
Pantawid Pamilyang Pilipino Program Goals and Its Benefits among Learners in Balingasag, Misamis Oriental

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Abstract. The Pantawid Pamilyang Pilipino Program (4Ps) is a human development measure of the national government that provides conditional cash grants to the poorest of the poor to improve the health, nutrition, and education of children aged 0-18. This study was conducted to determine the level of Pantawid Pamilyang Pilipino Program (4Ps) goals and its benefits among learners in Balingasag, Misamis Oriental, for the School Year 2023-2024. It sought to describe the characteristics of the respondents, assess the goals of Pantawid Pamilyang Pilipino Program, find the benefits of Pantawid Pamilyang Pilipino Program, and determine the significant relationship between Pantawid Pamilyang Pilipino Program goals and its benefits and each of the respondents' characteristics. The respondents were one hundred eighty – two (182) Grade VI learners using an adapted and modified questionnaire. Moreover, the descriptive correlation method of research was used. Descriptive statistics such as frequency, percentage, mean and standard deviation were used to describe the variables in the study. Further, Pearson Product Moment Correlation Coefficient (r) was employed to determine the significant relationship between the variables in the study. The findings revealed that the respondents' assessment of the goals of 4Ps and their benefits is high. However, the relationship between the 4Ps goals and its benefits is not significant except on the fathers' occupation. In light of the findings of the study, the researcher concluded that the Grade VI learners have a positive perception of the impact of the 4Ps program on their home environment which include factors such as supportive and conducive learning environment, resources, and parental involvement. It is recommended that the implementing agency of 4P's Program must identify areas to enhance, improve, and refine its approaches and effectiveness in improving nutritional outcomes and creating interactive learning experiences with the learners.

Keywords: Pantawid Pamilyang Pilipino Program, goals, benefits

Introduction

The Pantawid Pamilyang Pilipino Program is the central social protection strategy of the Philippine government targeted towards alleviating poverty in the short-term and addressing the intergenerational transmission of poverty in the long run. It is undeniable that most Filipinos struggle to support their families and pay for their children's education. Many families who were struggling to make ends meet forced their children to drop out of school so they could help with the family's labor and earn money to survive. Education plays a very important role in every Filipino since it is believed that through education, one can achieve a successful life.

According to the Philippine EFA (2015), education has long been seen as a key component of national development and a means of achieving both social and economic mobility. Republic Act 9155, also known as the Governance of Basic Education Act of 2001, places even more emphasis on every Filipino's entitlement to a high-quality basic education. These laws, along with Republic Act 6655, often known as the Free Secondary Education Act, and Senior High School, uphold the State's objective of protecting and advancing the rights of every Filipino citizen by offering free and obligatory elementary and high school education to all children. This relates to free secondary education for four years for students aged 12 to 15 and free tuition for six years for kids aged 6 to 11.

The Philippine government developed a plan to accelerate the nation's push to reduce poverty. The Pantawid Pamilyang Pilipino Program (4Ps) or the conditional cash transfer (CCT) program, also known as Republic Act 11310, was founded in 2008. The program aims to reduce poverty and address transmission between generations (DSWD, 2020). It encourages the implementation of programs that use the nation's human resources and increase the delivery of vital services to the recipients, especially in the areas of education, health, and the malnutrition of school-age children, to break the cycle of poverty from one generation to the next.

This strategy was created due to the impact of poverty on the Filipino people. Through this, it is believed that the children, who belong to poor families, could somehow cope up with the minimum requirements in school. The program provides beneficiaries cash grants of P500.00 a month for health and nutrition expenses and three hundred pesos (P300.00) a month per child for educational expenses. Each child will receive three thousand pesos (P3000.00) for one school year or 10 months or P300.00 / month per child for educational expenses. A maximum of three children per household is allowed. A household with three qualified children could get P1, 400.00 monthly (Department of Social Welfare and Development).

Learners who belonged to disadvantaged families were given chances to achieve their dream of walking down the aisle and wearing an academic gown during commencement exercise, but they needed to perform well to successfully achieve their scholastic desires. This means helping the 4Ps beneficiaries increase the investment in human capital for society by providing free and accessible education to those who cannot afford it. Hence, 4Ps implementation has a beneficial effect in keeping learners healthy and in school. It is also a good way of strengthening the capacity of our country to distribute extra wealth and resources wisely to undeniably poor but deserving learners.

The Pantawid Pamilyang Pilipino Program has two goals, first is social assistance, which is to provide cash assistance to the poor to alleviate their needs which is short term and lastly, it aims to break the intergenerational poverty cycle through investment in human capital for the long term, in health, nutrition and education (4Ps Official Gazette of the Republic of the Philippines). Hence, this study was conducted to determine the goals of the Pantawid Pamilyang Pilipino Program (4Ps) and its benefits for Grade VI learners in Balinagasag, Misamis Oriental.

Literature Review

Goals of Pantawid Pamilyang Pilipino Program

The Philippine government devised a plan to expedite the nation's efforts to reduce poverty. Republic Act 11310, also referred to as the conditional cash transfer (CCT) program or the Pantawid Pamilyang Pilipino Program (4Ps), was created in 2008. The program's objectives are to combat generational poverty and reduce poverty (DSWD, 2020). In order to break the cycle of poverty that passes from one generation to the next, it encourages the implementation of programs that contribute to and make use of the nation's human resources and increase the delivery of essential services to the recipients. These services include education, health, and malnutrition of school-age children.

Additionally, it is worth noting that establishing warm and positive sibling relationships can have lasting benefits, while early relationships marked by difficulties may be associated with problematic developmental outcomes. Therefore, young siblings, with support from their parents, are tasked with finding a balance between the positive and negative aspects of their interactions as both children continue to grow and develop (Solmeyer & McHale, 2019).

Health

The relationship between education and health is never a simple one. Poor health not only results from lower educational attainment, but it can also cause educational setbacks and interfere with schooling. Health conditions, disabilities, and unhealthy behaviors can all have an effect on educational outcomes. As the foremost social welfare program of the Philippine government, the Pantawid Pamilyang Pilipino Program is targeted at the most underprivileged households with children aged 3 to 18 years. Similar to other CCT programs, it provides beneficiary households with regular cash grants which are subject to specific requirements and conditions. Under the health component, each beneficiary receives Php750 per month or Php7,500 per year and has to comply with the uptake of the following health services: regular pre- and post-natal checkups at the health center; attendance in family development sessions (FDS) and regular preventive checkups, weighing, vaccination, and de-worming of children. Despite the progress made, the program has been criticized due to issues concerning the selection of target beneficiaries, size of cash transfers relative to poor household's income, and preparedness in providing essential social services. A specific problem is the inadequacy of health facilities in areas where the program is implemented. Critics also argue that it is a dole-out initiative that only promotes a culture of mendicancy (Peñalba, 2019).

Relevantly, as the foremost social welfare program of the Philippine government, the Pantawid Pamilyang Pilipino Program (4Ps) is specifically designed to assist the most economically disadvantaged households with children aged 0 to 18 years. Similar to other conditional cash transfer (CCT) programs, the 4Ps provide regular cash grants to beneficiary households, subject to specific requirements and conditions. These grants aim to alleviate poverty, improve access to education and healthcare, and enhance the overall well-being of the beneficiary families (Peñalba, 2019).

Nutrition

Nutrition is important for supporting mental health in general, and for developing children in particular. Research indicates that children's nutrition has a greater impact on mental health and brain development than it does on adults. More fruits and vegetables in their diets contribute to the mental health and welfare of children, which can have a direct effect on anxiety levels, sleep patterns, and other aspects of life. Our bodily and mental states are influenced by the food we consume. A diet with an unfavorable nutrient balance is referred to as having poor nutrition. Poor nutrition in childhood can have a negative effect on a child's growth and development (UNICEF, 2019).

The impact of diet on a child's growth and development is multifaceted. Both a child's physical and mental development are impacted by nutrition. A child's emotional and cognitive development is also impacted by nutrition. Along with having a lower chance of illness or disease, a child who receives adequate nourishment is frequently able to maintain a healthy weight and perform well in school.

Adequate nutrition ensures that children grow at a healthy rate, with proper development of bones, muscles, and organs. Deficiencies can lead to stunted growth, weakened immune systems, and increased susceptibility to illness. Proper nutrition provides the necessary energy for daily activities, supporting physical play, learning, and overall vitality. Ensuring that children receive balanced and adequate nutrition is essential for their overall well-being. This encompasses physical health, cognitive development, emotional stability, and long-term health outcomes. Promoting healthy eating habits from a young age can set the foundation for a healthier, more productive life.

Education

Education is one of the landmarks in a child's development. A good education will hand over a rewarding career to the person and thereby, they can serve society and return its bounties. A UNICEF Philippines policy brief claims that the country has long had comparatively poor cohort survival and completion rates. Thus, enrolling children is only one aspect of the difficulty facing education and social assistance programs that prioritize the 4Ps. Furthermore, it is imperative that kids attend school through their final year of elementary and secondary education. Finally, the effectiveness of the 4Ps in solving an issue also depends on the caliber and scope of services provided by government organizations that are in charge of providing jobs, a means of subsistence, housing, education, and even agriculture.

Poverty has long been a pervasive and unresolvable issue in the Philippines, and education is still one of the main victims of this social evil. According to figures from the Philippine Statistics every day to make ends meet. Because of this, many families—especially those who live Authority, 16.7 million Filipinos are thought to be living below the poverty line, many of whom struggle in the poorest areas—find that education is an unaffordable luxury. They are compelled to labor because they cannot afford to pay for their children's education, which perpetuates the cycle of poverty for several generations.

Additionally, the Philippine government has started a number of programs in recent years to address the issue of poverty and how it affects education. One such initiative is the Pantawid Pamilyang Pilipino initiative, which gives impoverished families financial transfers to help them fulfill their basic necessities, including costs associated with their children's education, such as uniforms, school supplies, and transportation. In low-income neighborhoods across the nation, the initiative has been successful in raising school enrollment and lowering dropout rates.

The program has been the subject of much research, and several studies have shown its effectiveness in improving access to education for impoverished families. For instance, a study by Sasaki, Diaz, and Brazal (2018), found that the program had a positive impact on school participation, with a significant increase in the number of children enrolled in school. The study also noted that the program had helped to reduce dropout rates, particularly among girls.

Benefits of Pantawid Pamilyang Pilipino Program

This CCT program focuses on low-income families to meet their immediate needs, reduce poverty, and provide financial support. In the Philippines, the CCT is benefitting 300,000 recipients. As of June 2018, the program had reached around 4.9 million recipients across 144 cities and 1,483 municipalities across the Philippines (DSWD, 2020).

Home Environment

It has been found that various family practices affect kids' academic achievement. They argue that families' levels of expectations, support, and educational activities are tied to socioeconomic groups, creating various learning environments that affect children's academic success. It is undeniable that a child's disposition is shaped by the values held by their parents. The way a parent approaches schooling may have some bearing on how well their kids perform in the classroom.

In addition, the home environment is not an abstract concept. It is the combination of physical and psychological environment. The first one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of the home includes the mutual interactions of family members, respect, say in family matters and such other things (Khan, Begum & Imad, 2019). The physical surroundings of children's homes serve as the basis for their educational activities at home. Children's home environments both encourage and constrain them to engage in educational activities there.

Since a youngster only spends five to six hours at school and must make the most of their remaining time at home, practicing for class and preparing for it at home is essential.

Study Habits

Study habits are the behavior when preparing for a test or learning academic material. One's academic performance is affected by their study habits. Pupils should write down assignments and appointments and write a to-do list. They should have no surprise about how and what they will be graded for; study in a quiet place where they can focus without disturbances; create a study plan and allow ample time to prepare, and think positively to have the right mindset; work in groups to help each student when they are struggling to understand the concept; must concentrate, pay attention to the teacher, and avoid distraction. Pupils should review for tests by using several strategies; make sure that they understand the book they are reading, look up unfamiliar words, and think about their future (De Asis, Aquino, Amores, Arellano, Torreliel, & Bernales, 2020).

Students' study habits currently have an impact on their academic performance and learning, and the evolution of the result shows how their future career and the growth of their practical and cognitive skills will be reflected. By recognizing the relationship between a learner's study habits and their academic achievement, study habits can be strengthened and changed to improve academic success. The degree of a student's academic achievement is greatly influenced by their study priorities. Learners' degree of preparation and deliberate application of enhanced learning strategies had an impact on their academic achievement. There are several causes, including disparities in IQ, inadequate infrastructure, a dearth of quality libraries, and so forth. However, a contributing factor to students' failure is their insufficient effort in the classroom. This study intended to identify various study habits used by the pupils and their effects on their academic performances (Oliva, 2021).

Learning Skills

When the studies in the literature are taken into consideration, it can be said that academic success is one of the essential objectives of the educational system and that achieving these objectives is crucial to the advancement of society and the raising of welfare levels. The family, which is the fundamental unit of society and is essential to preserving it, is similarly crucial to the educational system. Children are more inclined to cooperate when they are able to accomplish the tasks they need or desire. Additionally, they are less prone to become irritated and exhibit difficult behavior. This implies that teaching kids new skills can play a significant role in behavior management. Children develop their independence, self-worth, and confidence when they pick up new talents. Thus, assisting kids in acquiring new talents can also be crucial to their entire growth.

The abilities needed for learning vary from student to student and location to location. Acquiring skills is an essential aspect of education that is sometimes disregarded. Study techniques have a big impact on students' performance. Around the world, education systems view learning as extremely complex. Every person has different study talents, and it all depends on what they want to learn. Each student must assume personal responsibility for obtaining the necessary knowledge to support the development of positive attitudes, reasoning abilities, critical thinking, and other skills necessary for academic success. Approaching or completing learning activities individually and methodically requires effective learning abilities and techniques (Odori, 2021).

Academic Interactions

Rahman (2020) contends that the teacher, not the pupil, is the primary variable in the classroom. Excellent educators have great expectations for their students and even greater

aspirations for themselves. These educators recognize the value of emotionally investing in their students; otherwise, it could be impossible to have an impact on the minds of the students. Learners can be inspired to use their energies and wants to accomplish goals by creating learning settings that support positive cultures and healthy collaborations. Students spend an average of six hours a day, or one hundred and eighty days a year, with their professors. Consequently, it should come as no surprise that academics have a limitless amount of influence over their students.

A teacher is an individual who supports pupils to attain knowledge, competences or values. A Student is a person or learner who is registered in an educational institution. Student refers to the individual who is under the direct supervision of an educator.

Pantawid Pamilyang Pilipino Program

Poverty is a global issue that affects the Philippines as well. Extremely poor people struggle because they are unable to provide for their families' fundamental necessities and means of subsistence. In response, the Philippine government launched the Pantawid Pamilyang Pilipino Program, a conditional cash transfer program that offers financial support to impoverished families throughout the country, including in urban and rural areas. The term CCT is used to refer in particular to the 4Ps itself which aims to reduce poverty and improve access to education and health care for the poorest of the poor families by providing them cash grants for their basic educational and health care needs (Malinao et al., 2022). He also added that the policy implementation of the CCT program on it uplifted the poverty conditions of the beneficiary families. His study looked at the program's implementation's advantages and disadvantages with the goal of improving users' quality of life and eradicating poverty. Results showed that the CCT program has played a significant role in raising recipients' standards of living and enhancing their quality of life. The children's access to health care and education was mostly made easier by the financial grants.

However, recipient families frequently use the handouts for domestic consumption rather than for their school-age children's educational and medical needs, which suggests that program users lack a solid understanding of financial literacy and management. In closing, he said that the recipients must receive training on how to manage cash subsidies by using them sensibly when they are allotted.

Additionally, every Filipino places a high value on education because it is thought that a prosperous life may be attained through it. Additionally, according to the Philippine EFA (2015), education has long been strongly regarded as a cornerstone of national development and a key pathway to social and economic mobility. The portion of the national government budget allocated to the sector provides unequivocal proof of the emphasis put on education. The Department of Education (DepEd), the largest bureaucracy in the nation, is required under the 1987 Philippine Constitution to get the greatest budgetary allocation among all government departments. This is stated in Article XIV, Sec. 5, and Paragraph 5.

With this as its foundation, the government launched the Pantawid Pamilyang Pilipino Program, also known as the 4Ps, which has as one of its goals the attainment of universal basic education. The Pantawid Pamilyang Pilipino Program is more than a welfare program; it addresses structural inequities in society and promotes the development of the poor's human capital, breaking the intergenerational cycle of poverty, according to Sen. Miriam Defensor Santiago's Explanatory Note on the Constitution, Article 2, Section 9, of the First Regular Session of the Fifteenth Congress of the Republic of the Philippines, Senate No. 92.

The literature and studies mentioned above strongly support the present study, which tackles Pantawid Pamilyang Pilipino Program goals and benefits among learners in Balingasag, Misamis Oriental. In addition, the literature and studies provide the information that there are

a total of 4.2 million active 4Ps beneficiaries who have been in the program for 7 to 13 years. But 90% of them are still below the poverty threshold.

Statement of the Problem

This study attempted to determine the level of Pantawid Pamilyang Pilipino Program goals and its benefits among learners in Balingasag, Misamis Oriental, for the School Year 2023- 2024. Particularly, this paper sought to answer the following questions:

1. How are the respondents characterized in terms of parents' occupation, parents' highest educational attainment and number of siblings?
2. How do the respondents assess the level of goals of Pantawid Pamilyang Pilipino Program (4Ps) based on health, education, and nutrition?
3. What is the level of respondents' benefits of the Pantawid Pamilyang Pilipino Program (4Ps) considering home environment, study habits, learning skills, and academic interactions?
4. Is there a significant relationship between the respondents' assessment of the 4Ps goals and benefits?
5. Is there a significant relationship between the respondents' assessment of Pantawid Pamilyang Pilipino Program (4Ps) goals and its benefits and each of their characteristics?

Theoretical Framework

Social Contract Theory of Jean Jacques Rousseau (1712-1778) emphasizes liberty through the obligation to follow laws and the general will. Rousseau thus distinguished between three states: the state of nature, where man is free and independent; society, where man is subjugated and dependent on others; and the state governed by the Social Contract, where man, ironically, only gains freedom through obligation and independence via reliance on the law.

According to this notion, the people and the government have an agreement to work toward a common good that benefits everyone. In exchange for the government providing security and the common welfare, which benefits the state and its residents, it is generally understood to mean ceding one's rights to the government in accordance with its authority.

The Pantawid Pamilyang Pilipino Program, in particular, is an excellent example of a social contract in which the state gives cash handouts to impoverished households in order to cover their fundamental immediate needs. As such, Jean Jacques Rousseau's Social Contract Theory may be applied to the program. In return, the recipients follow the guidelines established by the program. Since the purpose of this research is to ascertain the objectives and advantages of the program, this theory can also be utilized.

However, there are social issues facing right now involving racial discrimination, poverty, and unemployment. Education has been the foundation of all the skilled and professionals who contribute to society. Because of poverty, the chance of having a decent and better life is limited. Rousseau argues that humans share one and the same development process, which is independent of their social background. The Social Contract emphasizes the need for individuals to play a responsible part in civil society if they want their liberty to be assured.

Scope and Limitations

The study focused on the Pantawid Pamilyang Pilipino Program goals and its benefits among the learners in Balingasag North District, Misamis Oriental during the School Year 2023- 2024. The respondents of the study were the one hundred eighty-two (182) Grade VI learners, the 4Ps beneficiaries of the district in Misamis Oriental. The moderating variables

were limited to the respondents' characteristics in terms of parents' occupation, parents' highest educational attainment and the number of siblings. While the independent variables are also limited to the Pantawid Pamilyang Pilipino Program goals, namely health, nutrition and education. Further, the benefits of the 4Ps encompassed the respondents' benefits: home environment, study habits, learning skills, and academic interactions.

Methodology

Research Design

This study used the descriptive correlation method of research. It analyzed and interpreted the characteristics of its respondent population as well as other variables related to them. Descriptive correlational design is used to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009). Descriptive correlation was used to determine the relationship between the Pantawid Pamilyang Pilipino Program beneficiaries' characteristics and the goals of the Pantawid Pamilyang Pilipino Program and its benefits. The data that were gathered included the characteristics of the respondents, such as the parents' occupation, parents' highest educational attainment and number of siblings.

Study Setting

The study was carried out in Balingasag North District. It is located in the East part of the Division of Misamis Oriental and is the neighborhood town of Lagonglong and Jasaan. It is one of the developing towns in the Province of Misamis Oriental, where agriculture is the main source of income particularly corn, rice, and vegetables also. Balingasag has accessible modes of transportation like bus, jeepneys, and tricycles. And with the development and construction of several roads, traveling to and from Balingasag will become easier. A 180 million road project just had its groundbreaking ceremony. Barangay Baliwagan in Balingasag and Barangay Bulawayo in Claveria town are connected via the 15.88-kilometer Balingasag-Pelaez-Impakibil Provincial Road. Aside from road improvements, Balingasag is conveniently located 32 kilometers (40 to 45 minutes) from Cagayan de Oro City, allowing residents to enjoy city amenities in a tranquil neighborhood.

The study was conducted among the nine (9) schools of Balingasag North District, namely Calawag Integrated, Kibanban Integrated School, Kibalus Elementary School, Lantad Integrated School, Mambayaan Integrated School, Mandangoa Elementary School, Napaliran Elementary School Quezon Integrated School and San Isidro Elementary School, where there are Pantawid Pamilyang Pilipino Program beneficiaries enrolled in the Grade VI level for the School Year 2023- 2024. The researcher has chosen to conduct this study in Balingasag North District for the accessibility of data, and familiarity of the place for the researcher's station is part of the District of Balingasag North.

Study Population and Sampling Technique

The respondents of this study were the one hundred eighty-two (182) Grade VI learners from the nine (9) chosen schools in the District of Balingasag North who were officially enrolled in the School Year 2023 -2024. The distribution of respondents is shown in Table A. The respondents of the study were the one hundred eighty-two (182) Grade VI learners who Pantawid Pamilyang Pilipino Program beneficiaries in nine (9) out of thirteen (13) schools within the District of Balingasag North. The researcher employed the universal sampling procedure where all the respondents in the population were involved.

Table A: Distribution of Respondents

Schools	Respondents
Calawag IS	28
Kibalus ES	7
Kibanban IS	11
Lantad IS	13
Mambayaan IS	28
Mandangoa ES	37
Napalira ES	26
Quezon IS	11
San Isidro ES	21
Total	182

Research Instruments

The instrument used in gathering the pertinent data was a questionnaire composed of three (3) parts. Part I dealt with the respondent's characteristics, such as parents' occupation, parents' highest educational attainment, and number of siblings. Part II encompassed the goals of the Pantawid Pamilyang Pilipino Program namely: nutrition, health and education. This was based on Republic Act 11310 otherwise known as An Act Institutionalizing the Pantawid Pamilyang Pilipino Program. Part III elicited the benefits of the Pantawid Pamilyang Pilipino Program such as: home environment, study habits, learning skills, and academic interactions. It was patterned and modified from the study of Aranas et al. (2021) entitled Academic Performance of the Grade VIII Pantawid Pamilyang Pilipino Program beneficiaries in Dipolog City Division South City. This study was also composed of Grade VIII learners as the respondents, so it was modified to fit the one hundred eighty-two (182) Grade VI learners chosen as the study's respondents. The variables have seven (7) indicators. The indicators of the variables on the goals and benefits of the Pantawid Pamilyang Pilipino Program were modified to suit the needs and characteristics of the respondents. The goals and benefits were based on RA 11310; however, the indicators were modified.

Statistical Treatment of Data

After collecting and recording the data gathered in the study, the following statistical tools were used: Descriptive statistics such as frequency, percentage, mean and standard deviation were used to describe the variables in the study. Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between Pantawid Pamilyang Pilipino Program goals and its benefits and each of the respondents' characteristics in terms of parents' occupation, parents' highest educational attainment and number of siblings.

Ethical Consideration

Securing informed consent from the authorities has been done first. Participants were fully informed about the study's purpose, procedures, and potential risks and benefits. They had the opportunity to provide voluntary and informed consent before participating in surveys, interviews, or any data collection activities. Confidentiality has also been secured. To protect the privacy of participants, all collected data was treated with utmost confidentiality. Personal identifying information was anonymized or kept securely to prevent any unauthorized access. Findings were reported in a manner that did not disclose individual identities. Finally, the researcher upheld transparency throughout the study, offering unambiguous and truthful details about the research's objectives, funding origins, and any possible conflicts of interest. The dissemination of study findings was carried out with ethical integrity, guaranteeing that they

were reported and interpreted in an accurate manner. The study gained ethical clearance from the Institutional Review Board (IRB).

Results and Discussion

Problem 1: How are the respondents characterized in terms of parents' occupation, parents' highest educational attainment, and number of siblings?

Table 1: Distribution of Respondents' Characteristics in terms of Parents Occupation

Category	Father		Mother	
	Frequency	Percent	Frequency	Percent
Farmer	62	34.06	29	15.93
Carpenter	18	9.89	0	0.00
Laborer	60	32.97	0	0.00
Street Vendor	10	5.49	13	7.14
Fisherman	6	3.30	0	0.00
House Helper	1	0.55	56	30.77
Others	25	13.74	84	46.15
Total	182	100.00	182	100.00

Table 1 presents the respondents' characteristics in terms of **fathers and mothers occupation**. The data revealed that the highest frequency of 62(34.44%) are the fathers' occupations who are farmers. Consequently, a large proportion of pupils probably have fathers employed in this sector. As observed, the proximity of a location to agricultural areas can significantly influence the composition of its schools. Families residing in rural communities that rely on farming are likely to enroll their children in local schools, thereby contributing to the prevalence of pupils with fathers working in agriculture.

Notably, the United States Department of Agriculture - Economic Research Service (2021) has extensively documented that areas near agricultural land often exhibit distinct educational demographics. Rural counties with low levels of educational attainment are frequently economically linked to farming, manufacturing, and high poverty rates, which can impact the educational outcomes and demographics of schools in these areas. As a result, it is common for schools in these areas to have a notable number of pupils whose parents are engaged in farming.

On the other hand, house helper got the lowest frequency of 1 (0.55%), indicating that there is only one Grade 6 pupils who is a 4Ps member originating from a household whose father works as a house helper. This suggests that in rural contexts, there may be limited instances where households with fathers employed as house helpers are members of the 4Ps. This implies that this could be due to various factors such as the availability of alternative employment opportunities or cultural and social dynamics within the community.

As observed in rural areas, women are mostly employed in house-helping jobs since society perceives them as being keener on doing household chores. Women generally spend more time on household tasks and childcare compared to men. Only on very rare occasions are men, especially fathers, offered a house-help job. This suggests that while attitudes towards gender roles and household labor may be evolving, there are still significant disparities between men and women when it comes to domestic responsibilities.

However, despite this observation, it is notable that whatever the occupation of the father, it is not the main determinant of the child's academic performance. The parents'

occupation does not primarily determine students' performance because present realities have shown children of illiterate parents and peasant farmers who actualize their life aspirations as professors in various fields of learning (Okoye et al., 2020).

Meanwhile, the data provide information on the occupations of mothers of Grade 6 pupils who are members of the Pantawid Pamilyang Pilipino Program in Balingasag, Misamis Oriental. The occupation with the highest frequency is categorized as Others, with a frequency of 83 (45.60). As observed, a number of mothers of Grade 6 pupils who are members of 4Ps in Balingasag, Misamis Oriental, are primarily engaged in domestic work and are not employed outside the home. There are some employed as teachers and Overseas Filipino Workers; however, the majority of them are house wives.

This result implies that many mothers in this community may face challenges in accessing employment opportunities outside the home due to various factors such as lack of education or skills in the area. It also suggests that these mothers may have limited financial resources and may rely on the 4Ps program to support their families. Women often take on the primary responsibility for childcare within families, and this can influence their decision to become housewives. The availability and affordability of childcare services, as well as the desire to be more involved in children's upbringing, can shape women's choices regarding employment outside the home.

The findings are consistent with the research conducted by Quisumbing and Doss (2021), which suggests that the roles and responsibilities of women and men can differ significantly across various regions and are subject to changes over time. The specific tasks undertaken by women can vary depending on cultural, social, and economic factors. In some regions, women may have traditionally played more significant roles in certain activities, while in other regions, men may have held greater responsibility.

On the other hand, the data reveals that the occupations with the lowest frequency of 13 (7.14%) among the mothers of Grade 6 learners in Balingasag, Misamis Oriental, who were part of the 4Ps program, are street vendors. At the same time, there were no mothers employed as laborer, carpenter, and fisherman. This signifies that no mothers in this group are employed to hold these jobs. One possible explanation for this observation could stem from the fact that rural districts like Balingasag, Misamis Oriental, typically see mothers as modest and not fitting for these masculine jobs thus assuming significant roles in childcare and household responsibilities rather than pursuing careers outside the home.

As observed, most mothers in rural areas such as Balingasag, Misamis Oriental, often play significant roles in childcare and household responsibilities. The work of the mothers may be influenced by the need for them to prioritize caregiving duties or engage in other types of work, such as selling goods from the farm since Balingasag is a rural area and majority of the families rely on farming that allow them to balance their family responsibilities. Furthermore, mothers are often the primary caregivers for their children. They are responsible for feeding, bathing, dressing, and nurturing their children from infancy through childhood. Mothers play a crucial role in the early education and development of their children. They may teach basic skills such as language, hygiene practices and sometimes even early literacy and numeracy. Likewise, In many rural households, mothers are in charge of meal preparation and ensuring their children receive adequate nutrition. They often manage household food supplies, cooking, and feeding the family.

Moreover, the relationship between maternal labor force participation and access to childcare differs greatly in developing countries, including rural areas. Women in low- and middle-income nations may find themselves balancing traditional caregiver roles with jobs that do not require extensive hours away from home. For instance, agricultural work or selling goods at a local market can be performed alongside caring for children (Halim et al., 2021).

Table 2: Distribution of Respondents' Characteristics in terms of Parents' Highest Educational Attainment

Category	Father		Mother	
	Frequency	Percent	Frequency	Percent
College Graduate	21	11.54	21	11.54
College Level	29	15.93	26	14.29
High School Graduate	40	21.98	56	30.77
High School Level	33	18.13	36	19.78
Elementary Graduate	23	12.64	24	13.19
Elementary Level	36	19.78	19	10.44
Total	182	100.00	182	100.00

Table 2 presents the respondents' characteristics in terms of **fathers highest educational attainment and mothers educational attainment**. The data show that the largest percentage of fathers' highest level of educational attainment is high school graduates, occurring with a frequency of 40 (22.22%). This finding implies that a sizeable portion of the fathers of Grade VI learners have finished their education only through secondary school, and majority of the respondents' fathers have limited opportunity to continue tertiary studies.

As observed, some fathers find themselves in a difficult and challenging situation wherein pursuing higher education can be hard. In the municipality of Balingasag, government educational institutions are geographically distant while within the locale are the private institutions. This circumstance increases the expense of travel, lodging, and sustenance during their period of study. Moreover, the added expenditure related to commuting, housing, and possibly relocating away from their families creates a substantial financial strain, particularly for families experiencing limited monetary resources.

Smith and Jones's (2022) investigation reveals that the financial difficulties confronted by rural fathers endeavoring to acquire higher education shed light on the significant extra costs connected to transportation, accommodation, and remaining apart from their loved ones. Their results reveal that these expenses extremely affect fathers from indigent backgrounds, serving as a hindrance to their scholastic.

The data presented in Table 2 indicates that the lowest frequency of 21 (11.26%) pertains to Grade 6 learners whose fathers are categorized as college graduates. This means that among the surveyed population, there is a relatively small number of Grade 6 pupils whose fathers have attained a college degree. This suggests that a significant portion of the fathers may have completed education up to high school or have pursued vocational or technical training instead of pursuing higher education. This implies that there may be a various socio-economic or barriers that hinder fathers from attaining a college degree. These factors could include limited access to higher education, financial constraints, or other personal circumstances that prevent them from pursuing further education.

As perceived, the limited educational attainment of parents can have an impact on the level of support and guidance they can provide to their children in terms of education. When fathers have not achieved higher levels of education, they may have less knowledge and resources to effectively support their children's academic development. This can result in reduced parental involvement and its effectiveness. Parental education level affects children throughout their lives and has an indelible impact on children's academic development (Kinley, 2021).

Recent research conducted by the University of Leeds revealed the significance of fathers' involvement in determining their children's educational outcomes. The study emphasizes that increased engagement from fathers before their child starts primary school

leads to educational benefits during the child's first year. Similarly, greater involvement from fathers when the child is five years old contributes to improved academic achievement (Weale, 2023).

Furthermore, the data presented in the aforementioned table indicates that the majority of mothers' highest educational achievement is also the completion of high school, with a frequency of 56 (31.11%). This suggests that a significant majority of Grade 6 learners have mothers who have attained education at the high school level. Consequently, it implies that a notable proportion of these learners originate from families in which the parents have a limited chance to pursue higher education upon reaching high school.

As perceived, this situation may indicate that these parents, who have not undergone the college experience, missed out the benefits and opportunities associated with higher education. They may prioritize immediate financial stability to better their children's welfare and future undertakings. As observed, families with lower levels of educational attainment may encounter economic hardships, restricted access to resources, and reduced prospects for upward mobility. These socioeconomic factors can introduce additional obstacles and pressures for the learners, potentially impeding their academic performance.

The educational contrasts among parents can exert a substantial influence on their children's capacity to derive benefits from formal education. Parents with limited educational backgrounds may be less inclined to engage in activities such as assisting their children with homework or actively collaborating with teachers and other educational providers. This lack of involvement can impede the academic progress of the children, as parental support and engagement are pivotal to a child's scholastic development (UNESCO International Institute for Educational Planning, 2020).

On the other hand, the lowest frequency of 19 (10.56%) tells that the least number of Grade 6 learners who are 4Ps beneficiaries have mothers whose highest educational attainment is elementary level. This means that there is a smaller proportion of grade 6 learners whose mothers have completed only elementary education among the 4Ps beneficiary group. This denotes that a majority of the Grade 6 learners in the 4Ps beneficiary group have mothers with higher levels of educational attainment, indicating that these mothers may have pursued education beyond the elementary level. This implies that there might be a positive association between the educational attainment of mothers and their children's inclusion in the 4Ps beneficiary program, suggesting that higher maternal education could potentially contribute to improved socioeconomic conditions for the family. With low educational attainment, mothers may have fewer job opportunities available to them. This can result in lower-paying jobs with fewer benefits and less job security. Limited employment opportunities often lead to financial strain for these mothers and their families. They may struggle to make ends meet and provide for their children's needs.

As observed, it is apparent that there is a relatively small proportion of mothers at the elementary level. While there is a general perception that mothers excel in household chores and child-rearing responsibilities, it is noteworthy that a significant number of them are also engaged in various occupations, including government services and overseas employment as Overseas Filipino Workers. Education of the mother has health and survival payoffs to both the mother and the child. Similar evidence is found in the study of Hossain (2020), who argue that a woman who is educated is likely to have basic child-care skills, engage in domestic management of ill-health and preventive care.

Table 3: Distribution of Respondents' Characteristics in terms of Number of Siblings

Categories	Frequency	Percentage
11 and above	3	1.60
9-10	2	1.10
7-8	16	8.79
5-6	52	31.32
3-4	76	41.76
1-2	28	15.38
Total	182	100.00

Table 3 shows the characteristics of Grade 6 4Ps beneficiaries in terms of the **number of siblings**. It shows that most of these learners have 3-4 siblings with a frequency of 76 (41.76%). This means that the majority of the learners come from a larger family and share the basic necessities among themselves. This implies that having more children can strain limited resources further and make it more challenging to ensure that each child receives the care and opportunities they need to thrive. Moreover, it is important to consider the implications of having a larger number of children, particularly in the context of poverty. Poverty can significantly impact a family's ability to provide for the basic needs of their children, including food, education, healthcare, and shelter.

Additionally, it is worth noting that establishing warm and positive sibling relationships can have lasting benefits, while early relationships marked by difficulties may be associated with problematic developmental outcomes. Therefore, young siblings, with support from their parents, are tasked with finding a balance between the positive and negative aspects of their interactions as both children continue to grow and develop (Howe et al., 2022).

On the other hand, the lowest frequency of 2 (1.10%) shows that the least number of Grade 6 learners who are 4Ps beneficiaries have 9-10 siblings. This means that there are a small number of household who decided to have many children. It implies that the effort of the government in educating the Filipino households especially the 4Ps beneficiaries, about birth control and family planning have succeeded.

Significantly, families who are beneficiaries of the 4Ps may already have accessibility to family planning services and information plays a crucial role in shaping family size decisions. Areas with better access to reproductive health services and education may have a higher uptake of family planning methods, potentially resulting in smaller family sizes. Family Development Sessions were the primary means of connecting with low-income households. Families found that they learned the most over the years of Pantawid Pamilyang Pilipino Program implementation about gender, family planning, including modern methods, responsible parenting, child protection, family life, and self/community/program.

Moreover, larger family size reduces household savings, having additional children also prevents more school-age children from attending school and leads more to enter child labor. Larger families may experience greater economic strain due to increased expenses on food, education, healthcare, and housing. In rural areas where income opportunities are limited, providing for a larger family can be challenging. According to the United Nations Fund for Population Activities, smaller numbers of children per household generally lead to larger investments per child, more freedom for women to enter the formal workforce, and more household savings for old age (Manila Bulletin, 2021).

Problem 2. How do the respondents assess the goals of Pantawid Pamilyang Pilipino Program (4Ps) based on health, education, and nutrition?

Table 4: Distribution of the Respondents' Level of Assessment of Pantawid Familyang Pilipino Program (4Ps) Goals Based on Health

Indicators	Mean	SD	Description
<i>The Pantawid Familyang Pilipino Program...</i>			
provides a regular health checkup among beneficiaries.	3.09	0.90	Agree
Completes the required vaccinations.	3.32	2.29	Strongly Agree
monitors monthly weight and height of beneficiaries.	2.97	0.96	Agree
provides deworming pills twice a year.	3.04	0.97	Agree
fulfills the country's commitment particularly on maternal health	3.03	0.78	Agree
provides grants to improve the health of beneficiaries.	3.21	0.87	Agree
provides counseling on health problems.	3.17	0.84	Agree
Overall	3.12	0.57	Agree

Legend: 3.26- 4.00 Strongly Agree/ Very Positive 1.76-2.50 Disagree/ Negative
2.51- 3.25 Agree/ Positive 1.00-1.75 Strongly Disagree/Very Negative

Table 4 shows the distribution of Grade 6 learners' assessment of 4Ps goals based on **health** with an overall mean of 3.12 (SD=0.57), described as **Agree**. This means that Grade 6 learners believed that 4Ps have positively attained its goal in terms of health. This indicates that Grade 6 learners recognize and acknowledge the efforts and outcomes of the 4Ps program in addressing health-related issues. This implies that Grade 6 learners have observed positive changes in their health status, possibly through increased access to healthcare services. One of the key components of the 4Ps is the provision of cash grants to beneficiary families, provided they comply with certain conditions, one of which is ensuring that children receive regular health check-ups and vaccinations. By allowing families to access healthcare services for their children. It helps improve overall health outcomes by ensuring timely interventions and preventive measures.

One of the main objectives of the program is to ensure that families have better access to healthcare services. By providing cash grants to beneficiaries, the program enables families to afford healthcare expenses such as check-ups, medicines, and hospitalization fees. Beneficiaries often report that they are now able to seek medical attention promptly for themselves and their children, leading to improved health outcomes (Brodsky et al., 2018).

The indicator, **The Pantawid Familyang Pilipino Program completes required vaccinations** got the highest mean of 3.32 (SD=2.29), described as **Strongly Agree**. This indicates that Grade 6 learners perceive the level of health benefits they derive from the 4Ps program as very positive. This denotes that Grade 6 learners generally have a high level of agreement and satisfaction regarding the impact of the 4Ps in terms of ensuring that they receive the necessary vaccinations. It suggests that the program has been successful in promoting and facilitating access to immunization services among the target population. By achieving high levels of agreement signifies that Grade 6 learners recognize the positive effects of the 4Ps program in improving their health outcomes through vaccination.

Moreover, the 4Ps program has effectively contributed to enhancing the health status of Grade 6 learners by addressing the goal of completing required vaccinations. The positive perception of learners reflects the program's success in fulfilling its objectives and highlights the importance of health-related interventions within the 4Ps framework.

The health grant aimed to promote healthy practices, improve child nutrition, and increase health care services use. Poor households with children 0- 14 years old and pregnant women received up to Php500 per household per month conditional on fulfilling the following requirements: 10 all children 5 years of age and had to visit the health center or rural health

unit to receive age-appropriate immunization and vaccination, regular weight monitoring, and monitoring for the management of childhood disease (Kandpal et al., 2023).

On the other hand, the indicator, **The Pantawid Pamilyang Pilipino Program monitors monthly weight and height of beneficiaries** got the lowest mean of 2.97 (SD=0.96), described as **Agree**. This means that the level of attaining the health goals of the 4Ps is Positive. It implies that Grade 6 learners generally acknowledge the efforts made by the 4Ps program in monitoring their weight and height. Tracking the weight and height of beneficiaries can help identify children who are at risk of malnutrition or stunted growth. This data can then be used to implement targeted nutritional interventions, such as supplementary feeding programs or micro-nutrient supplementation, to address these issues and improve the health outcomes of the most vulnerable children. Utilizing data on weight and height allows for evidence-based decision-making within the 4Ps program. By analyzing trends and patterns in growth indicators, policymakers and program implementers can identify areas for improvement, tailor interventions to specific needs, and allocate resources more effectively to achieve program goals.

As perceived, it is important to monitor and evaluate within the 4Ps program to ensure that the health goals, including weight and height monitoring, are being adequately addressed. Through this, the program can better support the health and nutritional needs of Grade 6 learners and their families. Moreover, regular monitoring of weight and height ensures that children's growth patterns are tracked accurately. This helps in identifying malnutrition or stunting early and allows for timely interventions. By evaluating health outcomes, such as reduced rates of malnutrition and improved overall health, the effectiveness of the 4Ps program can be assessed.

Relevantly, as the foremost social welfare program of the Philippine government, the Pantawid Pamilyang Pilipino Program is specifically designed to assist the most economically disadvantaged households with children aged 0 to 18 years. Similar to other conditional cash transfer programs, the 4Ps provide regular cash grants to beneficiary households, subject to specific requirements and conditions. These grants aim to alleviate poverty, improve access to education and healthcare, and enhance the overall well-being of the beneficiary families (Peñalba, 2019).

Table 5: Distribution of the Level of the Respondents' Assessment of Pantawid Pamilyang Pilipino Program (4Ps) Goals Based on Nutrition

Indicators	Mean	SD	Description
<i>The Pantawid Pamilyang Pilipino Program...</i>			
provides total expenditures of food for the beneficiaries.	3.46	0.81	Strongly Agree
provides grants to the poorest of the poor to improve nutrition.	3.19	0.88	Agree
provides assistance to the poor to alleviate their nutritional needs.	3.07	0.88	Agree
breaks the poverty incidence through improved nutrition.	3.06	0.78	Agree
reduces poverty incidence through improved nutrition.	2.91	0.84	Agree
achieves its aims through its improved nutrition.	3.16	0.73	Agree
reduces child mortality and malnutrition.	2.88	0.89	Agree
Overall	3.10	0.50	Agree

Legend:

3.26- 4.00 Strongly Agree/ Very Positive	1.76-2.50	Disagree/ Negative
2.51- 3.25 Agree/ Positive	1.00-1.75	Strongly Disagree/ Very Negative

Table 5 shows the distribution of Grade 6 learners' assessment of 4Ps goals based on **nutrition** with an overall mean of 3.10 (SD=0.50), described as **Agree**. This means that Grade 6 learners believe that 4Ps have positively attained their goal in terms of nutrition. This suggests that Grade 6 learners perceive the 4Ps program as having a positive impact on their nutritional well-being. This implies that the learners have experienced tangible benefits related to nutrition as a result of their participation in the 4Ps program. One of the key features of the program is the provision of cash grants not lower than seven hundred fifty pesos (Php750.00) per month for a maximum of twelve (12) months per year to eligible families, provided they comply with certain conditions. These grants are often utilized by families to purchase nutritious food items, thereby improving their dietary intake. By addressing the financial constraints that may limit access to nutritious foods, contributes to improving the overall nutritional status of beneficiary households.

With the financial assistance from the program, beneficiaries have more flexibility in their food choices, allowing them to diversify their diet beyond staple foods. Increased dietary diversity is associated with better nutritional outcomes as it ensures a wider range of essential nutrients are consumed (Corpuz, et al. 2020).

The indicator, **The Pantawid Pamilyang Pilipino Program provides total expenditures of food for the beneficiaries** got the highest mean of 3.46 (SD=0.81) described as **Strongly Agree**. This indicates that Grade 6 learners perceive the level of nutritional benefits they receive from the program as very positive. This denotes that Grade 6 learners have a high level of agreement and satisfaction regarding the impact of the program in terms of providing total expenditures for food. It suggests that the program has been successful in ensuring that beneficiary households have sufficient resources to meet their nutritional needs. The strong agreement reflects the learners' recognition of the positive effects of the program on improving their nutritional well-being. This implies that the 4Ps program has effectively contributed to enhancing the nutrition of Grade 6 learners by addressing the goal of providing adequate food expenditures.

The objective of the Pantawid Pamilyang Pilipino Program is to alleviate hunger and poverty among the households. The rice subsidy is an additional cash grant of 7,200.00 per year or 600.00 per month given to registered, active, and compliant households on top of the regular cash grants provided by the program. (DSWD, 2020).

On the other hand, the indicator, **The Pantawid Pamilyang Pilipino Program reduces child mortality and malnutrition** got the lowest mean of 2.88 (SD=0.89), described as **Agree**. This means that the level of attaining the nutritional goals of 4Ps is positive. It implies that Grade 6 learners acknowledge the efforts made by the program in reducing child mortality and malnutrition. However, the lower mean score compared to other indicators suggests that there may be challenges or areas where the program could enhance its effectiveness in addressing these critical issues.

Moreover, the program has significant implications for reducing child mortality and malnutrition, particularly among households. By providing targeted support, improving access to healthcare, promoting nutrition education, and empowering communities, the program helps ensure that all children have the opportunity to grow and thrive. Significantly, poor nutrition in childhood can indeed have detrimental effects on a child's growth and development, as mentioned in the reference, according to UNICEF (2019). Nutrition plays a vital role in the physical growth, brain development, emotional well-being, and cognitive development of children. Adequate nutrition is crucial for maintaining a healthy weight, performing well in school, and reducing the risk of illness or disease.

Table 6: Distribution of the Level of the Respondents' Assessment of Pantawid Pamilyang Pilipino Program (4Ps) Goals Based on Education

Indicators	Mean	SD	Description
<i>The Pantawid Pamilyang Pilipino Program...</i>			
provides grants to education of children age 0-18	3.48	0.74	Strongly Agree
motivates children in going to school.	3.56	0.61	Strongly Agree
pushes children to perform well in the academic activities that would lead them into the top of their classes.	3.29	0.71	Strongly Agree
provides financial assistance to buy school needs.	3.40	0.7	Strongly Agree
fulfills country's commitment in achieving universal primary education.	3.14	0.68	Agree
provides an education grants to households equal to 300php per child	3.27	0.83	Strongly Agree
sustains the educational needs of pupils	3.36	0.7	Strongly Agree
Overall	3.36	0.43	Strongly Agree

Legend:

3.26- 4.00	Strongly Agree/ Very Positive	1.76-2.50	Disagree/ Negative
2.51- 3.25	Agree/ Positive	1.00-1.75	Strongly Disagree/Very Negative

Table 6 shows the distribution of Grade 6 learners' assessment of 4Ps goals based on **education** with an overall mean of 3.36 (SD=0.43), described as **Strongly Agree**. This means that Grade 6 learners have a perception that 4Ps have attained its goals very positively in terms of education. This suggests that Grade 6 learners strongly believe that the program has made a significant and positive impact on their educational experiences and outcomes. This implies that Grade 6 learners have experienced tangible benefits in their education as a result of their participation in the 4Ps program. Beyond academic outcomes, education plays a crucial role in empowering individuals and communities. By promoting education as a pathway out of poverty, 4Ps instill a sense of hope and agency among beneficiaries, empowering them to pursue their aspirations and improve their life circumstances. Education not only enhances employment prospects but also fosters critical thinking, creativity, and social mobility, enabling individuals to actively participate in shaping their futures and contributing to societal progress.

Moreover, the beneficiaries of the Pantawid Pamilyang Pilipino Program generally provide positive assessments of its goals based on education. By facilitating increased school enrollment, improving attendance, providing access to educational resources, and fostering empowerment and aspiration, the program plays a crucial role in expanding educational opportunities for children from low-income households and breaking the cycle of poverty (Mamangon, et al. 2019).

The indicator, **The Pantawid Pamilyang Pilipino Program motivate children in going to school** got the highest mean of 3.56 (SD=0.61), described as **Strongly Agree**. This indicates that Grade 6 learners perceive the level of educational benefits they receive from the 4Ps program as very positive. This denotes that Grade 6 learners have a high level of agreement and satisfaction regarding the impact of the 4Ps in terms of motivating children to attend school. This implies that the 4Ps program has effectively contributed to enhancing the educational outcomes of Grade 6 learners by addressing the goal of motivating children to go to school. The positive perception of the learners signifies that the program has successfully fulfilled its objectives in promoting access to education and supporting learners' educational aspirations.

The Department of Education enjoined with the Department of Social Welfare and Development in identifying reasons why children- beneficiaries are not attending schools with the use of learner's reference numbers and learners' information system. The two agencies would be able to monitor more efficiently the status of the children- beneficiaries enrolled in the program, and locate children who moved out of their residence, ensuring that they are still attending school in their current location (DSWD, 2020).

On the other hand, the indicator, **The Pantawid Pamilyang Pilipino Program fulfill country's commitment in achieving universal primary education** got the lowest mean of 3.14 (SD=0.68), described as **Agree**. This means that the level of attaining the educational goals of 4Ps is Positive. This suggests that while there is a positive perception regarding the attainment of educational goals within the 4Ps program, there may be some room for improvement in terms of fulfilling the commitment towards universal primary education. The Pantawid Pamilyang Pilipino Program plays a crucial role in fulfilling the country's commitment to achieving universal primary education indicators, particularly for children from vulnerable households with the lowest mean measurements. By addressing both financial and non-financial barriers to education, empowering communities, and promoting school enrollment and attendance, the program contributes to ensuring that all children have access to quality primary education and can fulfill their potential.

Meanwhile, the effectiveness of the 4Ps program in improving access to education for impoverished families has been supported by various studies. For example, the study by Flores et al. (2019) found positive impacts of the program on school participation, including increased enrollment and reduced dropout rates, particularly among girls. These findings demonstrate the positive influence of the 4Ps program in promoting educational opportunities and overcoming barriers to schooling for disadvantaged children.

Table 7: Summary of the Respondents' Level of Assessment of Pantawid Pamilyang Pilipino Program (4Ps) Goals

Variables	Mean	SD	Interpretation
Health	3.12	0.57	Positive
Nutrition	3.10	0.50	Positive
Education	3.36	0.43	Very Positive
Overall	3.19	0.43	Positive

Legend:

3.26- 4.00	Strongly Agree/ Very Positive	1.76-2.50	Disagree/ Negative
2.51- 3.25	Agree/ Positive	1.00-1.75	Strongly Disagree/Very Negative

Table 7 shows the summary of Grade 6 learners' assessment of the Pantawid Pamilyang Pilipino Program on **goals**, with an overall mean of 3.19 (SD=0.43) described as **Agree**. This means that the Grade 6 learners have a positive perception of 4Ps attainment of the 4P's goals. One of the primary objectives of the 4Ps is poverty reduction. Numerous evaluations and studies have shown that the program has helped alleviate poverty among beneficiary households by providing them with regular cash transfers. These transfers enable families to meet their basic needs, including food, education, healthcare, and other essential expenses, thereby reducing their vulnerability to economic shocks and improving their overall well-being.

Further, many beneficiaries appreciate the nutritional support provided by 4Ps, which enables them to purchase nutritious food items for their families. They acknowledge that the cash grants help alleviate food insecurity and ensure that their children have access to a balanced diet. Beneficiaries value the increased access to healthcare services made possible by the 4Ps, as it allows them to seek medical attention when needed without financial constraints.

They noted improvements in their ability to afford medications, consultations, and preventive care for their families. Beneficiaries recognize the importance of education in breaking the cycle of poverty and improving opportunities for their children. They appreciate the financial assistance provided by 4Ps, which helps cover school-related expenses such as tuition fees, uniforms, and supplies (Macours & Maluccio, 2019).

The variable, **Education**, got the highest mean of 3.36 (SD=0.43), described as **Strongly Agree**. This means that Grade 6 learners assess the level of 4Ps attainment of the goal related to education as very positive. This denotes that Grade 6 learners have a high level of agreement and satisfaction regarding the 4Ps program's impact on education. It implies that the program has been successful in achieving its educational objectives and supporting the educational needs of the learners. The strong agreement reflects the learners' recognition of the positive effects of 4Ps in promoting education. The learners strongly acknowledge the help of the program in their studies and the program assistance through cash grants, which they can use to buy certain materials to aid their education journey. As observed, the 4Ps program has effectively contributed to enhancing educational outcomes. The positive perception of the learners signifies that the program has successfully fulfilled its educational objectives, including motivating children to attend school and supporting their educational development.

The Philippine government recognized the need for a comprehensive plan to accelerate the nation's efforts in reducing poverty. In response, they established the Pantawid Pamilyang Pilipino Program (4Ps), or the conditional cash transfer program, officially known as Republic Act 11310, in 2008. The primary aim of this program is to alleviate poverty and address the intergenerational transmission of poverty (DSWD, 2020).

On the other hand, the variable, **Nutrition**, got the lowest mean of 3.10 (SD=0.50) described as **Agree**. This means that the level of 4Ps attainment of goal in terms of Nutrition as assessed by Grade 6 learners is Positive. This means that Grade 6 learners assess the level of 4Ps attainment of the goal related to nutrition as positive. This denotes that while the learners acknowledge the efforts made by the 4Ps program in addressing nutrition, there may be some room for improvement in this area. While the overall assessment is positive, the lower mean score suggests that there may be challenges or areas where the program could enhance its effectiveness in improving nutritional outcomes for the learners.

Nutrition is crucial for children's growth, health, and development. Poor nutrition can lead to various health issues, including malnutrition and obesity, which can impact children's long-term health outcomes. Undernutrition weakens the immune system, making children more susceptible to infections and diseases. In such as early childhood, can lead to irreversible cognitive impairments. This includes poor memory, learning disabilities, and lower IQ. Likewise, adequate nutrition, especially during critical periods of brain development Adequate nutrition during infancy and early childhood is essential to ensure children's growth and development to their full potential. Early childhood nutrition programs, like the 4Ps, play a significant role in addressing these issues by providing adequate food expenditures and promoting healthy eating habits among children (UNICEF, 2019).

Moreover, the insufficiency of cash grants to cover health, nutrition, and education expenses, delayed cash releases and strict rules and regulations are also major problems faced by beneficiaries. In households where no adult earns a regular income or income is only seasonally earned, the cash transfer plays a bigger role in impacting the availability and quantity of food. Especially in times when no other regular income is earned, households heavily depend on the cash transfer to purchase basic food items such as rice, fruits and fish (DSWD, 2020).

Problem 3. What is the level of the respondents' benefits of the Pantawid Pamilyang Pilipino Program (4Ps) considering home environment, study habits, learning skills, and academic interactions?

Table 8: Distribution of the Level of the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Benefits Considering Home Environment

Indicators	Mean	SD	Description
Because of the 4P's ...			
I have a comfortable home where I can study my lessons.	3.47	0.74	Strongly Agree
I have a reliable source of electricity.	3.26	0.85	Strongly Agree
I have internet connection to supplement our study.	2.68	1.04	Agree
I sleep in a comfortable room.	3.19	0.88	Agree
I regularly eat our meals at least three time a day.	3.53	0.70	Strongly Agree
I have an adequate water supply.	3.30	0.89	Strongly Agree
I prepare our food in a comfortable kitchen.	3.17	0.88	Agree
Overall	3.23	0.52	Agree

Legend:

3.26- 4.00	Strongly Agree/ Very High.	1.76-2.50	Disagree/ Low
2.51- 3.25	Agree/ High	1.00-1.75	Strongly Disagree/ Very Low

Table 8 presents the level of Grade 6 learners' 4Ps benefits based on **home environment** with an overall mean of 3.23 (SD=0.52) described as **Agree**. This means that Grade 6 learners have a positive perception of the 4Ps benefits in terms of a conducive home environment. This suggests that Grade 6 learners believe that the 4Ps program has had a positive impact on their home environment. This implies that Grade 6 learners may have noticed improvements in the availability of resources, such as educational materials, hygiene supplies, or basic necessities, which have enhanced their living conditions and created a more conducive environment for their growth and learning. The additional income from 4Ps can be used to improve living conditions within the household, such as upgrading or repairing housing infrastructure, purchasing essential household items, or investing in home improvements.

In addition, the beneficiaries may use the cash transfers to make their homes safer, more comfortable, and more conducive to family life. The program's conditions, which require parents to attend family development sessions and ensure regular health check-ups and school attendance for their children, promote positive parenting practices and family cohesion. By participating in these activities, beneficiaries gain valuable knowledge and skills that can contribute to a nurturing and supportive home environment. Moreover, the program has improved the lives of beneficiaries by providing basic needs, promoting well-being, socioeconomic status, and capital for livelihood. Additionally, the implementation of 4Ps has led to a significantly higher Human Development Index in the Philippines compared to years without the program, indicating its positive effect on the country's development (Diaz, 2022).

On the other hand, the indicator, **Because of the 4Ps, I regularly eat our meals at least three time a day**, got the highest mean of 3.53 (SD=0.70), described as **Strongly Agree**. This indicates that Grade 6 learners perceive the level of 4Ps benefits in terms of their home environment as very positive. This denotes that Grade 6 learners have a high level of agreement and satisfaction regarding the regularity of their meals at home, which is facilitated by the 4Ps program. It implies that the 4Ps program has effectively addressed the nutritional needs of the learners and ensured that they have regular and adequate meals. As noticed, the learners recognize the positive impact of the 4Ps program on their home environment,

particularly in terms of food provision and meal regularity.

Furthermore, the Pantawid Pamilyang Pilipino Program benefits individuals and families by providing conditional cash transfers, which can positively impact indicators related to food security and nutrition, such as the frequency of meals consumed per day. The Pantawid Pamilyang Pilipino Program benefits participants by promoting food security, access to nutritious meals, healthier eating habits, improved academic performance, and poverty alleviation, all of which contribute to learners regularly eating at least three times a day and supporting their overall well-being and development.

Moreover, the majority of beneficiaries in all locations said that the cash transfer had a favorable effect on their household's food security (access to food), intake (amount), and diversity (quality) of food consumption. The 4Ps, according to beneficiaries, have enhanced their overall food intake and diversity. Beneficiaries also mentioned the Family Development Sessions as a reason for the improved variety in their meals, as they learned to prepare different, more nutritious meals (DSWD, 2020).

On the other hand, the indicator, **Because of the 4Ps, I have an internet connection to supplement our study**, got the lowest mean of 2.68 (SD=1.04), described as **Agree**. This means that Grade 6 learners assess the level of attainment of the 4Ps goal in terms of providing an internet connection for study purposes as positive. This denotes that while the learners acknowledge the presence of an internet connection to supplement their studies, the lower mean score suggests that there may be challenges in providing consistent and reliable internet access to support the learners' educational needs. This implies that though there is a budget allocated for the student- beneficiaries who are enrolled in the program to support their education but this cash allocation is not enough to cover the bills for the internet in aid to the student- beneficiary's studies. The amount allocated through the 4P's program may not have been designed to cover additional expenses such as internet bills, which have become essential for learning.

Relevantly, Conditional Cash Transfer programs face challenges in education, primarily related to insufficient grant amounts affecting students' academic performance. Recipients often use the grants for family expenses, leading to absences and non-compliance with school activities. Contextual factors, such as service delays and beliefs in traditional medicine, can negatively impact satisfaction with health services, affecting educational outcomes. While CCT programs aim to improve school participation and reduce early school leaving, they may not effectively address these issues, especially for vulnerable social group. Despite the longevity of some CCT programs, their success in enhancing educational indicators remains questionable.

Table 9: Distribution of the Level of the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Benefits Considering Study Habits

Indicators	Mean	SD	Description
Because of the 4P's ...			
I follow a set of schedules for studying.	3.21	0.79	Agree
I sleep well after doing my homework.	3.26	0.95	Strongly Agree
I review my lessons before examinations.	3.23	0.84	Agree
I keep track of deadlines and important dates in complying my assignments.	3.21	0.77	Agree
I study my lesson in advance and in a quiet place.	3.02	0.78	Agree
I study in the library during my free time.	2.83	0.86	Agree
I do my assignments on time.	3.39	0.81	Strongly Agree

Overall	3.16	0.57	Agree
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Legend:

3.26- 4.00	Strongly Agree/ Very High	1.76-2.50	Disagree/ Low
2.51- 3.25	Agree/ High	1.00-1.75	Strongly Disagree/ Very Low

Table 9 presents the Grade 6 learners' perceived 4Ps benefits based on **study habits** with an overall mean of 3.16 (SD=0.57) described as **Agree**. This means that Grade 6 learners have a positive perception of the 4Ps benefits in terms of increasing their study habits. This suggests that Grade 6 learners believe that the 4Ps program has had a positive impact on their study habits. This implies that Grade 6 learners may have experienced increased motivation, better organization of study materials, access to educational resources, or support in developing effective study techniques, which have positively influenced their study habits and learning outcomes.

Moreover, access to different types of study resources caters to diverse learning styles. When pupils perceive their study materials as high- quality and relevant to their learning goals, they are more likely to engage deeply with the content. Engaging and well-presented study materials can spark interest and intrinsic motivation, leading to more consistent study habits.

Beneficiaries often perceive 4Ps positively in terms of their role in improving access to educational resources. The cash grants provided by the program can be used to purchase school supplies, textbooks, and other materials necessary for studying. This increased access to resources enables learners to engage more effectively in their studies and pursue academic success (Derakshan, et al 2020).

The indicator, **Because of the 4P's I do my assignments on time**, got the highest mean of 3.39 (SD=0.81) described as **Strongly Agree**. This means that the Grade 6 learners perceive the level of benefits provided by the 4Ps program in terms of this indicator as very positive. This denotes that Grade 6 learners have a high level of agreement and satisfaction regarding their ability to complete assignments on time with the help of the program's initiative. It implies that the program has successfully supported and improved the learners' study habits, enabling them to meet their assignment deadlines consistently. The 4Ps program has effectively contributed to enhancing the study habits of Grade 6 learners, particularly in terms of assignment completion.

As observed, one of the 4Ps monitoring indicators refers to the academic performance of the learners. If the learners get failing grades consistently, they may be discontinued from the program's monetary benefits. This leads to putting efforts among parents to push their learners to study at home. The strong agreement reflects the learners' recognition of the positive impact of the program on their study habits and their ability to manage their academic responsibilities.

Furthermore, this is supported by a study that the 4Ps program has been shown to have a positive impact on students' academic performance and study habits. Research indicates that the 4Ps program effectively improves the academic performance of beneficiaries, particularly by enhancing their educational outcomes and grade weighted average. Additionally, the study skills promoted by the 4Ps program are linked to positive impacts on students' academic performance, emphasizing the importance of these skills in managing academic responsibilities (Sasaki et al. 2018).

On the other hand, the indicator, **Because of the 4P's I study in the library during my free time**, got the lowest mean of 2.83 (SD=0.86) described as **Agree**. This means that the level of benefit that the 4Ps beneficiaries, who are Grade 6 learners, perceive in terms of this indicator is positive. However, the lower mean score suggests that there may be limitations in terms of accessing and utilizing library resources for study purposes.

As observed, the above-mentioned indicator got the lowest mean because not all

schools in basic education have a library. If there is any, it might not be big enough to accommodate a large number of learners. Libraries in schools are pivotal for enhancing the study habits of beneficiaries by providing access to diverse, high-quality study materials, offering a conducive study environment, ensuring affordability, and promoting effective communication and support.

Meanwhile, the results are consistent with the understanding that study habits significantly influence academic achievement. It is important to consider that various factors, such as different levels of intelligence and lack of good infrastructural facilities, including libraries, contribute to students' academic performance. However, one key reason for student failure is often attributed to insufficient effort and a lack of recognition regarding the importance of study habits in achieving academic success (Oliva 2021).

Table 10: Distribution of the Level of the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Benefits Considering Learning Skills

Indicators	Mean	SD	Description
Because of the 4P's ...			
I work seriously on my projects.	3.38	0.76	Strongly Agree
I express my opinion confidently.	3.12	0.77	Agree
I express my ideas through writing.	3.21	0.74	Agree
I work well with my classmates in learning new lessons.	3.20	0.88	Agree
I give up easily when difficulty in learning arises	2.64	0.89	Agree
I am open to other ideas during learning.	3.19	0.74	Agree
I take note of important things to learn more.	3.22	0.87	Agree
Overall	3.14	0.51	Agree

Legend:

3.26- 4.00	Strongly Agree/ Very High	1.76-2.50	Disagree/ Low
2.51- 3.25	Agree/ High	1.00-1.75	Strongly Disagree/ Very Low

Table 10 presents the Grade 6 learners' perceived 4Ps benefits based on **learning skills** with an overall mean of 3.14 (SD=0.51) described as **Agree**. This means that Grade 6 learners have a positive perception of the 4Ps benefits in terms of developing their learning skills. It suggests that the program has contributed to the development of their cognitive abilities, critical thinking, problem-solving skills, and overall capacity to learn and acquire knowledge effectively. This implies that Grade 6 learners may have experienced improved comprehension, better information processing, enhanced study techniques, or access to educational resources and support, which have positively influenced their learning skills and academic performance.

The perception of the benefits of the Pantawid Pamilyang Pilipino Program on learning skills is influenced by various factors, including access to educational resources, family support and the overall environment within the household. Beneficiaries of the program perceive its benefits positively in terms of supporting the development of learning skills among children. By addressing financial barriers, incentivizing school attendance and participation, promoting parental involvement, expanding learning opportunities, and fostering positive reinforcement, the program contributes to creating a conducive learning environment and empowering learners to succeed academically and beyond (Evans & Ghosh ,2019).

The indicator, **Because of the 4Ps I work seriously on my projects**, got the **highest mean** of 3.38 (SD=0.76) described as **Strongly Agree**. This means that the level of Grade 6 learners' perception of 4Ps benefits in terms of this indicator is very positive. This denotes that the 4Ps program has successfully fostered a sense of responsibility and conscientiousness among the Grade 6 learners, enhancing their learning skills and overall academic performance.

This implies that the Grade 6 learners believe that the 4Ps program has had a significant impact on their motivation towards accomplishing their school projects as one of the indicators of their learning skills.

As perceived, the 4Ps program has had a positive influence in fostering a sense of drive and determination among the Grade 6 learners. The program has successfully instilled a sense of purpose and importance in the minds of Grade 6 learners when it comes to completing their school projects. With the assistance aided by the 4Ps, the needed materials for the completion of those projects can be provided and this gives more motivation to the learners. The learners attribute their enhanced motivation to the support and resources provided by the 4Ps program, which has helped them recognize the value of their school projects.

The study conducted by Basco et al. (2021) aimed to assess the utilization of the Pantawid Pamilyang Pilipino Program in education and its impact on academic performance. The findings revealed that the academic performance of the 4Ps recipients was satisfactory. This indicates that the program has been successful in positively influencing the educational outcomes of its beneficiaries. One of the key factors contributing to this positive impact is the awareness among the beneficiaries regarding the Pantawid Pamilyang Pilipino Program and its intended purpose. The recipients are knowledgeable about the program and understand that the financial support they receive is specifically allocated for educational purposes including accomplishing school projects.

On the other hand, the indicator, **Because of the 4Ps I give up easily when difficulty in learning arises**, got the lowest mean of 2.64 (SD=0.89), described as **Agree**. This means that the level of agreement of the Grade 6 learners in terms of this indicator is Positive, but the lower mean score compared to other indicators suggests that no matter how high and difficult the challenges in learning arise, there are still beneficiaries that thrive.

Moreover, the moderate level of agreement among Grade 6 learners who are beneficiaries of the 4Ps program regarding their tendency to give up easily when faced with learning difficulties shows that the 4Ps program has played a role in equipping Grade 6 learners with the necessary mindset and skills to persevere through difficult learning situations. As perceived while the overall perception is not as positive as other indicators, it still indicates a level of benefit provided by the 4Ps program. The program has helped foster a sense of determination and the belief that challenges can be overcome. The 4Ps program has the potential to further enhance learners' resilience and promote a more positive and growth-oriented attitude towards learning.

Difficulty in learning is a common challenge that learners face, and the ability to persist in the face of challenges is a key aspect of resilience. The perception of 4Ps benefits in terms of building resilience may be influenced by various factors, including access to educational resources, supportive learning environments, and encouragement from parents and teachers. Meanwhile, each student must assume personal responsibility for obtaining the necessary knowledge to support the development of positive attitudes, reasoning abilities, critical thinking, and other skills necessary for academic success. Approaching or completing learning activities individually and methodically requires effective learning abilities and techniques (Odiri, 2021).

Table 11: Distribution of the Level of the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Benefits Considering Academic Interactions

Indicators	Mean	SD	Description
Because of the 4P's...			
I consult my teacher for guidance, regarding academic matter.	3.09	0.85	Agree
I learn a lot from my teacher during academic discussions.	3.19	0.72	Agree

I remain silent and ask questions only after class.	3.02	0.88	Agree
I enjoy brainstorming during group academic instruction	3.19	0.73	Agree
I volunteer to answer difficult questions during discussions.	2.89	0.8	Agree
I ask questions for topics I did not understand.	3.17	0.72	Agree
I have difficulty in understanding the lessons in class.	2.68	0.89	Agree
Overall	3.03	0.47	Agree

Legend:

3.26- 4.00	Strongly Agree/ Very High	1.76-2.50	Disagree/ Low
2.51- 3.25	Agree/ High	1.00-1.75	Strongly Disagree/ Very Low

Table 11 presents the Grade 6 learners' perceived 4Ps benefits based on **academic interactions** with an overall mean of 3.03 (SD=0.47) described as **Agree**. This means that Grade 6 learners have a positive perception of the 4Ps benefits in terms of academic interactions. This suggests that the program has contributed to creating a conducive and supportive environment for academic collaboration, peer learning, and interactions with teachers and classmates. This implies that Grade 6 learners may have observed increased engagement in classroom discussions, improved communication with teachers and peers, enhanced teamwork skills, or a sense of belonging and support within the academic community.

Perceptions of the benefits of 4Ps based on academic interactions reflect the program's broader impact on educational outcomes, social dynamics within schools, and the development of critical skills necessary for academic success. By promoting active participation, peer learning, teacher-student engagement, critical thinking, and support for extracurricular activities, 4Ps contributes to creating a conducive learning environment and empowering pupils to thrive academically (Evans & Ghosh, 2019).

The indicator, **Because of the 4Ps I learn a lot from my teacher during academic discussions**, and **Because of the 4Ps I enjoy brainstorming during group academic instruction** got the highest mean of 3.19 (SD=0.72; SD=0.73) described as **Strongly Agree**. This means that Grade 6 learners perceive the level of benefits provided by the 4Ps program in terms of this indicator as very positive. This denotes that Grade 6 learners have a high level of agreement regarding their ability to pay attention to the teacher as well as openly express their ideas during class and group discussions, which is one of the indirect benefits of the 4Ps program. It implies that the program has been successful in promoting a positive impact on the academic interactions and overall educational experience of its beneficiaries. Beneficiaries might demonstrate improved grades due to increased access to resources like school supplies, meals, or tutoring services.

Moreover, the 4Ps program has positively reflected on the learners' recognition of the positive impact of the program, where pupils say they exhibit higher self-esteem and confidence in their academic abilities as they receive support from it. Positive perception may lead to improved relationships with peers and teachers, fostering a more supportive learning environment. Furthermore, the conditional monetary transfers offered by the program encourage students to show up to class and do better overall. Research has also indicated that the program positively impacts students' completion rates; higher attendance rates are positively correlated with improved academic success. Additionally, the program has been successful in increasing the awareness of beneficiaries regarding the utilization of cash grants for educational purposes (Sasaki, 2018).

On the other hand, the indicator, **Because of the 4Ps, I have difficulty in understanding the lessons in class**, got the lowest mean of 2.68 (SD=0.89), described as **Agree**. This means that the level of benefit that the 4Ps beneficiaries, who are Grade 6 learners, perceive in terms of this indicator is positive. This denotes that Grade 6 learners, who are

beneficiaries of the 4Ps program, admitted that they face challenges in understanding the lessons taught in class. The lower mean score compared to other indicators suggests that there may be challenges or areas where the program could enhance its effectiveness in addressing these aspects.

Moreover, it indicates that there is a general agreement among the learners regarding the difficulty they experience in comprehending the subject matter. While the program provides financial support, it may not cover all educational expenses such as transportation, school supplies, or additional tutoring. A lack of resources can hinder a student's academic performance and understanding of lessons. This implies that the cash assistance from the 4Ps does not guarantee that it will be a smooth sailing journey for the learners.

As perceived, the learners are aware of their challenges and are willing to seek assistance. It is also necessary that they have to face difficulties in their learning journey to develop soft skills in themselves such as time management, resilience, and the like. Hence, admitting that they are experiencing difficulties in learning signifies their openness to receiving support and their recognition that improvement is possible with the right interventions.

Meanwhile, a teacher plays a significant role in the learning environment that fosters positive cultures and encourages healthy collaborations. According to (Rahman, 2020), the main variable in the learning environment is not the student, but the teacher. Good teachers have high hopes for their pupils and even higher opportunities for themselves. These teachers identify the importance of being involved with their students and that if they were not involved with pupils emotionally, then the impact on students' minds may be impossible. Creating learning environments that encourage positive cultures with healthy collaborations can motivate the learner to use their energies and desires to achieve goals.

Table 12: Summary of the Level of the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Benefits

Variables	Mean	SD	Interpretation
Home Environment	3.23	0.52	High
Study Habits	3.16	0.57	High
Learning Skills	3.14	0.51	High
Academic Interactions	3.03	0.47	High
Overall	3.14	0.45	High

Legend:

3.26- 4.00	Strongly Agree/ Very High	1.76-2.50	Disagree/ Low
2.51- 3.25	Agree/ High	1.00-1.75	Strongly Disagree/ Very Low

Table 12 presents the summary of Grade 6 learners' perceived 4Ps benefits with an overall mean of 3.14 (SD=0.45), described as **Agree**. This means that Grade 6 learners have a positive perception of the 4Ps benefits. This suggests that Grade 6 learners understand that the program has provided them with tangible benefits in areas such as home environment, study habits, learning skills, academic interactions, and potentially more. This implies that Grade 6 learners have observed and experienced positive outcomes and improvements across multiple dimensions as a result of their participation in the 4Ps program.

Benefits of the Pantawid Pamilyang Pilipino Program are frequently noted in a number of areas, such as the family environment, study habits, learning abilities, and interactions with classmates. Through initiatives like family development workshops and parent-teacher associations, the program encourages parents involvement in their children's education. Engaged parents provide support, encouragement, and guidance to their children, helping them develop effective study habits and succeed academically (Gumapac et al., 2021).

The variable, **Home Environment**, got the highest mean of 3.23 (SD=0.52), described as **Agree**. This means that Grade 6 learners perceive the level of benefits provided by the 4Ps program in terms of the home environment as positive. The positive perception indicates the impact of the 4Ps program on their home environment. It suggests that the program has been successful in enhancing aspects of the learners' home environment, which may include factors such as a supportive and conducive learning environment, resources, and parental involvement.

Moreover, this implies that the 4Ps program has effectively contributed to improving the home environment for Grade 6 learners, resulting in positive outcomes. Families receiving cash grants through the 4Ps program often experience improved financial stability. This can lead to reduced stress related to meeting basic needs such as food, clothing, and healthcare, creating a more supportive home environment conducive to learning.

As observed, the families registered under the 4Ps program are also monitoring the academic performance of their children. There is a form filled out by the teachers gathering data and informing the program of the number of absences and periodical grades of the learners that are registered under the 4Ps program. This could be one of the benefits of indirectly fostering a home environment among learners through the 4Ps program. Moreover, the parent-beneficiaries are required to attend mothers' class and family development sessions designed to enhance their skills and understanding on core family values and parental responsibilities and to encourage them to be involved in community activities (Flores et al., 2019).

On the other hand, the variable, **Academic Interactions**, got the lowest mean of 3.03 (SD=0.47) described as **Agree**. This means that the level of benefit that the Grade 6 learners, who are beneficiaries of the 4Ps program, perceive in terms of this variable is positive. This implies that the 4Ps program has laid a foundation for positive academic interactions among Grade 6 learners. However, additional efforts can be made to strengthen and enrich these interactions. This underscores that the program has had a positive impact on the learners' academic interactions, such as peer collaboration and teacher-student interactions, but there may be further opportunities to enhance these aspects. These can be enhanced by providing targeted tutoring or remedial classes for pupils who are struggling academically. Offer additional learning resources such as textbooks, workbooks, and educational materials.

Further, the positive perceptions of Grade 6 learners in terms of the Home Environment with the other variables depicted in the presented data align with the goals of the CCT program. With the goal of reducing poverty, meeting the immediate needs of low-income families, and offering financial help, this CCT program focuses on them. The CCT is helping 300,000 people in the Philippines. As of June 2018, the program had reached around 4.9 million recipients across 144 cities and 1,483 municipalities across the Philippines (DSWD, 2020).

Problem 4: Is there a significant relationship between the respondent's assessment of Pantawid Pamilyang Pilipino Program (4Ps) goals and benefits?

Table 13: Result of the Test on Relationship between the Respondents' Pantawid Pamilyang Pilipino Program (4Ps) Goals and Benefits

Pantawid Pamilyang Pilipino Program (4Ps) Goals	Pantawid Pamilyang Pilipino Program (4Ps) Benefits					Interpretation
	Home Environment	Study Habits	Learning Skills	Academic Interactions	Overall	
Health	r = 0.434 p = 0.001	r = 0.438 p = 0.001	r = 0.494 p = 0.001	r = 0.380 p = 0.001	r = 0.505 p = 0.001	Significant
Nutrition	r = 0.593	r = 0.416	r = 0.570	r = 0.463	r = 0.587	

	p = 0.001	p = 0.001	p = 0.001	p = 0.001	p = 0.001	Significant
Education	r = 0.604 p = 0.001	r = 0.517 p = 0.001	r = 0.517 p = 0.001	r = 0.482 p = 0.001	r = 0.628 p = 0.001	Significant
Overall	r = 0.625 p = 0.001	r = 0.529 p = 0.001	r = 0.632 p = 0.001	r = 0.510 p = 0.001	r = 0.663 p = 0.001	Significant

Legend: S- Significant NS - Not Significant

Table 13 shows the test of the relationship between 4Ps goals in **Health, Nutrition, and Education** and its benefits considering **Home Environment, Study Habits, Learning Skills, and Academic Interactions** with an overall r value of 0.663 ($p=0.001$) interpreted as having a strong positive relationship and significant at 0.05 significant level. The results indicated that there is a substantial positive association between the 4Ps goals and its benefits. Additionally, the statistical significance of $p=0.001$, at a 0.05 significance level, indicates that this relationship is unlikely to have occurred by chance. Therefore, the null hypothesis, according to which there is no meaningful correlation between the 4Ps aims and their advantages, is rejected by this study. Stated otherwise, the results indicate that the 4Ps program, with regard to its objectives of health, nutrition, and education, considerably and favorably influences the participants' home environment, study habits, learning abilities, and academic interactions.

This implies that the 4Ps program plays a meaningful role in improving various aspects of individuals' lives, including their home environment, study habits, learning skills, and academic interactions. The program's focus on Health, Nutrition, and Education goals is associated with positive outcomes in these areas, suggesting the effectiveness and importance of the 4Ps program in promoting holistic development and well-being. As observed, the strong positive relationship between the 4Ps goals in health, nutrition, and education and its benefits considering home environment, study habits, learning skills, and academic interactions has a significant impact on the overall well-being of the student-beneficiaries. This is most likely due to the program's holistic approach, which addresses multiple aspects of the beneficiaries' lives, including their health, nutrition, and education.

Moreover, the Pantawid Pamilyang Pilipino Program aims to alleviate poverty in the Philippines through conditional cash transfers. Its goals, like poverty reduction and improved health and education outcomes, directly correlate with its benefits. By providing financial assistance to eligible families, it helps improve their living conditions, increases access to healthcare and education, reduces child labor, and empowers women. These benefits align closely with the program's overarching goal of breaking the cycle of poverty and promoting socio-economic development (Quito et al., 2018).

Among the variables of the 4Ps benefits, **Learning Skills** and the overall 4Ps goals **Health, Nutrition, Education** got the highest r value of 0.632 ($p=0.001$) interpreted as strong positive relationship, and significant. This means that there is a substantial association among these variables. This suggests that the 4Ps program goals contribute to enhancing individuals' abilities and aptitude for learning. This implies the effectiveness and importance of the program in building up skills related to learning, which can have long-term benefits for students' educational attainment.

As observed, the 4Ps program's focus on health, nutrition, and education has led to improvements in the learning skills of its beneficiaries, as shown by the strong positive relationship between these factors. This improvement in learning skills has contributed to the overall success of the beneficiaries in all three areas, which is a significant achievement for the program. The findings suggest that the program's holistic approach, which addresses multiple aspects of the beneficiaries' lives, has been effective in improving their well-being and academic performance.

Balacuit (2018) revealed that the 4Ps program, which stands for Pantawid Pamilyang Pilipino Program, has been instrumental in providing educational assistance to student-beneficiaries. This assistance has helped these pupils perform well in their academic pursuits, with none of them failing in any subject during basic education. The program's focus on education has not only improved the learning skills of its beneficiaries but it has also contributed to their overall success in education. This success is a testament to the program's effectiveness in addressing the needs of its beneficiaries and promoting their well-being.

On the other hand, among the variables of the 4Ps benefits, **Academic Interactions** got the lowest r value of 0.510 ($p=0.001$) interpreted as strong positive and significant. This means that there is a strong positive relationship between Academic Interactions and the goals of the 4Ps program, and this relationship is statistically significant. This suggests that as academic interactions increase, the goals of the 4Ps program are likely to increase as well.

However, the result of having the lowest significant relationship between academic interactions and the 4Ps goals also has implications. This implies that while academic interactions have a significant positive relationship with the goals of the 4Ps program, this relationship is not as strong as the relationships between the other variables in the 4Ps goals and the 4Ps benefits. This suggests that focusing on other variables may be more effective in maximizing the benefits of the 4Ps program. Hence, the lowest significant relationship between academic interactions and the 4Ps goals could be due to several reasons.

As observed, one of the several reasons is that the impact of academic interactions on the 4Ps benefits may be indirect and mediated by other factors, such as the quality of education and instructional materials, which may not have been fully accounted for in the analysis. These additional variables may act as mediators, shaping how academic interactions ultimately impact the outcomes associated with the 4Ps strategy. It is essential to consider these interconnected elements comprehensively to gain a more nuanced understanding of how academic interactions contribute to the overall success of the 4Ps goals (Vartabedian & Klinger, 2018).

Among the relationships between the 4Ps goals and overall 4Ps benefits, **Education** and the overall 4Ps benefits considering **Home Environment, Study Habits, Learning Skills, and Academic Interactions** got the highest r value of 0.628 ($p=0.001$), interpreted as a positive relationship and significant. This means that a higher level of education is associated with greater overall benefits from the 4Ps program. It suggests that education has a pivotal role in maximizing the benefits of the 4Ps program, possibly by enhancing the ability of beneficiaries to utilize the program's resources effectively and make informed decisions. This implies that investing in education can significantly improve the outcomes of the 4Ps program and contribute to the overall well-being of the beneficiaries.

As observed, education is a crucial determinant of an individual's ability to access and utilize the resources provided by the 4Ps program, such as conditional cash grants, health and nutrition services, and educational assistance. Higher levels of education are associated with greater awareness and understanding of the program's requirements and benefits, which can lead to more effective use of the program's resources and better academic outcomes.

By ensuring access to education and promoting regular attendance, the 4Ps program contributes to the development of foundational learning skills such as literacy, numeracy, and critical thinking. The program's emphasis on education may welfare beneficiaries to active engage in learning activities both inside and outside the classroom, leading to the acquisition of valuable skills for academic success and lifelong learning (Legara, et al., 2017).

On the other hand, among the relationships between the 4Ps goals and overall 4Ps benefits, **Health** and the overall 4Ps benefits in terms of **Home Environment, Study Habits, Learning Skills, and Academic Interactions** got the lowest r value of 0.505 ($p=0.001$)

interpreted as a positive relationship and significant. This suggests that there may be other factors that have a greater impact on academic performance.

As perceived, the lower positive significant relationship between health and the overall 4Ps benefits, compared to other variables like education, could be due to various factors. One reason could be that the 4Ps program may primarily focus on providing financial assistance and educational support, with less emphasis on directly addressing health-related issues. Additionally, the complexity of health outcomes, which can be influenced by a wide range of factors beyond the scope of the 4Ps program, may contribute to this lower correlation. Furthermore, the effectiveness of health interventions within the 4Ps program may vary based on factors such as access to healthcare, health literacy, and individual health behaviors, which could impact the strength of the relationship between health and the overall 4Ps benefits.

Moreover, the quality of healthcare services available to beneficiaries can significantly influence the program's impact on health outcomes. Poor healthcare infrastructure, inadequate medical supplies, and low-quality healthcare services may limit the effectiveness of the program in improving health outcomes among beneficiaries. Limited health literacy and awareness among beneficiaries may hinder their ability to fully utilize healthcare services and adopt preventive health practices. Without adequate knowledge about health-promoting behaviors, beneficiaries may not fully benefit from the program's health-related components (Gapasin et al., 2018).

Among the specific variables between the 4Ps goals and the 4Ps benefits, **Education and Home Environment** got the highest r value of 0.604 ($p=0.001$) interpreted as a positive relationship and significant. This means that there is a direct and positive association between a supportive home environment and educational attainment. Therefore, it is important to put a premium on a conducive home setting in enhancing educational outcomes for 4Ps beneficiaries. This suggests that investing in improving the home environment and educational opportunities can lead to better academic performance and overall success for individuals benefiting from the 4Ps program. Additionally, this implies that addressing factors related to the home environment, such as family support, resources, and stability, can help in maximizing the benefits of the 4Ps program in terms of achieving positive educational outcomes for students.

As observed, family support as one of the indicators of home environment makes a huge impact on the 4Ps beneficiaries in attaining the expected standard of education. 4Ps pupils whose families are not supportive of their educational endeavors find it difficult to graduate or accomplish further education because convincing their family to spend the money grant for their education becomes an additional burden for them hence affecting their determination to do well in their studies.

The supportive home environment, including factors like family support, resources, and stability, plays a crucial role in enhancing educational outcomes for 4Ps beneficiaries, contributing to the positive correlation with education (Magtagad et al., 2019). This is because a positive home environment can enhance students' motivation, engagement, and self-efficacy, leading to better academic performance. Furthermore, a supportive home environment can foster a sense of belonging and security, which is essential for pupils to develop a positive attitude towards learning and education.

Meanwhile, among the specific variables between the 4Ps goals and the 4Ps benefits, **Health and Academic Interactions** got the lowest r value of 0.380 ($p=0.001$), interpreted as a moderate relationship and significant. This means that health status and academic interactions are related, but other factors may also influence academic performance. This means that while there is a moderate relationship between health and academic interactions, other factors may have a more significant impact on academic performance. This could be due to various reasons, such as the availability of resources, family support, and socio-economic status. The relationship between health status and academic interactions among 4Ps beneficiaries

underscores the importance of addressing health-related barriers to education. By promoting physical and mental well-being, providing access to healthcare services, and creating supportive learning environments, the 4Ps program can enhance academic interactions and contribute to improved educational outcomes for beneficiaries.

Moreover, it implies that the 4Ps program has been shown to positively impact student academic performance by motivating attendance, meeting conditions, and enhancing socio-economic status. However, there is a need for further research to understand the complex relationship between health and academic interactions among 4Ps beneficiaries fully, as health issues like stunting or obesity may impact academic performance differently for each individual. Furthermore, the interaction between health and academic performance among 4Ps student beneficiaries highlights the importance of integrated approaches to addressing poverty. By ensuring that children are healthy, the 4Ps program supports better academic outcomes, which in turn contribute to long-term socio-economic benefits for individuals, families, and communities. These positive outcomes underscore the value of comprehensive programs that address multiple facets of well-being simultaneously.

Herrera et al. (2023) found that 4Ps beneficiaries had higher odds of stunting and overweight/obesity compared to non-4Ps children, which could affect their academic performance. Stunting and obesity are known to affect cognitive function, energy levels, and overall well-being, potentially leading to difficulties in concentration, learning, and academic achievement. Addressing these health issues among 4Ps beneficiaries is necessary to mitigate their impact on academic interactions and promote better educational outcomes.

Problem 5: Is there a significant relationship between the respondents' assessment of 4Ps goals and benefits and each of their characteristics?

Table 14: Result of the Test on the relationship between the respondents' assessment of Pantawid Pamilyang Pilipino Program (4Ps) Goals and each of the Respondents' Characteristics

Respondents' Characteristics	Pantawid Pamilyang Pilipino Program (4Ps) Goals				Interpretation
	Health	Nutrition	Education	Overall	
Father's Occupation	r = 0.166 p = 0.026	r = 0.255 p = 0.001	r = 0.255 p = 0.002	r = -0.247 p = 0.001	S
Mother's Occupation	r = 0.009 p = 0.906	r = 0.133 p = 0.074	r = 0.056 p = 0.455	r = 0.028 p = 0.705	NS
Father's Highest Educational Attainment	r = -0.144 p = 0.056	r = -0.141 p = 0.061	r = -0.072 p = 0.344	r = -0.144 p = 0.056	NS
Mother's Highest Educational Attainment	r = -0.142 p = 0.057	r = -0.023 p = 0.760	r = -0.039 p = 0.606	r = -0.085 p = 0.259	NS
Number of Siblings	r = -0.095 p = 0.206	r = 0.001 p = 0.984	r = -0.022 p = 0.768	r = -0.051 p = 0.498	NS

Legend: S- Significant NS- Not Significant

Table 14 shows the test of the relationship between Pantawid Pamilyang Pilipino Program goals in health, nutrition and education and each of the respondents' characteristics considering the father's occupation with an overall r value of 0.255 (p=0.001; p=0.002) and Significant at 0.05 significant level. The results shown that there is a substantial positive relationship between the 4Ps goals and each of the respondents' characteristics considering fathers' occupation.

Among the relationships between the variables, the goals of 4Ps considering **Nutrition** and **Education**, and the respondents' characteristics based on the **Fathers' Occupation** got the highest r value of 0.255 ($p=0.001$; $p=0.002$) interpreted as having a weak positive relationship; however, significant at 0.05 significant level. This means that the **Fathers' Occupation** is significant to the 4P's goals.

This means that the fathers' occupation same as the goals of 4Ps helps to provide for the need of the household such as provision on required nutritious meals and the basic necessities and learning materials a learner need in his education. The statistically significant relationship suggests that the occupation of the fathers may influence the extent to which the program's goals related to nutrition and education are achieved. It implies that the relationship between the 4Ps goals in terms of nutrition and education and the beneficiaries' father's occupation underscores the complex interplay of socio-economic factors in shaping household well-being and the effectiveness of social welfare programs. Addressing socio-economic inequalities and providing targeted support to vulnerable families are essential for realizing the nutrition and education goals of the 4Ps program. However, it should be noted that the strength of this relationship is relatively weak, indicating that other factors may also contribute to the achievement of these goals.

Nutrition goals focus on addressing malnutrition, promoting healthy eating habits, and ensuring access to nutritious food for families while, education goals aim to increase school enrollment, reduce dropout rates, and enhance educational attainment among children from low-income households. The occupation of the father can have implications for the household's socio-economic status, income level, and access to resources. Fathers with stable employment in formal sectors may have higher incomes and more resources to provide for their families, including access to nutritious food and educational support. On the other hand, fathers engaged in informal or precarious occupations may face challenges in meeting the nutritional and educational needs of their families due to lower income levels and job instability (Bakshi et al., 2019).

On the other hand, among the relationships between the variables, the goals of 4P's considering **Nutrition** and **Education**, and the respondents' characteristics based on the Mother's **Highest Educational Attainment** got the lowest r value of -0.023 ($p=0.760$), interpreted as having a negligible negative relationship, and Not Significant at 0.05 significant level. This means that there is a negligible and non-significant negative association between the goals of Nutrition and Education in the 4Ps program and the highest educational attainment of the respondents' mothers. The lack of statistical significance suggests that the educational attainment of the mothers may not have a significant impact on the achievement of the program's goals related to nutrition and education.

The lack of a significant relationship suggests that maternal education alone may not be a strong determinant of nutrition and education outcomes among 4Ps beneficiaries. Other factors such as household income, access to healthcare, and community resources, may play a more significant role in shaping these outcomes. In other words, there is little to no meaningful association between these variables. While the relationship is considered negligible and non-significant, this does not necessarily imply that the educational attainment of the mothers is entirely irrelevant to the program's goals. Other factors or variables not accounted for in the analysis may play a more influential role in determining the outcomes related to nutrition and education in the 4Ps program. Additionally, the lack of statistical significance could also be attributed to the specific sample or limitations of the study design.

Meanwhile, The impact of mothers' nutritional education and understanding on their children's nutritional status is highlighted in a study published in the International Journal of Child Care and Education Policy. The research revealed that while nutrition education impacts

On the other hand, among the relationship between the variables, the goals of 4P's considering **Health, Nutrition and Education** and the respondents' characteristics based on **Mother's Occupation, Father's Highest Educational Attainment and Number of Siblings** play no significant relationship. The lack of significance of the mother's occupation, father's highest educational attainment and number of siblings implies that the program goals are more centered around poverty alleviation, child health, education and nutrition outcomes, which are addressed through conditionality rather than employment status, educational attainment and the size of the family. It suggests that the program is designed to benefit low-income households.

Respondents' Characteristics	Pantawid Pamilyang Pilipino Program (4Ps) Benefits					Interpretation
	Home Environment	Study Habits	Learning Skills	Academic Interactions	Overall	
Father's Occupation	r = 0.190 p = 0.011	r = 0.233 p = 0.002	r = 0.255* p = 0.001	r = 0.222 p = 0.003	r = -0.260 p = 0.001	S
Mother's Occupation	r = 0.083 p = 0.267	r = 0.032 p = 0.671	r = 0.055 p = 0.465	r = 0.066 p = 0.377	r = 0.046 p = 0.538	NS
Father's Highest Educational Attainment	r = 0.004 p = 0.962	r = -0.048 p = 0.531	r = -0.127 p = 0.093	r = -0.111 p = 0.144	r = -0.079 p = 0.299	NS
Mother's Highest Educational Attainment	r = -0.035 p = 0.644	r = -0.028 p = 0.711	r = -0.076 p = 0.308	r = -0.124 p = 0.098	r = -0.074 p = 0.323	NS
Number of Siblings	r = -0.028 p = 0.712	r = -0.162 p = 0.029	r = -0.124 p = 0.097	r = -0.034 p = 0.648	r = -0.103 p = 0.167	NS

Table 15 shows the test of the relationship between 4P's benefits in terms on home environment, study habits, learning skills and academic interactions and each of the respondents' characteristics considering father's occupation, mother's occupation father and mother's educational attainment and number of siblings.

Moreover, a study published in the International Journal of Child Care and Education Policy revealed the role of families, including those benefiting from the 4Ps program, in supporting children's learning skills. It further presented that family support plays a crucial role

in enhancing children's educational outcomes, indicating that programs like the 4Ps can contribute to creating a supportive environment for learning and skill development. This suggests that parental involvement, influenced by factors such as fathers' occupations, can significantly impact children's learning skills and educational achievements within social welfare programs like the 4Ps (Utami, 2022).

On the other hand, among the relationships between the variables, **Study Habits**, and **Mother's Highest Educational Attainment** got the lowest r value of -0.028 ($p=0.711$) interpreted as having a negligible negative relationship, and Not Significant at 0.05 significant level. This means that there is a negligible and non-significant negative association between the benefits of the 4Ps program in terms of Study Habits and the highest educational attainment of the respondents' mothers. The lack of statistical significance suggests that the educational attainment of the mothers may not have a significant impact on the realization of the program's benefits related to study habits.

As noticed, learning skills are influenced by various factors, including individual characteristics, teaching methods, school environment, and parental involvement, among others. While father's occupation may play a role in shaping learning skills, it is just one of many potential influences. Other factors, such as the child's innate abilities, educational opportunities, and personal motivation, may have a stronger impact on learning skills.

Further, an article on Rappler emphasizes the importance of incorporating more education into programs like the 4Ps to sustain their positive effects. While acknowledging the positive impacts of the 4Ps and similar Conditional Cash Transfer (CCT) programs, continuous education initiatives are essential for lasting benefits for beneficiaries, including enhanced study habits among children. This perspective presented that while maternal education is valuable, broader educational enhancements within social welfare programs are necessary to maximize their impact on learning skills and academic achievements of the learners' beneficiaries (Ablaza, 2024).

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

In the light of the findings of the study, the research concluded that the Grade VI learners assess the goals of Pantawid Pamilyang Pilipino Program with a high level of assessment. Moreover, there is a positive but weak association between the goals of nutrition and education in the Pantawid Pamilyang Pilipino Program and the occupation of the respondent's father. However, significant at 0.05 level. On the other hand, the Grade VI learners have a positive perception of the impact of the 4Ps program on their home environment. It suggests that the program has been successful in enhancing aspects of the learners' home environment, which may include factors such as a supportive and conducive learning environment, resources, and parental involvement.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. To improve the goals of the Pantawid Pamilyang Pilipino Program (4Ps) in terms of nutrition, the DSWD should encourage the production and consumption of locally available fruits, vegetables, whole grains, and protein sources as part of their implementation and monitoring program to promote dietary diversity and improve nutritional intake among beneficiaries.

2. To improve the benefits of the Pantawid Pamilyang Pilipino Program in terms of academic interactions among the Grade VI learners, organize after-school enrichment activities

such as study groups, clubs, and workshops focused on subjects of interest or areas needing improvement. These activities can provide opportunities for Grade VI learners to engage with peers, deepen their understanding of academic concepts, and develop essential study skills.

3. The Pantawid Pamilyang Pilipino Program goals and its benefits should be conducted by teachers in other places, considering other variables to validate the result.

4. To improve the effectiveness of the Pantawid Pamilyang Pilipino Program goals and benefits based on the beneficiaries' characteristics, particularly focusing on the mother's highest educational attainment, the implementing agency should develop tailored education and training programs aimed at enhancing the skills and knowledge of beneficiaries, especially mothers with lower educational attainment. These programs could include adult literacy classes, vocational training, financial literacy workshops, and entrepreneurship training. By empowering mothers with relevant skills, they can better support their families and maximize the benefits of the 4Ps program.

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