. I believe the 4Ps program has greatly improved my quality of life.	3.5	Very High
3. My parents actively participate in the Family Development Sessions.	3.4	High
4. I receive regular health check-ups because of the 4Ps program.	3.1	High
5. The 4Ps program has helped me attend school regularly.	3.6	Very High
OVERALL	3.4	High

As shown in Table 5, among the indicators of perceived benefits, understanding the importance of education and health obtained the highest mean rating of 3.7, described as very high. This implies that the 4Ps program is highly effective in increasing families' awareness of the value of education and health.

In contrast, the mean rating for receiving regular health checkups was the lowest compared to all other responses at 3.1 (descriptive equivalent of high) and suggests that this service is relatively less frequently utilized by beneficiaries than other types of services provided through the program. The average overall mean score was 3.4 (interpretation as high), meaning that beneficiaries perceive all aspects of 4Ps as favorable and significantly benefit from being part of the 4Ps program.

The data collected from the 4 Ps Program on the culture change of those receiving benefits from the program at Monkayo Central Elementary School has shown a marked improvement in the areas of education and health, with school attendance being rated the highest among those receiving 4 Ps benefits and receiving a score close to a perfect score of 5, which has demonstrated that 4 Ps has transformed the values associated with low-income families by placing education and health at a larger priority by linking their grant payments to their attendance in educational and health services. By creating a system that links the ability to receive grant payments to students' attendance in both educational and medical facilities, the 4 Ps Program has instilled in the households of beneficiaries the mindset of investing for the long term in human capital.

According to Organo et al. (2023), beneficiaries of the 4 Ps Program improved in the areas of educational attainment and health status, but their improvements were also related to changes in their household behaviors/lifestyles, indicating a change in values/priorities. These findings support Social Learning Theory as applied to social welfare, as continued participation in the program requirements will result in continued positive behavioral changes. De Jesus and Villanueva (2023) found that beneficiaries of the 4 Ps Program have higher rates of school attendance, provide more of the needed items for their households, and are better able to respond to the health and educational needs of their families.

These findings suggest that continued exposure to the 4 Ps, required conditionally, will continue to foster the development of positive behavioral patterns. High Ivey ratings in quality of life and school attendance suggest that students are able to connect the 4 Ps Program to the improvement of their daily routines and the increase in regularity of their daily routines. Gorospe et al. (2022),

using a sample of beneficiaries, report that they were able to improve their quality of living and progress toward being able to achieve self-sufficiency through receiving assistance from the 4 Ps, which is consistent with the high rating of satisfaction seen in this study. The extremely high 4Ps rating around school attendance also reflects principles found in Nudge Theory, which posits that providing an incentive to engage in a desired behavior will lead to greater compliance with that behavior. Orbeta (2021) also supports the notion that the conditionality associated with the benefits provided through the 4Ps Program is an effective method of increasing school attendance and increasing the involvement of beneficiaries.

In contrast, the lower score in relation to the number of beneficiaries who received regular health check-ups does point to a potential flaw in the medical system, in that there were a good number of beneficiaries who received a high score overall (5) in attendance but were still unable to receive routine medical check-ups for their children. Nevertheless, while the school habit has developed, the medical habit for children may still be hampered by issues related to inadequate access to health facilities and inconsistent availability of health services within the Monkayo District. Pimentel (2024) also found that while both components of the 4 Ps were rated high for education and health, some issues, particularly related to nutrition and service delivery, need greater attention to improve existing levels of quality.

Financial Relief. Table 6 presents the level of satisfaction of the student beneficiaries in terms of financial relief.

Table 6

Level of Satisfaction in terms of 4Ps beneficiaries Financial Relief

Indicators	MEAN	DESCRIPTION
1. The financial aid from 4Ps has made a positive impact on my life.	3.4	High
2. The 4Ps financial assistance helps ease my family's financial burden.	3.5	Very High
3. The financial support allows my family to buy daily necessities like food.	3.6	Very High
4. The 4Ps financial aid is properly used by my family for its intended purposes	3.3	High
5. I feel more secure knowing my family receives financial help through 4Ps.	3.4	High
OVERALL	3.5	Very High

As shown in Table 6, among the indicators of financial relief, the ability of the family to buy daily necessities like food obtained the highest mean rating of 3.6, described as very high. The 4Ps Program provides various forms of financial aid to participants (in families) to support them in meeting their basic needs. Among those basic needs, food security is one of the most critical needs of a family and therefore has a primary role in sustaining families through economic assistance. The next lowest mean score for families participating in the 4Ps Program was 3.3 (with a high

equivalent) with respect to the utilization of financial assistance provided to a family. The total mean score is 3.5, which was interpreted as Very High. This indicates that the 4Ps Program provides substantial financial support to families through the provision of financial assistance and is successful in meeting the economic needs of the program's beneficiaries.

According to Table 6, the financial assistance data show that the 4Ps program acts as an economic stabilizer for student beneficiaries. For example, the mean rating of students' ability to purchase everyday items, such as food, received the highest mean rating and a very high descriptive rating, a characteristic found by the parents of the student beneficiaries to be that the grant from 4Ps is more than just an added source of income, it serves as a vital source of income for the basic physiological needs of student beneficiaries. In providing food security, the 4Ps program has allowed these student beneficiaries from Monkayo Central Elementary School to concentrate on their education, without the cognitive burden of hunger weighing upon them.

Children experience significant barriers to achieving educational success when they are without food, so with food security through the 4Ps program, students can do better in school. Quicken (2021) stated that beneficiaries regularly utilize cash grants for purchasing necessary items such as food, school materials, and food for their homes, which ultimately leads to an increase in the value and amount of food available to households that do not have the financial means to supply an adequate amount of food to their families.

The very high rating associated with alleviating a family's financial burden indicates that the 4Ps program provides a sense of psychological improvement for both students and parents. Once the stress related to daily essentials is alleviated, the home environment becomes more conducive to supporting a child's education. Gorospe and Tacbas (2022) confirmed that the beneficiaries had their financial burden reduced, improved their budgetary practices, and increased their financial security after they received 4Ps assistance. Having achieved this degree of economic stability, families can devote their efforts to supporting their children in their schooling and developing the best possible outcomes for their children.

Acupido et al. (2021) confirmed these findings when they reported that the majority of student beneficiaries used cash grants to reduce their financial concerns and allow them to purchase educational materials. This supports the conclusion that the financial assistance received through 4Ps allows for basic survival needs and educational participation. Another important factor to consider for discussion is the indicator relating to how properly the cash assistance provided by 4Ps is utilized. Despite receiving a high rating, it obtained the lowest mean relative to other indicators. This relates to how low-income families allocate their financial resources for specific purposes, yet circumstances may arise where those funds allocated to a specific purpose must now be allocated to a more prioritized expense. Similar observations have been identified by De Jesus and Villanueva (2023), with a number of instances of resource misallocation related to 4Ps cash assistance being documented, which would suggest that financial literacy education interventions could assist beneficiaries in making optimal use of 4Ps cash grants received.

In conclusion, the very high mean related to financial assistance confirms that the 4Ps program delivers on its responsibility as a

social assistance program for students in the Philippines. In addition, Reyes et al. (2015) found that for many Filipino families, the role of the child in school was more likely to be achieved through the experience of receiving financial assistance through the 4Ps program than the experience of forcing the children into labor. Based on the financial security that the 4Ps program provides to student beneficiaries in Monkayo and their families, the educational participation of student beneficiaries in Monkayo will continue in place so that these student beneficiaries will have the opportunity to develop and advance their education.

Motivation. Table 7 presents the students beneficiaries level of satisfaction in terms of motivation.

Table 7

Level of Satisfaction in terms of 4Ps beneficiaries Motivation

Indicators	MEAN	DESCRIPTION
1. The financial support from 4Ps has motivated me to do better in school.	3.5	Very High
2. I feel more motivated to study because my school needs are supported.	3.5	Very High
3. I am more determined to finish my studies because of 4Ps.	3.4	High
4. I am less worried about financial difficulties affecting my education	3.3	High
5. Because of 4Ps, my parents/guardians are more involved in my academic progress.	3.5	Very High
OVERALL	3.4	High

As shown in Table 7, among the indicators of satisfaction in terms of 4Ps beneficiaries' motivation, the financial support from 4Ps motivating students to do better in school, feeling more motivated to study due to supported school needs, and increased involvement of parents/guardians in academic progress obtained the highest mean rating of 3.5, described as very high. This implies that the program strongly encourages students to improve their academic performance and promotes greater parental involvement in their education.

On the other hand, the item "have less anxiety about financial problems affecting my education" had the lowest mean score of 3.3 (descriptive equivalent: Very High), while the overall mean score was 3.4 (interpretation: High). Thus, on a general level, the beneficiaries' motivation levels were highly satisfied, and the 4Ps program contributes to the beneficiaries' motivation to continue their studies.

The data analysis shows that three areas in which the program had the greatest impact include providing direct motivation to do better, meeting material needs for schooling, and dramatically increasing parental participation, all of which were rated very highly. These findings imply that the 4Ps program creates a motivational ecosystem where students feel supported by their family environment and by the financial support provided by the state. By eliminating immediate material barriers to education, the 4Ps

program enables students to concentrate less on the stress of living in poverty and more on achieving their goals.

The shift in motivation is consistent with Self-Determination Theory (SDT), in which, when the basic needs for security and competence are satisfied, individuals are more likely to have the desire for long-term achievement. The value of high ratings for parental involvement cannot be overstated, as this finding shows that program conditionalities have nudged parents to be more involved in their children's education. "As mentioned by Grolnick (2015), when social programs provide active encouragement for families to engage in school-based activities, they create a strong link between home and the school," demonstrating the degree to which parents place a high value on their child's educational pursuits.

Therefore, the strong support from families for educational goals aligns with the motivational goals of the schools and internalizes the motivation of students so that they have a higher level of resolve and determination to complete their education despite challenges related to their socio-economic status. While the rating for being concerned about financial issues is not very high, there was still a very high value associated with the variable, indicating a large decrease in levels of Economic Stress Anxiety.

As noted in the study by Chaudry & Wimer (2016), households that exhibit less financial volatility positively impact the child's ability to keep their attention focused on learning and to achieve academic success. The overall mean for motivation, being well above average overall, reflects the degree to which the 4Ps program operates as more than just a financial subsidy but rather functions as a psychological intervention producing a sense of agency and hope in learners at Monkayo Central Elementary School.

Relationship between the Implementation of 4Ps and the Academic Performance of the Beneficiaries

Shown in Table 8 are the results of the relationship between the Implementation of 4Ps and the academic performance of the students

Table 8

Relationship between the Implementation of 4Ps and the Academic Performance of the Students

Statistic	Value	Interpretation
Pearson r	0.30	Low positive correlation
p-value	< .001	Significant
Level of Correlation	Low	Weak relationship

The correlation between the Pantawid Pamilyang Pilipino Program (4Ps) program and the academic success of students was conducted by employing Pearson product-moment correlation coefficient. The main finding was that the correlation coefficient was .30 and the p-value was <.001. The low positive correlation between implementing 4Ps & academic success is relatively weak. However, because this result has a p-value < .05, the result is considered statistically significant. Therefore, the implementation of 4Ps has an impact on the academic performance of students.

The correlation between the 4Ps program and students' grades at Monkayo Central School was found ($p < 0.05$) to be statistically significant, with the relationship between the variables not

resulting only from chance. The low positive correlation indicates that the 4Ps program is a good facilitator of student success through promoting student health and educational achievement. However, the program is not the key contributor to high student grades and functions mainly as a secondary factor that will help support student achievement. In a study of Conditional Cash Transfers and student success (Reyes et al 2015), the results of that study concluded that while CCT programs were successful in raising school attendance and school participation, the final outcome was relatively weaker compared to the previous two measures because student achievement depends on other internal school-level factors, such as classroom quality and availability of learning resources.

The data support the Human Capital Theory that shows a statistically significant relationship between investment in the health and education of ultra-low-income children, providing stability and resources necessary for academic achievement. Orbeta and Paqueo (2022) indicated that the most important benefit of the 4Ps to the Philippine educational system is to provide access for these children to remain involved in education. Thus, there is significant support in this study that confirms that being "present" in school is a necessary condition for "performing well" in one's studies. Further, the low correlation between the aforementioned variables serves as an illustration of the fact that providing financial and health assistance as part of these 4Ps social service programs only addresses part of the academic equation. Therefore, support must be given to move from a "Satisfactory" level of performance to an "Outstanding" level of performance through strong instructional interventions and improvements to the school facilities, as the 4Ps program provides the initial foundation for a child's academic success and provides the means for achieving high academic success.

Relationship between the Implementation of 4Ps and the Level of Satisfaction of the Beneficiaries

Shown in Table 9 the relationship between the implementation of 4Ps and the level of satisfaction of the student.

Table 9

Relationship between the Implementation of 4Ps and the Level of Satisfaction of the Beneficiaries

Statistic	Value	Interpretation
Pearson r	0.60	Moderate positive correlation
p-value	< .001	Significant
Level of Correlation	Moderate	Meaningful relationship

The relationship between the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) and the students' level of satisfaction was analyzed using the Pearson Product-Moment Correlation Coefficient. The results revealed a Pearson's r value of 0.60 with a p-value of less than 0.001, indicating a moderate positive correlation between the two variables. This means that as the implementation of the 4Ps program improves, the level of satisfaction among student beneficiaries also tends to increase. Since the p-value is lower than the 0.05 level of significance, the result is statistically significant. This implies that the relationship observed is not due to chance but reflects a real and meaningful connection between program implementation and student satisfaction.

There is strong evidence that implementing the 4Ps program has a very positive impact on how students at Monkayo Central Elementary School feel about their time there. A correlation analysis found that the combination of receiving support from 4Ps was significantly correlated ($p < .001$) with the level of satisfaction with the academic success of the students, using a Pearson r of .60 as indicative of a moderate relationship. This finding is important as it shows that the impact of the program will have more immediate and observable effects on the students' perspective of their well-being and feeling of safety and security than it will on their academic standing alone. The more consistently the program is delivered (either through timely distribution of grants and/or health services), the more confident the students will be in their economic status and in being supported by the educational system.

There is thus significant support in this study for the Social Exchange Theory. The Social Exchange Theory suggests that as the government provides assistance to individuals, there will be increased trust from the recipients of the assistance. The moderate correlation of .60 found in this study confirms what Montilla et al. (2015) found with respect to 4Ps recipients, specifically that the greatest level of support that 4Ps recipients will feel will be the reduction in daily anxiety associated with surviving. Finally, this study supports the conclusions reached by Miedes (2023). Students receiving support from 4Ps develop a positive overall attitude towards the educational system when they perceive that their basic needs (food, health, and school supplies) are met. Thus, the closeness of the relationship between the 4Ps and the students results in the students' being grateful for the support and providing a sense of belonging to the institution where their academic persistence will continue to be supported.

Indicator of the Implementation of 4Ps Significantly Predicts the Academic Performance of the Student

Shown in Table 10 the indicator of the implementation of 4Ps that significantly predict the Academic performance of the student.

Table 10

Indicator of the Implementation of 4Ps Significantly Predicts the Academic Performance of the Student

Model		t	p	Remarks
	Education	2.012	0.047	Significant
	Health	1.286	0.201	Not Significant

The results imply that among the two indicators of 4Ps implementation, either the education component or health component has little relationship with student academic achievement, but the education component is more likely to have a positive impact on student academic performance when compared to the health component. This implies that educational support interventions are more likely to positively influence student academic achievement than the health-related services provided as part of the program.

The education portion of the 4Ps program is a significant predictor of the academic achievement of the students, with the health component not providing any significance. The education indicator itself is statistically significant, showing again that programs such as school attendance and school allowances, which intervene with

educational delivery systems, do in fact support students' grades who are beneficiaries of the 4Ps program at Monkayo Central Elementary School. In contrast, the health component does not provide a statistically significant independent predictor of students' academic achievement per the data in this model.

This distinction emphasizes the direct impact associated with an educational grant versus the support nature of a health grant. The educational component's significant power confirms that the 4Ps program's strict compliance verification system for school attendance is an important element for the academic stability of 4Ps beneficiaries; i.e., if students are regularly present in the classroom and have consistent exposure to instruction, they will likely receive passing marks. The insignificance of the health component also supports Reyes et al. (2015), who concluded that while health grants are critical to maintaining a child's physical health to participate in school, health grants by themselves do not have any significant and direct effect on the level of cognitive output of a child or their mastery of the curriculum.

Indicator of the Implementation of 4Ps Significantly Predicts the Level of Satisfaction of Beneficiaries

Shown in Table 11, the indicator of the implementation of 4Ps significantly predicts the level of satisfaction of beneficiaries

Table 11

Indicator of the Implementation of 4Ps Significantly Predicts the Level of Satisfaction of Beneficiaries

Model		t	p	Remarks
	Education	3.943	< .001	Significant
	Health	2.821	0.006	Significant

According to the study's results, both education and health features associated with the 4Ps program were important drivers for beneficiary satisfaction. Therefore, increased effectiveness in these areas produces increased levels of student satisfaction.

The outcome of the regression analysis indicates that education and health are distinguished features of the 4Ps program (Pantawid Pamilyang Pilipino Program). The fact that both of these are statistically significant predictors of the beneficiaries' satisfaction level reinforces that the 4Ps program has a broad impact on beneficiary students' well-being. Although health did not have a direct relationship with academic performance, satisfaction with 4Ps is arguably much more closely related to the level of educational support and a sense of physical safety that beneficiaries feel they receive from the program. Consistent with Multidimensional Poverty Theory, it can be argued that a person can only achieve their maximum level of well-being when all portions of their life are appropriately addressed at the same time. The 4Ps program is perceived to generate a high level of beneficiary satisfaction because it addresses both "immediate stressors" of poverty (Montilla et al., 2015). Educational grants provide beneficiaries with tools to prepare for school, while health grants provide beneficiaries with food/nourishment and good health.

CONCLUSION

This study shows that the 4Ps Program (Pantawid Pamilyang Pilipino Program) effectively establishes a culture of school attendance and provides an economic strategy by eliminating the

barriers to accessing school through a strong safety net to prevent failing in school. The 4Ps participants have a significantly lower number of failing grades than non-4Ps participants. The data also shows evidence of a plateau effect for most of the students with satisfactory levels of performance. This means that the 4Ps had a positive impact on educational access, but success in school is not solely dependent on having financial or health support. Rather, success in school is highly affected by internal factors of the education system and the quality of the instruction provided. The results of the regression analysis indicate that the Education component of the 4Ps Program is a better predictor of academic success compared to the Health component. The Health component provides children with the basic necessities to attend school, while the Educational component of the 4Ps has much more impact on student academic success due to the allowance provided and by monitoring attendance. Students receiving both Education and Health services through the 4Ps Program were likely to report a higher level of satisfaction with their schooling, which shows that the 4Ps Program has a holistic effect on alleviating economic stress and creating a family value system that nurtures families that have a long-term investment in their children's education. Additionally, the 4Ps Program provides marginalized children with the security, motivation, and ability to be successful in school, which connects poverty to education.

RECOMMENDATIONS

Department of Social Welfare and Development (DSWD). They may strengthen their monitoring mechanisms to ensure all program beneficiaries receive education and health services consistently and effectively.

Government. The government may continue to provide financial assistance/support through 4Ps and try to improve the amount of assistance provided, as it is a contributor to providing financial relief, encouraging school attendance, and providing satisfaction/comfort to 4Ps beneficiaries. They may also provide regular preventive healthcare services (routine checkups/deworming programs) in order to keep 4Ps beneficiaries healthy and enhance their health and well-being of 4Ps beneficiaries.

Teachers. Teachers may implement student-centered, more engaging methods of instruction for their students to motivate them and interest them in learning and understanding that financial assistance alone will not improve students' academic engagement.

Institution. Schools may create and implement supplemental academic interventions (tutorials, remedial classes, etc.) to improve 4Ps beneficiaries' academic achievement levels because of the low positive correlation between 4Ps program implementation and academic achievement levels measured in this study.

Parents/guardians. They are encouraged to regularly monitor their child's academic progress and to participate in school activities to foster positive educational outcomes for their children.

Future Researchers. Future researchers/ future research may conduct research using larger sample sizes and include additional variables (teaching quality, learning environment, and parental education) so that a more thorough understanding of the impact of multiple factors on 4Ps Beneficiary Academic performance.

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