



Received: 25-09-2025
Accepted: 05-11-2025

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Analysis of Academic Performance and Challenges of Pantawid Pamilyang Pilipino Program (4P's) Beneficiaries

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DOI: <https://doi.org/10.62225/2583049X.2025.5.6.5243>

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Abstract

One of the government solutions to eradicate poverty and reduce the case of dropout students in school is by providing the needs of these families through cash conditional transfer program also known as Pantawid Pamilyang Pilipino Program (4P's). This mixed method research using sequential explanatory design sought to analyze the academic performance and challenges of thirty-nine (39) Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of Collat Integrated School in Masinloc Zambales during school year 2024 – 2025. The academic performance of 4P's students were rated "satisfactory" in five core subjects in the first quarter of the school year. Using focus group discussion as the main data gathering tool, the study yielded the following results: the top two common success stories include that 4P's implementation brought significant change in their lives and increase sense of self-empowerment.

While, common challenges in the implementation include recipients have limited understanding about 4P's program and still struggling in financial matters. Furthermore, teacher-respondents revealed the actions that they have undertaken in the implementation of the 4P's program which include strong parental involvement of parents in school activities and strict monitoring of school participation of 4P's beneficiaries. In light with the findings, the researcher recommended meaningful engagements and collaborations between 4P's student-beneficiaries, parents and school personnel towards ensuring the program continues to have a positive outcome. Furthermore, teachers are encouraged to study further on what effective learning strategy based on the needs and interest of the students to keep them in school until they finish their academic year.

Keywords: Academic Performance, 4P's, Non-4P's, Beneficiaries, Core Subjects

Introduction

The problem of poverty has remained one of the most significant issues in developing countries as observed in the past generations despite continuous economic growth. Poverty has a relevant connection to a child's development and educational outcomes in the early stage of his life (Black, & Engle, 2008).

Many of the developing countries used inclusive growth strategies to achieve a significant reduction in poverty. A good example is a cash transfer program. Cash transfers are among the important safety net programs that have been implemented and focus on addressing extreme poverty (Son, 2008). Conditional Cash Transfers (CCT) programs have spread in Latin American countries and other developing countries. This program is perceived as a key to poverty reduction. As a matter of fact, there are noticeable results on children's academic performance and health outcomes. Review studies of CCT evaluations in Latin America (Glewwe, & Kassouf, 2009; Duryea, & Morrison, 2004^[6]; Garcia, & Hill, 2008) concluded that the program achieves its goal in improving school attendance and academic performance among the beneficiaries as well as the reduction of dropout rates and child labor across public schools in these countries. Its effectiveness in Latin American countries helped to boost this program to other developing countries.

In the Philippines, the Pantawid Pamilyang Pilipino Program (4P's) has dual objectives as one of the government's flagships to reduce income inequality: 1.) Social assistance, giving monetary support to extremely poor families to respond to their immediate needs and 2.) Social development, breaking the intergenerational poverty cycle by investing in the health and education of poor children through programs like health check-ups for pregnant women and children aged 0 to 5; deworming of school children aged 6 to 14; enrollment of children in daycare, elementary, and secondary schools; and family development sessions.

This study aimed to analyze the academic performance and challenges of Pantawid Pamilyang Pilipino Program (4P's) beneficiaries from the views of the teachers of Collat Integrated School in Masinloc Zambales during school year 2024 – 2025.

The primary purpose of the Pantawid Pamilyang Pilipino Program (4Ps) in the Philippines is to reduce poverty and invest in the human capital of poor households, thereby breaking the intergenerational cycle of poverty. It achieves this by providing conditional cash transfers to eligible households to improve their health, nutrition, and education outcomes, ensuring children receive regular health check-ups and attend school.

Methodology

Research Design

The study utilized mixed method research using phenomenology for qualitative data and descriptive method for quantitative data. The quantitative data focuses on age and gender of the thirty-nine (39) 4P's respondents of the study and qualitative data includes four- teacher-participants as key informants, all of whom were teacher-advisers of Collat Integrated School, as the participants of this research. The researcher had interviewed the four (4) participants using the Interview Guide that only last for 15 – 25 minutes. A written open-ended questionnaire was also be given for them to answer. Content analysis was done using qualitative coding and analysis.

According to Alhazmi & Kaufmann (2022) [2], the qualitative method of phenomenology provides a theoretical tool for educational research as it allows researcher/s to engage in flexible activities that can describe and help to understand complex phenomena, such as various aspects of human social experience.

Participants and Locale

The participants of the study are four (4) teacher adviser and thirty-nine (39) beneficiaries of Pantawid Pamilyang Pilipino Program of Collat Integrated School in Masinloc, Zambales during school year 2024-2025.

Data Collection

The personal data and narrations of the key informant teacher-respondents were properly collected with consent from the respondents as defined under the Data Privacy Act of 2012 and existing rules and regulations of the National Privacy Commission to ensure protection, security and confidentiality of the respondents. Furthermore, the researcher also set an appointment for an individual interview and focus group discussion of the chosen respondents.

The researcher conducted a dry run to see the discrepancy of the items that were not easily understood by the respondents. All items that were not clearly understood were integrated into the finalization of the questionnaire. Pilot testing of survey questionnaire was undertaken to sample respondents. and researcher also utilized the use of Cronbach Alpha through a Statistics and Forecasting Software used by Patrick Wessa, PhD (2024) to measure of internal consistency, that was, how closely related a set of items were as a group. It was used to measure of scale reliability of the survey questionnaire.

Data Analysis

All data yielded by the instrument have been tallied, tabulated, analyzed and interpreted accordingly. For the quantitative data, the researcher used Statistical Package for the Social Sciences (SPSS) while the qualitative data used thematic analysis using qualitative coding and analysis. Open coding was used to identify and code the themes of the interview data.

Table 1: Frequency and Percentage Distribution of the Respondents according to Age

Age	4Ps (f)	Percentage (%)	Non-4Ps (f)	Percentage (%)
12	0	0	33	25.78
13	16	41.03	51	39.84
14	17	43.59	41	32.03
15	4	10.26	3	2.34
16	2	5.13	0	0
Total	39	100	128	100
Mean	13.81		13.61	

It shows that majority of the respondents for 4P's beneficiaries are in their fourteenth, or there are seventeen (17) or 43.49% in the age of 14 years old. On the other hand, majority of the respondents for non-4P's students are in there thirteenth or there are fifty-one (51) or 39.84% in the age of 13 years old. It also shows that the average age of both groups is almost the same. The program achieves its goal in improving school attendance and academic performance among the beneficiaries when age is concern as well as the reduction of dropout rates and child labor across public schools in these countries, (Garcia & Hill, 2008).

Table 2: Frequency and Percentage Distribution of the Respondents according to Gender

Gender	4Ps	Percentage	Non-4Ps	Percentage
Male	18	46.15	76	59.38
Female	21	53.85	52	40.63
Total	39	100	128	100

It shows that out of thirty-nine (39) 4P's beneficiaries with respect to gender, twenty-one (21) or 53.85% are female and eighteen (18) or 46.15% are males. While compared to the one hundred twenty-eight (128) non-4P's students, seventy-six (76) or 59.38% are males and fifty-two (52) or 40.63% are females.

It very well may be assumed that there is a contrasting expectation for males and females with regards to the result of the study. Males are bound to dropout, be missing frequently, have disciplinary issues, have low scholastic achievement and be over age for their grade level than females. Completion rates for males are likewise lower than those for females. Among children in school, males have lower learning results and lower functional literacy rates.

Table 3: Profile of the Respondents According to Monthly Income of the Parents

Monthly Income	4Ps	Percentage	Non-4Ps	Percentage
3,000 and below	18	46.15	15	11.72
3,001 - 5,000	12	30.77	24	18.75
5,000 - 10,000	9	23.08	28	21.88
10,001 - 15,000	0	0	26	20.31
15,001 - 20,000	0	0	20	15.63
20,001 and above	0	0	15	11.72
Total	39	100	128	100

The data show that the respondents for 4Ps have a monthly income of 3,000 and below which comprises eighteen (18) or 46.15% while Non-4Ps have a monthly income of 5,000-10,000 with 21.88% or twenty-eight (28).

An income of P 5,000 and below can be considered a part of the poverty line. Filipino families comprising of five (5) individuals ought to win on the normal of a consolidated month to month salary of P7, 017 so as to meet their most essential sustenance and non- nourishment needs. It very well may be exhibited that the income of the parents is deficient to meet the fundamental needs of a whole family

for the entire month. It can be found out from this information that those children originating from a family with low salary regularly need budgetary and educational supports from their parents. A parent with low financial status faces significant difficulties with regards to giving ideal consideration and education to their children, and when fundamental necessities are inadequate with regards to, guardians place top need on respecting, sustenance, garments, and social insurance, and accordingly, training and educational materials will be less prioritized.

Table 4: Independent t-Test for the Comparison of Academic Performance of non-4P's and 4P's Beneficiaries

Subject	μ_A	μ_B	Computed t-value	P-value	Decision (df = 165, α = 5% and Critical Value of ± 1.645)	Interpretation
Filipino	83.16	82.87	+ 1.188	0.331	Accept Ho	No Significant Difference
English	80.70	79.78	+ 3.557	0.024	Reject Ho	With Significant Difference
Mathematics	81.80	82.12	- 1.233	0.257	Accept Ho	No Significant Difference
Science	83.33	82.18	+ 5.741	0.000	Reject Ho	With Significant Difference
Araling Panlipunan	81.30	81.36	- 0.875	0.747	Accept Ho	No Significant Difference

Table 4 shows the computed t-values to test if there is a significant difference between the academic performances (using the First grading Grade) of the non-4P's and 4P's respondents across the five subjects: Filipino, English, Mathematics, Science and Araling Panlipunan.

It is reflected that there is a significant difference between the academic performances of the two groups of respondents in English and Science with computed t-values of 3.557 and 5.741. These computed values are significant at 0.05 level, thus the null hypothesis is rejected. It can be noticed that non-4P's respondents performed relatively better than the 4P's beneficiaries in these two subjects. However, the null hypothesis is accepted in three subjects, namely Filipino, Mathematics and Araling Panlipunan with computed t-values of 1.188, -1.233 and -0.875.

The implication of the Findings to Improve the Academic Performance of the Students

The findings of the study could help improve the academic performance among 4P's beneficiaries and non-4P's students. It could also help teachers to select suitable means to enhance, improve or innovate their teaching styles aligned to the learning needs of the students whether they are 4P's and non-4P's. This study also serves as a guide for keeping children in school to pursue their education continuously that leads to increase in school attendance and improved academic performance among 4P's beneficiaries and non-4P's students.

Question No. 1: How do the respondents describe the success of 4P's beneficiaries in the implementation of Pantawid Pamilyang Pilipino Program (4Ps)?

Theme 1: Brought significant change in their lives

Sub-Themes	Illustrative Text
<i>See it as a source of hope</i>	"In terms of their participation, 4P's brought changes in the lives and see it as a pathway for a better future" – <i>Participant 1</i>
	"The 4Ps beneficiaries are satisfied in terms of their health assistance and education, making a highlight to their community engagement" – <i>Participant 3</i>
	"Beneficiaries started their small livelihood activities, leading to an increase in their household income and improvement in their economic stability" <i>Participant 2</i>
<i>Improvement in school participation</i>	"Participants attended community meetings and participated in local decision making processes" – <i>Participant 2</i>
	"They are much more than capable in improving their lives as they see it before" – <i>Participant 1</i>
	"Students have high participation level in different school activities like BSP, GSP and sports clubs where they develop cooperation and engagement" – <i>Participant 4</i>

There is was a found significant change in the lives of 4P's recipients. The teacher-respondents believed that the participation level of the students in school turned high because they are 4P's beneficiaries and as expected, they are required to perform well and attend school regularly and lead community engagements with teachers and other community leaders. The above findings have parallelism to

the study of Canlas, Castillo, Estrella and Rosete (2022) [3] who measured and evaluated the effectiveness of the Pantawid Pamilyang Pilipino Program of select beneficiaries in Quezon City, concluded that implementation of Social Assistance Expansion (4Ps) have made a significant positive change to the beneficiaries' lives.

Theme 2: Increase sense of self-empowerment

<i>Sub-Themes</i>	<i>Illustrative Text</i>
Receive awards in school	“They are active in school activities especially sports, scouting and GPP making them receive recognitions and awards in the school” – <i>Participant 4</i>
	“They receive recognitions as school achievers and contestants for various school, district and division level competitions” – <i>Participant 1</i>
Enhancement in community engagements	“Active participation in school and community activities such as the Gulayan sa Paaralan Program (GPP) – <i>Participant 2</i>
	“The parents of 4P’s beneficiaries are very participative in school meetings as well as school and community activities” – <i>Participant 4</i>

The program increases self-empowerment to the beneficiaries. According to Jesus & Villanueva (2023) ^[5] the beneficiaries are very satisfied with using their cash grants for educational purposes, and the beneficiaries be engaged in other worthwhile activities to be given by the local government unit for them to grow their money. This showed that becoming a 4P’s CCT recipient has had a positive impact on the health of individuals, resulting in a significant

reduction in the frequency and severity of illnesses experienced by individuals. The 4P’s CCT program has had a positive impact on the lifestyle characteristics of the individuals who became recipients of the program (Organo, J 2023) ^[8].

Question No. 2: How do the respondents describe the challenges of 4P’s beneficiaries in the implementation of Pantawid Pamilyang Pilipino Program (4Ps)?

Theme 1: Limited understanding about 4P’s implementation

<i>Sub-Themes</i>	<i>Illustrative Text</i>
Lack of awareness about the program requirements	“Because they are unaware of the implementation of the program, they sometimes struggle with attending community meetings and related activities” – <i>Participant 1</i>
	“Some beneficiaries are having hard time to complete the program requirements” – <i>Participant 2</i>
Low participation rate of 4P’s members	“Beneficiaries have found low in participation rate in school” – <i>Participant 4</i>
	“Some beneficiaries do not attend school program and other related activities” – <i>Participant 2</i>

Like other program of the Philippine government that help Filipino families to create economic impact, there are challenges among the 4P’s beneficiaries in the implementation of Pantawid Pamilyang Pilipino Program (4Ps). The beneficiaries still have limited understanding about 4P’s implementation as to lack of awareness about the program requirements and low participation rate of 4P’s members.

Academic researcher, Babasa (2020) suggested that beneficiaries should be given an orientation on the conditionality of the program to understand that such children 6-14 years of age must be enrolled in schools and must attend at least 85% of the time. Thus, attending school is really important as 4Ps beneficiaries.

Theme 2: Still struggling in financial matters

<i>Sub-Themes</i>	<i>Illustrative Text</i>
Insufficient financial resources for education	“Students say that even they are 4P’s beneficiaries, they still face difficulties of attending school due to financial problems” – <i>Participant 1</i>
	“Students come late or absent at school, and when they miss their classes, it affects their grade” – <i>Participant 2</i>
Reported cases of mismanagement of 4P’s implementation	“Some beneficiaries have very limited access to proper implementation of the 4P’s program, mismanagement of its leaders” – <i>Participant 2</i>

There are still problems in terms of handling financial matters. Key informants revealed that even they are recipients of conditional cash transfer, 4P’s beneficiaries are still facing difficulties of attending school due to various

financial problems. The study of study of Canlas, Castillo, Estrella and Rosete (2022) ^[3] recommended that policies regarding proper money allocation be implemented to the beneficiaries to ensure that the program continues to have a positive outcome. The Pantawid Pamilyang Pilipino Program (4Ps) has really a big help in helping them lessen the burden that they carry everyday. (Abigail G. Martinez John Kenneth S. Guevara, 2017).

Question No. 3: What are the actions made by teachers of Collat Integrated School in relation to 4Ps?

Theme 1: Strong parental involvement of parents in school activities

<i>Sub-Themes</i>	<i>Illustrative Text</i>
Communicate with parents to keep them well-informed	“Communication is really information towards maintaining good relationship of parents and school personnel” – <i>Participant 1</i>
Conduct of a regular parent-teacher conference	“Conduct of regular parent-teacher meeting is essential tool towards maintaining communication between parents and the school” – <i>Participant 2</i>

Communication to parents is really information factor towards maintaining good relationship of parents and school personnel. The above findings have similarity to the study of Aguado, A (2021) ^[1] who recommended a project for the 4Ps and beneficiaries which requires maximum involvement of school personnel, parents, 4Ps beneficiaries and barangay officials. Furthermore, a suggested development of a project aims to enhance the implementation of the program to qualified beneficiaries.

Theme 2: Strict monitoring of school participation of 4P's beneficiaries

<i>Sub-Themes</i>	<i>Illustrative Text</i>
Monitoring of students' school-related activities	"Teachers can monitor students' school participation level as a 4P's beneficiaries through school attendance" - <i>Participant 1</i>
Monitoring of students' off-campus activities and performances	"The monitoring of students' achievements in off-campus activities keeps them develop their skills and knowledge that could help them succeed" - <i>Participant 3</i>

As school leaders, there are monitoring tools to measure attendance of 4P's beneficiaries. Teachers can monitor students' school participation level as a 4P's beneficiaries through school attendance. Furthermore, monitoring of students' achievements in off-campus activities keeps them develop their skills and knowledge that could help them succeed. The recommendations of Savella, Bonna and Gorospe (2023) ^[11] provided that the Department of Social Welfare and Development (DSWD) may continue the program provided that the expenditures of the beneficiaries are strictly monitored.

Conclusions

Based on the summary of the investigations conducted, the researcher concluded that:

Most of the respondents were in the average age of thirteen and fourteen. Majority of 4P's respondents are female while most of the non-4P's respondents are male. Parent income of 4P's respondents and non-4P's respondents falls mostly in Php. 10, 000.00 and below; The academic performance of Pantawid Pamilyang Pilipino Program beneficiaries was rated "satisfactory" in all five core subjects; There is a significant difference between the academic performances of the two groups of respondents in English and Science subjects. On the other hand, there is no significant difference noted in the three core subjects namely: Filipino, Mathematics and Araling Panlipunan; The teacher-respondents revealed the success in the implementation of the 4P's program through the following major themes: (1) **"Brought significant change in their lives"** with sub-themes: "See it as a source of hope and Improvement in school participation" and (2) **"Increase of sense of self-empowerment"** with sub-themes: "Received awards in school" and "Enhancement in community engagements"; The teacher-respondents revealed the challenges in the implementation of the 4P's program through the following major themes: (1) **"Limited understanding about 4P's implementation"** with sub-themes: "Lack of awareness about the program requirements" and "Low Participation rate of 4Ps recipients", and (2) **"Still struggling in financial matters"** with sub-themes: "Insufficient financial resources for education" and "Reported cases of mismanagement of 4P's implementation"; The teacher-respondents revealed the actions that they have undertaken in the implementation of the 4P's program through the following major themes: (1) **"Strong parental involvement of parents in school activities"** with sub-themes: "Communication with parents to keep them well-informed" and "Conduct of a regular parent-teacher conference", and (2) **"Strict monitoring of school participation of 4P's beneficiaries"** with sub-themes: "Monitoring of students' school-related activities and "Monitoring of students' off-campus activities and

performances".

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher formulated the following recommendations: Coordination with the government and non-government associations to direct training and courses focusing on business programs and dependable parenthood with the incorporation of family planning strategies both upheld by the Church and the Government. Projects ought to be created to help the community in sourcing out backers and finding for study grants and money-related help to poor yet deserving students; Teachers and school administration may provide academic interventions like remedial classes to the students to improve their academic performance including school attendance, school participation for them to remain as 4P's recipients; The researcher recommended meaningful engagements and collaborations between 4P's student-beneficiaries, parents and school personnel towards ensuring the program continues to have a positive outcome; The 4Ps beneficiaries may be given an orientation on the conditionality of the program so that they are aware of its implementation; School leaders may spearhead LAC sessions for teachers handling 4Ps beneficiaries towards the goal of improving school attendance, participation and academic performance as well as the reduction of dropout rates.

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