

Pantawid Pamilyang Pilipino Program (4P's) and the Academic Performance of Pupil-Beneficiaries

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Abstract

This study investigated the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on the academic performance of pupil-beneficiaries in selected public elementary schools in Baras District during the School Year 2025–2026. The schools included Baras Elementary School, Baras-Pinugay Elementary School (Main), Baras-Pinugay Elementary School (Phase 2), Evangelista Elementary School, and Santiago Elementary School. A total of 355 pupil-beneficiaries served as respondents, described in terms of age, sex, grade level, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. The study employed a descriptive survey research design, using a researcher-made questionnaire-checklist to determine the extent of the program's impact on attendance and school participation, motivation and study habits, availability of educational resources, and parental involvement and support. Documentary analysis of pupils' first-quarter grades was also conducted to assess academic performance. Findings revealed that most respondents were 11 years old, female, third-born, from families with five to six members and monthly income below Php 10,000. Fathers were predominantly manual laborers, while mothers were generally unemployed, with parents' education ranging from college undergraduates to graduates. The 4Ps often impacted pupils' attendance, motivation, study habits, availability of educational resources, and parental involvement as perceived by the pupils. No significant differences were observed based on sex, grade level, parents' educational attainment, occupation, or family income; however, age, sibling position, and number of children in the family showed significant influence on specific variables. Pupils' academic performance was satisfactory. A significant relationship existed between attendance and school participation and academic performance, while other variables showed no correlation. The study recommends enhanced monitoring, study skills workshops, provision of learning resources, parental engagement programs, and structured guidance tailored to pupils' age and maturity to optimize the benefits of the 4Ps.

Keywords: Pantawid Pamilyang Pilipino Program, academic performance, pupil-beneficiaries, attendance, motivation, educational resources, parental involvement

1. Introduction

Education is a powerful tool in improving one's life. It equips the youth with the necessary knowledge, skills, and attitudes to become productive citizens of the country. Education is also a social process that provides a foundation for innovation and personal development, preparing individuals to face the challenges of a rapidly changing society. Schools aim to cultivate lifelong learning, enabling students to become self-reliant and responsible members of their communities. The 1987 Philippine Constitution (Article II, Section 9) mandates that: "The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all." This provision highlights the government's commitment to ensuring access to quality education for all Filipinos, particularly those from low-income families. One such initiative is the Pantawid Pamilyang Pilipino Program (4Ps), which provides conditional cash transfers to encourage school attendance, improve health, and support educational needs. As outlined in Division Memorandum No. 006, s. 2023, schools must maintain at least 85% attendance for beneficiaries to continue receiving support, emphasizing the link between regular school participation and academic performance.

Despite the support provided by 4Ps, many pupils still face challenges that affect their education, such as financial constraints, lack of learning resources, irregular attendance, and insufficient study environments at home. Observations show that while the program increases school attendance, some beneficiaries continue to struggle academically, particularly in areas requiring independent study, problem-solving, and critical thinking. These challenges present a gap in understanding the extent to which 4Ps affects academic outcomes beyond mere attendance.

Several studies have consistently shown that financial support positively influences academic performance. Ezewu (2022) highlighted that family status, parental education, and income directly affect children's learning outcomes. Baird and Chirwa (2023) found that Conditional Cash Transfer (CCT) programs improve school attendance and other social outcomes in Malawi. De Sivatte and Gabaldón (2023) demonstrated that financial aid increases GPA among economically disadvantaged university students, with attendance partially mediating this effect. Norazlan et al. (2022) and Al-Kubaisi (2022) further established that financial difficulties significantly hinder academic performance, while monetary support enhances learning outcomes. These studies support the relevance of 4Ps in mitigating financial barriers to education. Granada and Luzano (2023) emphasized the correlation between parental support and academic achievement. Tan (2024) found that 4Ps beneficiaries experience improved health, nutrition, and academic performance. Colinares (2024) and Esperanza (2021) reported that financial, nutritional, and educational support under 4Ps enhances pupils' learning outcomes. Panilago (2022) highlighted parental education, occupation, and family size as influential factors on student performance. Despite these findings, gaps remain in understanding the multidimensional impact of 4Ps on academic performance in the Philippine elementary school context. While previous studies confirm that financial assistance supports school attendance and learning, they provide limited insight into how 4Ps affects academic performance variables such as motivation, study habits, availability of learning resources, and parental involvement among different pupil demographics.

Considering these gaps, the present study seeks to determine the impact of the Pantawid Pamilyang Pilipino Program on the academic performance of pupil-beneficiaries in selected public elementary schools in Baras District. The study aims to provide empirical evidence on whether 4Ps not only supports attendance but also enhances broader educational outcomes, informing policies and interventions to optimize program effectiveness.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research specifically, the survey design.

2.2 Research Setting

This study was conducted in selected public elementary schools in Baras Sub-office, Division of Rizal. These schools include Baras- Pinugay Elementary School (Main), Baras Elementary School, Baras-Pinugay Elementary School (Phase 2), Evangelista Elementary School and Santiago Elementary School. These schools provide complete elementary education from kindergarten to grade six..

2.3 Respondents

The respondents of the study were the 355 pupil-beneficiaries of Pantawid Pamilyang Pilipino Program which is the total population of pupil-beneficiaries in selected public elementary schools in Baras District, Division of Rizal. They were described in terms of age, sex, grade level, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation...

2.4 Research Instruments

The primary instrument used in this study was a researcher-made questionnaire-checklist, which consisted of two parts. Part I gathered the demographic profile of the pupil-beneficiaries, including age, sex, grade level, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Part II assessed the extent of the impact of the Pantawid Pamilyang Pilipino Program on academic performance across four domains: attendance and school participation, motivation and study habits, availability of educational resources, and parental involvement and support, with ten items per domain, totaling forty items. Respondents rated each item using a 5-point scale ranging from "Never" (1, very low impact) to "Always" (5, very high impact). Documentary analysis of first-quarter grades was also conducted to determine academic performance, interpreted using standard ranges from "Outstanding" (90 and above) to "Did Not Meet Expectations" (below 75). To ensure content validity, the instrument was reviewed by experts, including the thesis adviser, university professors, a statistician, the 4Ps coordinator, a master teacher, and the school head, and revisions were made based on their recommendations prior to final administration.

2.5 Data Collection

The study followed the Gantt Chart of Activities in its conduct. This included the formulation of the research problem up to the revision of the manuscript and submission of the final copy. The instrument was validated. Afterwards, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire-checklist was then administered to the respondents using Google Form. The researcher was guided by the Data Privacy Act throughout the process.

After retrieval, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). The data were analyzed and interpreted based on the sub-problems. A summary of findings, conclusions, and recommendations was formulated. Following the oral defense, the manuscript was revised in consideration of the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to an anti-plagiarism check at the statistical center. After finalization, hardbound copies were submitted to the Office of the Graduate Studies Program and other concerned offices.

2.6 Data Analysis

The collected data were analyzed using appropriate statistical tools. Frequency, percentage, and rank distribution were employed to describe the profile of the pupil-respondents. Weighted mean was used to determine the extent of the impact of the Pantawid Pamilyang Pilipino Program on the academic performance of pupil-beneficiaries across the different aspects as perceived by themselves. One-way analysis of variance (ANOVA) was applied to examine significant differences in the perceived impact of the program based on the respondents' profile variables. The level of academic performance, as reflected in the pupils' first-quarter average grades, was analyzed using mean and standard deviation. Finally, correlation analysis was conducted to determine whether a significant relationship exists between the perceived impact of the Pantawid Pamilyang Pilipino Program and the academic performance of the pupil-beneficiaries.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Pupil-Beneficiaries in Terms of Selected Variables

As shown in the table, majority of the respondents are 11 years old at 38.3% while 3.1% are 13 years old and above. In terms of their sex, first in rank at 55.1% are female pupil-beneficiaries while the male-beneficiaries got 44.9%. Majority of them belong to grade five level at 49.0% while 22.8% are from grade four level. In terms of their sibling position, first in rank are third born at 35.2% while those who are fifth born or higher got 7.3%. Likewise, 42.8% are 5 – 6 children in their family while last in rank at 11.0% are 7 or more children in their family. In terms of their monthly family income, majority of them belong to income bracket of below Php 10, 000 at 44.8% while 12.9% have monthly family income of Php 15, 000 - 19, 999. Moreover, most of their fathers are college undergraduates at 37.7% while the least, at 13.0%, are high school undergraduates. For their mothers, most are college graduates or college undergraduates at 33.8% while only 5.9% are elementary graduates. In addition, most of the fathers are manual laborers at 73.0%, and the least of 0.3%, are OFWs. Meanwhile, 54.4% of the mothers are unemployed, while only 2.0% are OFWs..

Table 1: *Profile of the Respondents*

Profile	Frequency	Percent	Rank
Age			
9 years old	35	9.9	4
10 years old	66	18.6	3
11 years old	136	38.3	1
12 years old	107	30.1	2
13 years old and above	11	3.1	5
Total	355	100.0	
Sex			
Male	135	44.9	2
Female	166	55.1	1
Total	355	100.0	
Grade Level			
Grade Four	81	22.8	3
Grade Five	174	49.0	1
Grade Six	100	28.2	2
Total	355	100.0	
Sibling Position			
First	66	18.6	3
Second	82	23.1	2
Third	125	35.2	1
Fourth	56	15.8	4
Fifth or higher	26	7.3	5
Total	355	100.0	
Number of Children in the Family			
1-2	63	17.7	3
3-4	101	28.5	2
5-6	152	42.8	1
7 and above	39	11.0	4

Total	301	100.0	
Monthly Family Income			
Php 20, 000 and above	61	17.2	3
Php 15, 000 - 19, 999	46	12.9	4
Php 10, 000 - 14, 999	89	25.1	2
Below Php 10, 000	159	44.8	1
Total	355	100.0	
Parent's Educational Attainment	Father		
	f	%	R
College Graduate	80	22.5	2
College Undergraduate	134	37.7	1
High School Graduate	47	13.2	4
High School Undergraduate	46	13.0	5
Elementary Graduate	48	13.5	3
Total	355	100.0	
Parent's Occupation	Mother		
	f	%	R
Government Employee	21	5.9	3
Private Employee	19	5.4	4
OFW	1	0.3	5
Manual Labor	259	73.0	1
Vendor	-	-	100
Unemployed	55	15.5	2
Total	355	100.0	18

3.2. Extent of Impact of Pantawid Pamilyang Pilipino Program on the Academic Performance of Pupil-Beneficiaries as Perceived by Themselves with Respect to Attendance and School Participation, Motivation and Study Habits, Availability of Educational Resources, and Parental Involvement and Support

As shown in the table, the composite mean of 4.45 indicates that the Pantawid Pamilyang Pilipino Program (4Ps) often has a high impact on the academic performance of pupil-beneficiaries. Among the four assessed aspects, Parental Involvement and Support ranked first with a weighted mean of 4.52, verbally interpreted as Always (Very High Impact), followed by Availability of Educational Resources at 4.46, Attendance and School Participation at 4.44, and Motivation and Study Habits at 4.37, all interpreted as Often (High Impact). These results suggest that the program not only provides financial assistance but also actively encourages parents to engage in their children's education through participation in school activities, guidance in academic work, and provision of learning materials. High ratings in educational resources and attendance reflect the program's effectiveness in addressing financial barriers, enabling pupils to attend school regularly, participate actively, and access essential learning tools. Although motivation and study habits ranked lowest, the high impact rating demonstrates that the program fosters learners' responsibility, discipline, and determination in their studies. Overall, the findings imply that 4Ps plays a critical role in promoting academic growth by improving home-school collaboration, supporting educational persistence, and enhancing the learning environment. These observations align with the conclusions of Colinares (2024) and Tan (2024), who similarly found that the Pantawid Pamilyang Pilipino Program significantly improves learners' academic performance by supporting both attendance and engagement, highlighting its importance in educational achievement.

Table 2: Extent of Impact of Pantawid Pamilyang Pilipino Program on the Academic Performance of Pupil-Beneficiaries as Perceived by Themselves with Respect to Attendance and School Participation, Motivation and Study Habits, Availability of Educational Resources, and Parental Involvement and Support

Aspect	Weighted Mean	Verbal Interpretation	Rank
Attendance and School Participation	4.44	Often (High Impact)	3
Motivation and Study Habits	4.37	Often (High Impact)	4
Availability of Educational Resources	4.46	Often (High Impact)	2
Parental Involvement and Support	4.52	Always (Very High Impact)	1
Composite Mean	4.45	Always (Very High Impact)	

3.3. Significant Difference on the Impact of Pantawid Pamilyang Pilipino Program on the Academic Performance of Pupil-beneficiaries as Perceived by Themselves with Respect to the Different Aspects in terms of Their Profile

The analysis revealed that there is no significant difference in the perceived impact of the Pantawid Pamilyang Pilipino Program on the academic performance of pupil-beneficiaries with respect to sex, grade level, parents' educational attainment, parents' occupation, and monthly family income at the 5% level of significance, leading to the acceptance of the null hypothesis for these variables. However, significant differences were observed for motivation and study habits based on age, and for availability of educational resources based on age, sibling position, and number of children in the family, as their p-values were below the .05 threshold. These results suggest that the program provides consistent support across most socio-economic profiles, ensuring equitable educational opportunities for all beneficiaries. At the same time, certain personal and family-related factors, such as age, sibling position, and family size, influence how pupils benefit from the program, particularly in terms of study habits and access to learning resources. Younger pupils may rely more on parental guidance, while pupils from larger families may experience resource-sharing challenges that affect academic outcomes. These findings are consistent with Ezewu (2022), who emphasized that family status, including parental education and income, strongly affects children's academic performance, and with Panilago (2022), who identified parental education, occupation, and family size as key influences on learners' achievement.

Table 3: Significant Difference on the Impact of Pantawid Pamilyang Pilipino Program on the Academic Performance of Pupil-beneficiaries as Perceived by Themselves with Respect to the Different Aspects in terms of Their Profile

Profile	F-value	p-value	Null Hypothesis	Verbal Interpretation
Age				
Attendance and School Participation	1.585	0.178	Accepted	Not Significant
Motivation and Study Habits	2.836	0.025	Rejected	Significant
Availability of Educational Resources	3.246	0.013	Rejected	Significant
Parental Involvement and Support	0.250	0.910	Accepted	Not Significant
Sex				
Attendance and School Participation	0.523	0.470	Accepted	Not Significant
Motivation and Study Habits	0.020	0.889	Accepted	Not Significant
Availability of Educational Resources	1.011	0.316	Accepted	Not Significant
Parental Involvement and Support	0.105	0.746	Accepted	Not Significant
Grade Level				
Attendance and School Participation	0.282	0.839	Accepted	Not Significant
Motivation and Study Habits	2.188	0.090	Accepted	Not Significant
Availability of Educational Resources	0.968	0.408	Accepted	Not Significant
Parental Involvement and Support	1.001	0.393	Accepted	Not Significant
Sibling Position				
Attendance and School Participation	0.452	0.812	Accepted	Not Significant
Motivation and Study Habits	1.247	0.291	Accepted	Not Significant
Availability of Educational Resources	2.553	0.039	Rejected	Significant
Parental Involvement and Support	1.373	0.234	Accepted	Not Significant
Number of Children in the Family				
Attendance and School Participation	0.452	0.812	Accepted	Not Significant
Motivation and Study Habits	1.247	0.291	Accepted	Not Significant
Availability of Educational Resources	2.553	0.039	Rejected	Significant
Parental Involvement and Support	1.373	0.234	Accepted	Not Significant
Father's Educational Attainment				
Attendance and School Participation	0.850	0.494	Accepted	Not Significant
Motivation and Study Habits	0.183	0.947	Accepted	Not Significant
Availability of Educational Resources	0.245	0.913	Accepted	Not Significant
Parental Involvement and Support	0.533	0.711	Accepted	Not Significant
Mother's Educational Attainment				
Attendance and School Participation	0.385	0.819	Accepted	Not Significant
Motivation and Study Habits	0.387	0.818	Accepted	Not Significant
Availability of Educational Resources	1.221	0.302	Accepted	Not Significant
Parental Involvement and Support	0.109	0.979	Accepted	Not Significant
Father's Occupation				
Attendance and School Participation	1.548	0.162	Accepted	Not Significant
Motivation and Study Habits	0.528	0.787	Accepted	Not Significant

Availability of Educational Resources	0.762	0.601	Accepted	Not Significant
Parental Involvement and Support	0.348	0.911	Accepted	Not Significant
Mother's Occupation				
Attendance and School Participation	1.504	0.165	Accepted	Not Significant
Motivation and Study Habits	0.972	0.452	Accepted	Not Significant
Availability of Educational Resources	1.064	0.387	Accepted	Not Significant
Parental Involvement and Support	0.864	0.535	Accepted	Not Significant
Monthly Family Income				
Attendance and School Participation	0.281	0.839	Accepted	Not Significant
Motivation and Study Habits	2.060	0.106	Accepted	Not Significant
Availability of Educational Resources	0.668	0.572	Accepted	Not Significant
Parental Involvement and Support	1.249	0.292	Accepted	Not Significant

3.4. Level of Academic Performance of the Pupil-Beneficiaries as Revealed in Their Average Grades in the First Quarter

The analysis of pupil-beneficiaries' first-quarter grades shows that the majority (57.8%) achieved a Satisfactory performance, with grades ranging from 80–84, followed by 24.8% who earned Fairly Satisfactory grades (75–79). Meanwhile, 14.6% attained Very Satisfactory grades (85–89), 1.7% reached Outstanding performance (90 and above), and only 1.1% did not meet expectations (below 75). The mean grade of 81.4, coupled with a standard deviation of 3.35, indicates overall satisfactory performance with moderate variation among pupils. These results suggest that the Pantawid Pamilyang Pilipino Program contributes to consistent academic performance by supporting attendance, providing access to educational resources, and encouraging parental involvement. The presence of pupils with Very Satisfactory and Outstanding performance further highlights the program's potential to motivate learners toward higher achievement, likely due to enhanced confidence, focus, and support both at home and in school. However, the findings also imply that financial assistance alone is insufficient to ensure excellence; sustained academic interventions, study habit development, and psychosocial support are necessary to promote higher performance. Teachers and parents play a crucial role in guiding pupils to strengthen study routines, set academic goals, and develop self-discipline. These results align with Ezewu (2022), who emphasized that family status significantly influences children's motivation and academic performance.

Table 4. *Level of Academic Performance of the Pupil-Beneficiaries as Revealed in Their Average Grades in the First Quarter*

Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	6	1.7	4
85 – 89	Very Satisfactory	52	14.6	3
80 – 84	Satisfactory	205	57.8	1
75 – 79	Fairly Satisfactory	88	24.8	2
Below 75	Did Not Meet Expectation	4	1.1	
Total		355	100.0	
Highest Grade = 91		Mean = 81.4		
Lowest Grade = 73		Standard Dev. = 3.35		

3.5. Significant Relationship Between the Perceived impact of Pantawid Pamilyang Pilipino Program on the Pupil-beneficiaries and The Level of their Academic Performance

The analysis of the relationship between the perceived impact of the Pantawid Pamilyang Pilipino Program (4Ps) and pupil-beneficiaries' academic performance revealed that only attendance and school participation showed a significant relationship, as indicated by a p-value below the 0.05 level of significance, leading to the rejection of the null hypothesis. In contrast, motivation and study habits, availability of educational resources, and parental involvement and support did not exhibit significant relationships with academic performance, as their p-values exceeded 0.05. This suggests that the program's positive effect on consistent school attendance contributes directly to improved academic outcomes, allowing pupils to remain engaged in lessons, actively participate in class, and keep up with academic requirements. While the program positively influences other aspects such as motivation, study habits, and parental support, these factors alone do not appear to significantly affect grades. The findings imply that the 4Ps effectively promotes better learning outcomes primarily through encouraging regular attendance, but comprehensive academic improvement may require additional strategies to strengthen study habits, resource access, and parental involvement. These results align with De Sivatte and Gabaldón (2023), who reported that financial aid recipients achieved higher GPAs due to improved attendance and study

engagement, as well as with Norazlan et al. (2022) and Al-Kubaisi (2022), who found that financial stability and aid enhance academic performance and reduce barriers to learning.

Table 5: *Significant Relationship Between the Perceived impact of Pantawid Pamilyang Pilipino Program on the Pupil-beneficiaries and The Level of their Academic Performance*

Impact of Pantawid Pamilyang Pilipino Program and Academic Performance	r coefficient	p-value	Null Hypothesis	Verbal Interpretation
Attendance and School Participation	0.119	0.025	Rejected	Significant
Motivation and Study Habits	0.071	0.228	Accepted	Not Significant
Availability of Educational Resources	0.055	0.353	Accepted	Not Significant
Parental Involvement and Support	0.048	0.422	Accepted	Not Significant

4. Conclusion & Recommendations

Based on the findings, it can be concluded that pupil-beneficiaries' sex, grade level, parents' educational attainment, parents' occupation, and monthly family income do not significantly predict their perception of the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on academic performance. However, factors such as age, sibling position, and the number of children in the family influence aspects like motivation, study habits, and availability of educational resources. Moreover, the program shows a significant correlation with academic performance only in terms of attendance and school participation, while other aspects—motivation, study habits, availability of resources, and parental involvement—did not directly correlate with grades. These findings suggest that the 4Ps primarily supports academic success by promoting consistent school attendance, while other supportive measures require further strengthening to fully influence learning outcomes.

In light of these conclusions, several recommendations are offered to maximize the impact of the program. School administrators and teachers should monitor and mentor 4Ps beneficiaries to maintain regular attendance and active participation. Guidance counselors and advisers may implement motivation and study skills workshops, while local government units and partner organizations can provide additional educational materials and resources. Schools should also conduct study habit sessions, peer mentoring, and motivational activities, and parents should be encouraged to actively support their children's academic progress. Teachers may design differentiated learning activities based on pupils' maturity levels, and DSWD, in partnership with LGUs and private organizations, could establish school-based resource centers or learning hubs. Finally, the proposed action plan is recommended for implementation, and similar studies using other variables may be conducted to further explore the program's effects.

Compliance with ethical standards

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