

Perceived Impact of the Pantawid Pamilyang Pilipino Program (4Ps) on Learner-Beneficiaries in the Public Elementary Schools of Oas North District, Schools Division of Albay

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Abstract

This study examined the perceived impact of the Pantawid Pamilyang Pilipino Program (4Ps) on learner-beneficiaries in the public elementary schools of Oas North District, Schools Division of Albay. Anchored on Expectancy Motivation Theory, Social Contract Theory, Social Reconstructionism, and the Conditional Support-Motivation Theory of Learner Development, the study used the descriptive-evaluative method to assess Body Mass Index (BMI), academic performance, attendance, school activity engagement, and the issues and concerns experienced by learner-beneficiaries. Data were gathered from one hundred teacher-respondents and school records of five hundred fifteen Grade 4 to 6 4Ps learner-beneficiaries tracked from School Year 2023–2024 to 2025–2026, using a data extraction form, pre-validated questionnaire-checklist, documentary analysis, and interviews. Findings showed improvement in learners' BMI, consistently high attendance, and increased school activity engagement. Academic performance showed progress among high-performing learners, although some beneficiaries remained in the lower passing range. Teachers assessed the overall perceived impact of 4Ps as Much Evident, particularly in attendance, academic performance, health and nutritional status, and school activity engagement. However, issues such as irregular attendance, limited parental guidance, insufficient learning resources, improper use of cash grants, behavioral and emotional concerns, and dependency on government assistance remained. The study concluded that 4Ps positively contributed to learners' health, school participation, academic motivation, and personal development, but sustained school-based support remained necessary. The study supports SDG 1, SDG 3, SDG 4, SDG 10, and SDG 17 by addressing poverty reduction, learner health, educational participation, reduced inequality, and stakeholder collaboration. Its sustainability impact lies in strengthening educational, public health, socio-economic, institutional, and policy support systems for disadvantaged learner-beneficiaries.

Keywords: Academic Performance, Attendance, Body Mass Index, Learner-Beneficiaries, Pantawid Pamilyang Pilipino Program, Parental Involvement, School Activity Engagement, School-Based Enhancement Program

1. Introduction

This study examines the perceived impact of the Pantawid Pamilyang Pilipino Program (4Ps) on learner-beneficiaries in public elementary schools of Oas North District, Schools Division of Albay. It focuses on Body Mass Index (BMI), academic performance, attendance, school activity engagement, and the issues and concerns experienced by learner-beneficiaries. Anchored on motivation, social responsibility, and education as a tool for social transformation, the study seeks to determine how conditional government support contributes to learners' holistic development.

1.1 Educational Access, Poverty Reduction, and the Role of 4Ps Learner-Beneficiaries

Education is essential in improving quality of life and reducing poverty because it equips learners with the knowledge, skills, and values needed for productive citizenship. Article XIV, Section 1 of the Philippine Constitution of 1987 affirms the State's duty to protect and promote the right of all citizens to quality education and to make education accessible to all. However, poverty continues to hinder learners' school participation, performance, and well-being. To address this concern, Republic Act No. 11310 institutionalized the Pantawid Pamilyang Pilipino Program as a poverty reduction and human capital investment strategy that provides conditional cash transfers to poor households to improve health, nutrition, and education outcomes (RA 11310, Section 4). Its implementation is led by the Department of Social Welfare and Development with partner agencies such as the Department of Health, Department of Education, local government units, and civil society organizations. DepEd also supports compliance monitoring through DepEd Memorandum No. 110, s. 2009. Although previous studies show that 4Ps improved enrollment, attendance, and school participation, some learners still experience academic difficulties. Braganza (2021) reported increased school enrollment, improved attendance, and reduced child labor, while Reyes et al. (2020) found that attendance improved even though some learners still had low academic performance. In Tobgon Elementary School, the researcher observed absenteeism, difficulty completing outputs,

and limited school engagement among some 4Ps learner-beneficiaries. These observations support the need to assess the program's perceived impact on BMI, academic performance, attendance, and school activity engagement.

1.2 Related Literature on the Impact of Conditional Cash Transfer and 4Ps on Learner Development

Conditional Cash Transfer programs aim to reduce poverty and strengthen human capital by supporting children's education, health, and nutrition (Araujo and Macours, 2021). Lucas (2022) emphasized that these programs prepare poor recipients for labor market participation and better income opportunities, while unconditional cash transfers may risk dependency when not paired with self-sufficiency measures (Tsai et al., 2021; Yoo et al., 2022). Studies generally show that CCTs improve education, health, food security, healthcare access, school attendance, and household welfare (World Bank, 2019; Magalhaes, 2024; Saldivar-Frausto et al., 2022; Eluwa, 2023; Dietrich et al., 2020; Mwaita, 2018; Molina Millán et al., 2020; Sanchez Chico et al., 2020). In the Philippines, 4Ps supports poor households through education, health, and nutrition grants and is viewed as a mechanism for improving quality of life and breaking intergenerational poverty (Reyes et al., 2019; Manguiat, 2021; Mingoa and Abocejo, 2021; Olfindo and Fernandez, 2019; Velarde and Fernandez, 2019). DSWD (2020) reported that the program reached millions of beneficiaries, while Chua (2021) noted that poverty incidence remained a concern. Recent international and local studies show that cash transfer programs may improve income, food access, financial inclusion, health services, schooling, household stability, attendance, enrollment, academic performance, nutrition, and family welfare. However, they also identify concerns such as inflation, inequitable access, spillover effects, insufficient grants, delayed cash release, food insecurity, weak financial literacy, poor academic quality, and limited parental support (Udotim, 2025; Wahid et al., 2025; Darem, 2025; Eluwa, 2025; Marhamah, 2024; Matsuda, 2024; Nwobia, 2024; Yoshikawa, 2023; Kisiwa, 2023; Breckin, 2023; Hadna & Askar, 2022; Camilo & Zuluaga, 2022; Stoeffler et al., 2021; Shadare, 2020; Mohamed, 2019; Libay, 2025; Halique & Campado, 2025; Ganzan & Labitad, 2025; Barbado et al., 2024; Galarrita & Nestal, 2024; Colinares, 2024; Cansancio, 2024; Taguiam, 2024; Organ, 2023; Salva, 2022; Sampiano, 2022; Abocejo, 2022; Restauo, 2021; Velarde & Fernandez, 2021; Balacuit, 2020; Reyes et al., 2020; Montilla et al., 2020; Conchada & Tiongco, 2020; Flores et al., 2019; Garcines, 2019; Dela Torre, 2018).

1.3 Local, National, and Global Context of 4Ps Implementation in Education, Health, and Nutrition

Globally, CCT programs are used to reduce poverty and improve human capital through education, health, nutrition, and household welfare support. Evidence from various countries shows positive effects on school participation, food security, healthcare access, financial inclusion, and livelihood outcomes, although results depend on program design and local conditions (Magalhaes, 2024; Saldivar-Frausto et al., 2022; Eluwa, 2023; Sanchez Chico et al., 2020; Udotim, 2025; Marhamah, 2024; Matsuda, 2024; Kisiwa, 2023; Mohamed, 2019; Stoeffler et al., 2021). Nationally, the Philippine 4Ps seeks to address poverty and improve children's education, health, and nutrition through conditional grants. Philippine studies show that the program has supported attendance, enrollment, health access, and learner participation, but issues remain regarding grant sufficiency, delayed disbursement, food insecurity, academic quality, and monitoring (Halique & Campado, 2025; Ganzan & Labitad, 2025; Barbado et al., 2024; Galarrita & Nestal, 2024; Taguiam, 2024; Salva, 2022; Abocejo, 2022). Locally, this study focuses on twenty-three public elementary schools in Oas North District, Schools Division of Albay. It involves one hundred teachers and five hundred fifteen Grade 4 to 6 4Ps learner-beneficiaries from School Year 2023-2024 to 2025-2026. This local focus is important because some beneficiaries still experience absenteeism, difficulty completing school requirements, and challenges in health and educational outcomes.

1.4 Theoretical and Conceptual Basis of Conditional Support, Motivation, and Learner Development

The study is anchored on Expectancy Motivation Theory by Victor Vroom as cited by Eccles and Wigfield (2020), Social Contract Theory by Thomas Hobbes, John Locke, and Jean-Jacques Rousseau as cited by (Seabright et al., 2021), and Social Reconstructionism by Theodore Brameld as cited by Nugroho (2020). Expectancy Motivation Theory explains that learners are motivated when they believe that effort can lead to performance and desirable rewards. In this study, it explains why 4Ps learner-beneficiaries may comply with education and health conditions when they value the benefits of continued support. Social Contract Theory explains the shared responsibility between the government and beneficiaries, where assistance is provided in exchange for compliance with program conditions (Seabright et al., 2021). Social Reconstructionism views education as a means of addressing poverty and inequality and supports the role of 4Ps in promoting learner development and social transformation (Nugroho, 2020). From these theories, the study presents the Conditional Support-Motivation Theory of Learner Development, which explains that conditional assistance contributes to learners' holistic development when financial support is linked with compliance, motivation, family involvement, school monitoring, and government support. The conceptual framework follows an input-process-output model. The inputs include BMI, academic performance, attendance, school activity engagement, perceived impact, and issues and concerns. The process includes data analysis and formulation of recommendations. The output is an Enhanced Support Intervention Program for 4Ps Learner-Beneficiaries in Oas North District.

1.5 Research Gaps and Rationale for Assessing 4Ps Learner-Beneficiaries in Oas North District

Most existing studies on 4Ps focus on household-level outcomes, national or regional evaluations, and program compliance. Limited studies have examined the direct school-based experiences and perceived impact of 4Ps on public elementary

learner-beneficiaries, especially in localized settings such as Oas North District. Although previous studies reported improvements in attendance, enrollment, health, nutrition, and welfare, challenges such as delayed grants, insufficient assistance, food insecurity, weak financial literacy, and limited academic improvement remain. These gaps justify the need to assess the perceived impact of 4Ps on learners' BMI, academic performance, attendance, and school activity engagement, as well as the issues and concerns they encounter.

1.6 Alignment of the Study with Relevant Sustainable Development Goals

The study aligns with SDG 1 – No Poverty because 4Ps is a poverty reduction and human capital investment program. It supports SDG 3 – Good Health and Well-Being because it includes BMI and health-related learner outcomes. It also contributes to SDG 4 – Quality Education because it examines academic performance, attendance, and school activity engagement. The study further relates to SDG 8 – Decent Work and Economic Growth because education supports future productivity, SDG 10 – Reduced Inequalities because it focuses on disadvantaged learners, and SDG 17 – Partnerships for the Goals because 4Ps requires collaboration among DSWD, DepEd, DOH, local government units, schools, families, and communities.

1.7 Importance of the Study to Educational, Public Health, Socio-Economic, and Institutional Sustainability

The study supports socio-economic sustainability by examining how conditional assistance may reduce educational barriers among poor households. It contributes to educational sustainability by focusing on attendance, academic performance, and school engagement. It also supports public health sustainability by including BMI and health-related concerns that affect learner readiness. The study is relevant to institutional and policy sustainability because its findings may help teachers, school heads, DepEd, DSWD, DOH, local government units, and community stakeholders strengthen the implementation and monitoring of 4Ps. It may also guide school-based interventions involving parental support, health monitoring, remedial education, timely assistance, financial literacy, school-community partnerships, and compliance monitoring.

2. Material and methods

2.1 Research Design

The study used the descriptive-evaluative method to describe existing conditions and assess the perceived impact of the Pantawid Pamilyang Pilipino Program (4Ps) on learner-beneficiaries in terms of Body Mass Index (BMI), academic performance, attendance, and school activity engagement. This method allowed the researcher to gather factual data, examine teachers' perceptions, and identify the issues and concerns encountered by learner-beneficiaries. According to Kaur et al. (2019), descriptive research involves the collection of data to answer questions concerning the current status of a phenomenon under investigation. The evaluative aspect was also used to assess program outcomes based on established criteria. According to Bautista (2020), evaluation involves judging actions, activities, and programs using established criteria and standards to determine their effectiveness and areas for improvement. Interviews were also conducted to supplement the quantitative findings and provide deeper insights into the learners' experiences.

2.2 Locale of the Study

The study was conducted in the twenty-three public elementary schools of Oas North District, Schools Division of Albay. It covered School Years 2023-2024, 2024-2025, and 2025-2026, focusing on 4Ps learner-beneficiaries enrolled in the district and the teachers handling classes with these learners.

2.3 Respondents of the Study

The respondents were one hundred teachers of Oas North District who handled classes with 4Ps learner-beneficiaries during School Year 2025-2026. They were selected because they directly observed and assessed the learners' academic performance, attendance, school activity engagement, and related indicators. The study also involved data from five hundred fifteen Grade 4 to 6 4Ps learner-beneficiaries who were consistently tracked across three school years.

2.4 Sample and Sampling Procedure

The study involved one hundred teacher-respondents from the twenty-three public elementary schools of Oas North District. Learner data were taken from five hundred fifteen Grade 4 to 6 4Ps learner-beneficiaries tracked from School Year 2023-2024 to 2025-2026. The teachers were included because of their direct involvement in observing and assessing the learner-beneficiaries, while the learners' records served as the basis for determining the perceived impact of 4Ps.

2.5 Research Instrument

The study used a data extraction form and a pre-validated questionnaire-checklist as the main instruments, supplemented by documentary analysis, informal interviews, library technique, and internet-based research. The use of multiple tools is supported by Piccione (2018), who contends that triangulation enhances the results of each tool because gaps in one tool can be verified by another instrument. The data extraction form was used to collect school-record data on BMI, attendance, academic performance, and activity participation. The questionnaire-checklist gathered teachers' assessment of the

perceived impact of 4Ps and the issues and concerns encountered by learner-beneficiaries. Churchill and Peter (2017) emphasized that the questionnaire as a measuring instrument has the greatest influence on the reliability of research data. The questionnaire was prepared based on related studies and the criteria of Fox (2016), including clarity of language, specificity of context, singleness of purpose, linguistic completeness, grammatical consistency, freedom from assumption, freedom from suggestion, and time required for completion. The draft instrument was reviewed by the researcher's adviser and the Dean of the Graduate School and Research. A trial run was conducted to check language suitability, clarity of directions, duplication of ideas, and completion time. Comments and suggestions were used to revise and improve the instrument before final administration. Interviews were also conducted to validate and enrich the questionnaire results. Hagan (2016) refers to an interview as a face-to-face situation in which the interviewer orally solicits responses, while Davies et al. (2017) described it as a method of gathering information or opinions through questions and dialogue.

2.6 Data Gathering Procedure

Permission to conduct the study was secured from the School Division Superintendent and the Public Schools District Supervisor of Oas North District, Schools Division of Albay. After approval, the researcher personally distributed and retrieved the questionnaires from the teacher-respondents. Relevant learner data were gathered from school records using the data extraction form. Interviews were then conducted to validate the questionnaire results and gather additional information on the issues and concerns experienced by 4Ps learner-beneficiaries.

2.7 Data Analysis Techniques

The gathered data were collated, organized, tabulated, analyzed, and statistically treated. Frequency count was used to determine the number of responses, while percentage was used to describe the respondents' profile and distribution of characteristics. Percentage increase or decrease was used to determine changes across the three school years. Weighted mean was used to quantify responses and interpret the perceived impact of 4Ps. A five-point Likert-type scale was used to interpret the weighted mean: 4.20-5.00 as Very Much Evident, 3.40-4.19 as Much Evident, 2.60-3.39 as Moderately Evident, 1.80-2.59 as Fairly Evident, and 1.00-1.79 as Not Evident. For school activity engagement, 67%–100% was interpreted as High Engagement, 34%–66% as Moderate Engagement, and 0%–33% as Low Engagement.

3. Results and Discussion

3.1 Profile of the 4Ps Learner-Beneficiaries

3.1.1 Body Mass Index of 4Ps Learner-Beneficiaries

The BMI profile showed an improving nutritional trend across three school years. Learners with normal BMI increased from 65.05% in SY 2023–2024 to 70.10% in SY 2024–2025 and further rose to 81.36% in SY 2025–2026. Meanwhile, wasted learners decreased from 10.87% to 6.21%, while severely wasted learners declined from 24.08% to 12.43%. No learner was classified as overweight or obese. These results indicate an overall improvement in the nutritional status of the learner-beneficiaries. The findings suggest that 4Ps may have contributed to improved nutrition through better access to food, healthcare, and nutrition-related services. However, the presence of wasted and severely wasted learners shows that additional interventions remain necessary. This is consistent with the findings of Philippine Institute for Development Studies (Mina et al., 2019), which emphasized that while 4Ps improves access to services, nutritional outcomes still require complementary interventions. Santos (2023) similarly noted that some learner-beneficiaries still experience malnutrition due to gaps in implementation, financial constraints, and insufficient nutritious intake. Save the Children (2022) also reported that malnutrition affects academic performance, while Chinyoka and Naidu (2021) emphasized that poor nutrition may lead to illness, delayed growth, and reduced learning potential.

3.1.2 Academic Performance of 4Ps Learner-Beneficiaries

The academic performance of the learner-beneficiaries showed a mixed trend. Learners in the Outstanding category increased from 8.54% in SY 2023–2024 to 11.07% in SY 2025–2026, while the Very Satisfactory group decreased from 36.12% to 30.10%. The Satisfactory group remained relatively stable, increasing slightly to 42.52% in SY 2025–2026. However, learners in the Fairly Satisfactory category increased from 13.20% to 16.31%. No learner was classified under Below 75 across the three school years. These findings indicate that while some learners improved academically, others remained in the lower performance bracket. Thus, the program may help reduce educational barriers, but it does not automatically ensure uniform academic improvement. The findings support the 2018 Asian Development Bank (ADB) report, which stated that 4Ps improved school enrollment and educational outcomes among beneficiaries. However, Cabalda et al. (2019) noted that inadequate school resources may limit academic gains, while Vibar and Cabling (2019) warned that some learners may attend school mainly to comply with program requirements rather than improve academically. Orbeta (2021) also found positive effects on school attendance, participation, and grade progression, showing that 4Ps supports educational outcomes but still requires stronger academic intervention.

3.1.3 Attendance of 4Ps Learner-Beneficiaries

Attendance results showed consistently high school participation among the learner-beneficiaries. Learners with 99–100% attendance increased from 21.17% in SY 2023–2024 to 22.91% in SY 2025–2026, while those with 97–98% attendance rose from 41.55% to 42.91%. At the same time, learners in the lower attendance brackets decreased, with the 95–96% group declining from 22.91% to 21.36% and the 93–94% group decreasing from 14.37% to 12.82%. No learner fell below 93% attendance. These results suggest that the 4Ps conditionality on school attendance may have strengthened learners' regular participation in classes and encouraged parents to monitor school attendance more closely. The findings are consistent with Conchada and Tiongco (2020), who found that the Pantawid Pamilyang Pilipino Program (4Ps) improved children's attendance in daycare and elementary levels. Monica et al. (2020) also reported consistent attendance among beneficiaries, indicating that program conditionalities promote parental support. Similarly, Dela Torre (2018) emphasized that the attendance requirement reduced absences and encouraged parents to be more attentive to learners' schooling and health.

3.1.4 School Activity Engagement of 4Ps Learner-Beneficiaries

The activity engagement profile showed gradual improvement. Learners with high engagement increased from 34.37% in SY 2023–2024 to 37.48% in SY 2025–2026. Moderate engagement also increased from 48.35% to 50.87%, while low engagement decreased from 17.28% to 11.65%. These results indicate that more learner-beneficiaries became involved in academic and non-academic school activities over time. The findings suggest that continued educational support, parental monitoring, and school programs may have helped increase learner motivation and participation. This supports Mercado (2020), who found that 4Ps positively affects school participation, engagement, and academic outcomes. Villamor et al. (2021) also reported improvements in educational achievement due to school supplies, nutrition, and parental support. Cervas and Gonzalo (2022) likewise emphasized that CCT programs help support basic learner needs and encourage school completion.

3.2 Perceived Impact of 4Ps as Assessed by Teachers

3.2.1 Perceived Impact on Health and Nutritional Status

Teachers assessed the perceived impact of 4Ps on health and nutritional status as Much Evident, with an average weighted mean of 4.13. The highest-rated indicators were the program's nutritional support improving learners' overall well-being (4.18), learners appearing healthier and more physically active (4.17), health services supporting schooling (4.16), and improved health contributing to better academic performance (4.16). The lowest-rated indicator was the reduced frequency of absence due to illness (4.01), although it was still interpreted as Much Evident. These findings are consistent with the actual BMI profile, which showed an increase in learners with normal BMI and a decrease in wasted and severely wasted learners. The results support ADB (2019), which stated that 4Ps health education improves beneficiaries' health knowledge and behavior. The findings also align with Barrera-Osorio (2020), Tiongco et al. (2019), and Baez and Camacho (2021), who found that 4Ps contributed to improved health, nutrition, and growth among school children. Hayakawa & Van de Brink (2018) emphasized that nutrition supports learning outcomes, while Olinto & Skoufias (2020) highlighted the link between nutrition, health, and learning. Stecher & Rosse (2021) also noted the positive relationship between academic achievement and economic outcomes. However, the National Nutritional Survey (2018) showed that undernutrition remains present among some beneficiaries, suggesting the need for sustained health and nutrition education.

3.2.2 Perceived Impact on Academic Performance

Teachers rated the perceived impact of 4Ps on academic performance as Much Evident, with an average weighted mean of 4.15. The strongest indicators were learners showing improvement in academic grades (4.22), parental support contributing to academic performance (4.21), learners demonstrating progress compared to previous performance (4.21), and the program helping parents afford school supplies, projects, and daily allowances (4.20). Other indicators, such as improved reading and numeracy skills, increased interest in learning, completion of assignments, class participation, focus, and performance tasks, were also rated Much Evident. The results suggest that 4Ps helps learners focus on schooling by reducing financial barriers. However, the actual academic profile showed that while outstanding learners increased, the number of learners in the lower passing bracket also rose. This means that academic improvement was not uniform among all beneficiaries. Flores (2019) reported that some learners improved after receiving cash grants, but many remained in lower grade ranges. Conchada and Tiongco (2020) found that CCT had no significant effect on dropout reduction or academic performance, while Romero (2022) linked low performance to learners' inability to comply with requirements due to financial constraints at home. Cervantes (2021) also confirmed that CCT showed no significant impact on dropout rates and academic achievement. These findings indicate that financial assistance supports schooling but must be complemented by remediation, differentiated instruction, and learning support.

3.2.3 Perceived Impact on Attendance

Teachers assessed the perceived impact of 4Ps on attendance as Much Evident, with an average weighted mean of 4.17. The highest-rated indicators were attendance being influenced by the requirement to meet 4Ps conditionalities (4.22), decreased frequency of absences since joining the program (4.21), and learner and parent awareness of attendance requirements (4.20). Other indicators related to motivation, transportation support, punctuality, parental monitoring, and

reduced dropout risk were also rated Much Evident. These results correspond with the actual attendance data, which showed increasing percentages in the highest attendance brackets and decreasing percentages in the lower brackets. This suggests that the attendance conditionality is one of the most visible effects of 4Ps. Dela Torre and Santiago (2021) explained that compliance is checked before payment release and that repeated non-compliance may lead to suspension from the program. Studies also show that financial aid improves attendance, participation, and retention while reducing dropout rates (Baconguis & Acevedo, 2024; Soth, 2024). However, the findings also imply that financial support should be accompanied by academic, psychological, and social support to sustain learner engagement.

3.2.4 Perceived Impact on School Activity Engagement

Teachers rated the perceived impact of 4Ps on school activity engagement as Much Evident, with an average weighted mean of 4.02. The highest-rated indicators were engagement contributing to personal growth in confidence, teamwork, and discipline (4.15), improved social interaction and collaboration with classmates (4.14), and increased motivation to participate in non-academic school activities (4.12). Lower-rated but still much evident indicators included assuming leadership positions and engaging in community service or volunteer activities. These findings are consistent with the actual activity engagement profile, which showed increased high and moderate engagement and decreased low engagement. Teachers observed that learner-beneficiaries became more involved in school activities, sports, scouting, school-based gardening, and other programs. Brendo (2024), Diaz (2023), and Capulong and Cuevas (2024) found significant relationships between activity engagement and academic performance. These findings imply that active participation supports learning, confidence, teamwork, and overall personal development.

3.2.5 Overall Perceived Impact of 4Ps

Overall, teachers assessed the perceived impact of 4Ps as Much Evident, with an average weighted mean of 4.12. Attendance received the highest rating (4.17), followed by academic performance (4.15), health and nutritional status (4.13), and school activity engagement (4.02). These results show that the most visible effects of the program were related to school attendance and academic support. The findings imply that 4Ps contributes positively to learner development, particularly by encouraging regular attendance, supporting school needs, and promoting parental involvement. This is consistent with Repuya (2019), who found that the program helped vulnerable families improve daily living and send children to school. Salva (2022) also found that beneficiaries strongly agreed that 4Ps affected their health, education, and economic conditions, although grant sufficiency remained a concern. Membrebe and Benito (2023) explained that beneficiaries who receive support often feel obligated to reciprocate, which may help explain their effort to comply with program requirements and value education.

3.3 Issues and Concerns of 4Ps Learner-Beneficiaries

Interview findings showed that 4Ps learner-beneficiaries continued to experience several issues despite the benefits of the program. Teachers identified irregular attendance, lack of parental guidance, improper allocation of cash grants, insufficient learning resources, behavioral and emotional concerns, and dependency on government assistance. Some learners still missed classes due to household responsibilities, lack of transportation money, distance from school, or family livelihood activities. Others lacked school supplies, gadgets, printed materials, or a proper study area at home, which affected their preparedness and participation. These findings show that poverty-related challenges continue to influence learner outcomes even with financial support. Orbeta (2021) found that although 4Ps positively influenced school attendance and participation, household responsibilities and environmental challenges still affected consistency. Hill & Tyson (2009) emphasized that parental involvement affects academic engagement, motivation, and performance. Albert et al. (2020) explained that social protection programs depend not only on financial aid but also on proper household resource management. Maldonado and De Witte (2020) found that socioeconomically disadvantaged learners experience greater learning losses, while Loades et al. (2020) noted that children facing social and economic adversity are more vulnerable to emotional distress and weaker motivation. The issue of dependency also supports the report of the Department of Social Welfare and Development (DSWD, 2022), which emphasized capability-building and livelihood interventions to promote self-reliance.

3.4 Implications for the School-Based Enhancement Program

The findings showed positive developmental trends in BMI, attendance, and school activity engagement, while academic performance showed mixed results. These patterns indicate that the program supports learner welfare, but some areas require further intervention. The data served as baseline information for developing a school-based enhancement program for 4Ps learner-beneficiaries in Oas North District. The proposed enhancement direction should strengthen nutrition monitoring, academic remediation, attendance monitoring, parental involvement, values formation, financial literacy, school-community partnership, and learner motivation strategies. This is supported by Garancho et al. (2020), who found dependency among some parent-beneficiaries, and Olfindo and Fernandez (2021), who reported that some parents used children's allowance for other expenses instead of school supplies and nutritional needs. Taguiam (2024) also found that while 4Ps improved access and efficiency indicators, its effect on quality of life was poor and implementation challenges included inadequate grant amounts and cash disbursement issues. Thus, while 4Ps remains helpful to financially challenged

learners, sustained support and stronger monitoring are needed to maximize its educational, health, and developmental benefits.

4. Conclusion & Recommendations

The study concluded that the Pantawid Pamilyang Pilipino Program (4Ps) had a positive perceived impact on learner-beneficiaries in the public elementary schools of Oas North District, Schools Division of Albay. Findings showed improvement in learners' Body Mass Index (BMI), consistently high attendance, and increasing school activity engagement across the three school years. Academic performance also showed progress among high-performing learners, although some beneficiaries remained in the lower passing range, indicating that the program's educational support did not benefit all learners equally. Overall, the 4Ps contributed to learners' health, school participation, academic motivation, and personal development, but persistent issues such as irregular attendance, limited parental guidance, insufficient learning resources, improper use of cash grants, and learner motivation concerns still affected the full realization of the program's goals.

Based on the findings, the study recommended the implementation of a School-Based Enhancement Program for 4Ps learner-beneficiaries in Oas North District to strengthen the program's impact beyond financial assistance. The program should focus on improving academic performance through remediation, tutoring, and differentiated learning support; sustaining attendance through close monitoring and parent-school coordination; strengthening health and nutrition through regular BMI monitoring, feeding initiatives, and health education; and increasing school activity engagement through learner motivation, values formation, and inclusive school programs. It is also recommended that parents be guided through Family Development Sessions, financial literacy activities, and stronger awareness campaigns to ensure that cash grants are properly used for learners' educational, health, and personal needs. Collaboration among teachers, school heads, DepEd, DSWD, DOH, local government units, parents, and community stakeholders should also be strengthened to ensure continuous monitoring and holistic support for learner-beneficiaries.

The study was limited to the perceived impact of the Pantawid Pamilyang Pilipino Program (4Ps) on learner-beneficiaries in the twenty-three public elementary schools of Oas North District, Schools Division of Albay. It focused only on Body Mass Index (BMI), academic performance, attendance, school activity engagement, and the issues and concerns encountered by learner-beneficiaries. The respondents were one hundred teachers, while learner data were limited to five hundred fifteen Grade 4 to 6 4Ps learner-beneficiaries tracked from School Year 2023-2024 to School Year 2025-2026. Since the study relied on teachers' assessments, school records, questionnaires, and interviews, the findings may not fully represent the direct experiences of learners, parents, or other stakeholders. Therefore, the results may not be generalized to all 4Ps beneficiaries outside the district, and future studies may include wider locales, additional respondents, and other variables affecting learner development.

Compliance with ethical standards

The study observed ethical standards in the conduct of research by securing permission from the School Division Superintendent and the Public Schools District Supervisor of Oas North District, Schools Division of Albay, before data gathering. The researcher personally administered and retrieved the questionnaires and gathered relevant learner data from school records using a data extraction form. All extracted data were handled with strict confidentiality, and no personally identifiable information was disclosed.

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