

The Effects of Conditional Cash Transfer Program (4P's) to the Academic Performance among SHS Learners

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Abstract

This study examined the effects of the Conditional Cash Transfer Program, locally known as the Pantawid Pamilyang Pilipino Program (4Ps), on the academic performance of Senior High School learners. It was conceptually anchored in human capital development, equal educational opportunity, human dignity, and social rights, emphasizing education as a means of reducing poverty and improving future opportunities. The study employed a descriptive-phenomenological qualitative research design involving thirty 4Ps students and thirty parents selected through the Purposive Random Technique. Data were gathered using researcher-developed questionnaires and audio-recorded interviews that underwent preliminary validation and reliability procedures. Collaizi's phenomenological method was used to extract significant statements, formulate meanings, organize themes, and interpret the participants' experiences. The findings revealed that 4Ps had both positive and negative effects on learners' academic participation and performance. Financial assistance reduced school-related expenses, supported access to supplies, transportation, food, healthcare, and nutrition, and encouraged compliance with school-attendance requirements. However, assistance did not consistently result in improved academic performance. Some beneficiaries continued to experience absenteeism, poor achievement, limited motivation, financial dependence, and school dropout due to persistent poverty, household responsibilities, inadequate parental guidance, and improper grant utilization. The relationship between 4Ps assistance and academic performance therefore depended on beneficiary responsibility, parental support, teacher involvement, and effective program monitoring. The study concluded that financial assistance alone was insufficient to guarantee satisfactory educational outcomes. It recommended responsible grant management, active student participation, strengthened parental guidance, closer teacher monitoring, improved government implementation, and further research. The study supports SDG 1 - No Poverty, SDG 3 - Good Health and Well-Being, SDG 4 - Quality Education, SDG 5 - Gender Equality, and SDG 10 - Reduced Inequalities. Its sustainability impact lies in promoting responsible program implementation, educational continuity, family participation, equitable access to services, and long-term poverty reduction.

Keywords: Academic Performance, Cash Grants, Conditional Cash Transfer, Educational Participation, Pantawid Pamilyang Pilipino Program, Poverty Reduction, School Attendance, Senior High School Learners

1. Introduction

Poverty remains a major social and economic concern that affects Filipino families' access to basic needs, healthcare, and education. According to the 2008 Annual Poverty statistics of the National Statistical Coordination Board, approximately 21.75 million Filipinos, or one-third of the population, were considered poor. In response, the Department of Social Welfare and Development implemented the Conditional Cash Transfer Program, locally known as the Pantawid Pamilyang Pilipino Program or 4Ps, to provide financial assistance to extremely poor households. The program supports families' immediate needs while encouraging investments in health, nutrition, and education. Despite the educational assistance provided through the program, concerns remain regarding the school attendance and academic performance of some student beneficiaries. The researcher observed that several beneficiaries displayed poor attendance, low academic performance, or withdrawal from school. Teachers also experienced difficulties in helping these students meet academic requirements and qualify for promotion. These conditions established the need to examine the effect of the CCT or 4Ps program on the academic performance of Senior High School learners.

1.1 Poverty, Conditional Cash Transfer, and the Academic Performance of SHS Learners

Poverty limits families' capacity to provide food, healthcare, school supplies, transportation, and other educational requirements. Eilms (2009) described poverty as a long-standing worldwide problem, while Spagnotis (2009) explained the poverty line as the minimum level of income required for individuals or families to meet their basic needs. Extreme poverty is particularly serious because affected individuals can barely satisfy the necessities required for survival. Herack (2012) emphasizes that people experiencing extreme poverty struggle to meet even their minimum needs, while those experiencing moderate poverty may obtain basic necessities but remain unable to accumulate wealth or adequately educate

their children. In the Philippine context, Mangabas (2009) indicated that fifty-three percent of Filipino households identified themselves as “mahirap” or poor. The reported persistence of poverty demonstrated the difficulty of explaining poverty fluctuations solely through economic growth. Rahman (2012) further associated poverty reduction and education with national development, emphasizing that a society cannot fully prosper when a large portion of its population remains poor and deprived. The Pantawid Pamilyang Pilipino Program was established as a government response to these conditions. Brul (2009) stated that 4Ps is a national poverty-reduction and social-development strategy that provides conditional cash grants to extremely poor households to improve their health, nutrition, and education. Cited by Department of Social Welfare and Development (2010), the program represents the Philippine version of the Conditional Cash Transfer initiative and assists families that cannot adequately provide for their basic needs. The educational component of 4Ps is particularly relevant because school attendance and academic performance are used to monitor student beneficiaries. However, the availability of financial assistance does not automatically guarantee sustained participation or satisfactory performance. Some beneficiaries continue to experience absenteeism, poor achievement, and school dropout because poverty-related difficulties extend beyond the direct costs of education.

1.2 Educational Benefits and Challenges of 4Ps Among SHS Learners

SDS Admin (2019) described 4Ps as a human-development initiative implemented by the DSWD in partnership with the Department of Health, Department of Education, and NEDA. It seeks to interrupt the intergenerational cycle of poverty by supporting children aged 0-18 from economically disadvantaged households. The program provides poor families with opportunities to access education and healthcare while improving their prospects for a better future. Research on the educational experiences of beneficiaries presents both positive and negative outcomes. Lluz (2020) found that although 4Ps benefits learners, some students still consider dropping out more practical than continuing their studies. Poor family living conditions and an inadequate standard of living remain influential factors, even when financial assistance is available. Thus, access to grants may reduce educational expenses but may not completely resolve the broader economic pressures that encourage students to leave school. Similarly, Flores et al. (2019) reported that the program significantly affected student beneficiaries' academic performance by motivating them to attend classes. However, the findings also indicated that excessive reliance on assistance could weaken some students' interest in studying. These contrasting outcomes suggest that the effectiveness of 4Ps depends not only on receiving financial assistance but also on how families and students understand, manage, and respond to the program's educational responsibilities. The financial behavior of beneficiaries may also influence educational outcomes. Pantawid Pamilyang Pilipino Program has gained broad public support (Braganza, 2018). According to a 2015 Social Weather Station survey, four out of five Filipinos, including beneficiaries and non-beneficiaries, supported the program. Nevertheless, the proper use of cash grants remains important. Financial literacy and responsible spending contribute to financial satisfaction (Ali et al., 2015). Gonzaga et al. (2022) further associated financial literacy with financial satisfaction and the use of program assistance for educational and health-related purposes.

1.3 Local, National, and Global Implementation of 4Ps in Supporting Education

Beneficiaries are identified through the National Household Targeting System for Poverty Reduction, which determines the location and economic condition of poor households. Eligibility includes residence in identified poor municipalities, an economic condition equal to or below the provincial poverty threshold, the presence of children aged 0-18 or a pregnant household member at the time of assessment, and agreement to comply with program conditions. Households that do not satisfy these requirements are excluded from the program (officialgazette.gov.ph). An official post published in officialgazette.gov.ph stated that 4Ps supported the Philippine government's commitments to reducing poverty and hunger, attaining universal primary education, encouraging gender equality, reducing child mortality, and improving maternal healthcare. The program operated across all 17 Philippine regions and covered 79 provinces, 143 cities, and 1,484 municipalities. As of August 26, 2017, the program reportedly included 4,353,597 active household beneficiaries, including 579,056 indigenous households and 217,359 households with at least one person with a disability. It also covered 10,235,658 registered children aged 0-18, with an average of two to three children per household. These figures demonstrate the wide national reach of the program and the importance of evaluating whether its educational conditions translate into improved school attendance and academic performance. Conditional cash-transfer programs have also been implemented internationally as mechanisms for reducing educational costs and discouraging child labor. According to Gee (2010), cash subsidies reduce the direct expenses associated with schooling and encourage families to send children to school rather than require them to work. The 4Ps requirement that children attend at least 85% of school days each month increases the time spent in school and limits the time available for labor. Despite these potential benefits, concerns have been raised regarding the financial sustainability of the program. A substantial portion of its funding was reportedly obtained through international loans. The Asian Development Bank approved a US\$400 million loan for the program, while the World Bank provided another US\$405 million. These loans constituted a significant proportion of the program's total funding from 2009 to 2014 (Somera, 2010, p.6). Critics argued that although 4Ps requires substantial public resources, it may not produce the same direct economic returns commonly associated with infrastructure investments.

1.4 Human Capital and Equal Educational Opportunity as Bases of 4Ps

The study is conceptually anchored in the view that education is an essential mechanism for reducing poverty and developing human capital. As mentioned by Gundlach et al. (2001), education is considered a powerful equalizer and the primary asset available to many individuals. By reducing educational costs and requiring school attendance, 4Ps seeks to improve the knowledge, skills, and future opportunities of children from poor households. Sen et al. (as cited in Calvo, 2011), identifies inequality and social exclusion as barriers to a system of rights and opportunities. Poverty therefore involves not only insufficient economic resources but also unequal access to social, political, and educational opportunities. Through its educational and health conditions, 4Ps attempts to provide disadvantaged families with services and opportunities that might otherwise remain inaccessible. As indicated by Calvo (2011), conditional cash-transfer programs provide financial assistance for basic needs while promoting investment in the human capital of extremely poor households. This approach views financial support not merely as temporary aid but as an investment in education, health, and future economic participation. Human dignity and social rights also support the program's conceptual foundation. As mentioned by Maboloc (2012), an effective CCT program can help protect the fundamental entitlement of poor individuals to food, dignity, and opportunities that may eventually release them from persistent poverty. The program therefore prioritizes equal opportunity and recognizes the importance of supporting families while requiring them to invest in their children's development. Gender empowerment is another component of the program. Valencia Lomeli (2009) explained that the responsibility for managing cash grants is commonly assigned to mothers because experiences with CCT programs suggest that women are more likely to use the funds for food, medicine, transportation, and school supplies. This arrangement links household financial management with children's health and education.

1.5 Research Gap on the Academic Performance of 4Ps SHS Beneficiaries

Although 4Ps provides significant educational and social support, its long-term effectiveness remains contested. As studied by the Center for Women's Resources (2011), some families may comply with school and healthcare requirements mainly to continue receiving financial assistance rather than because these activities have become regular household practices. This raises the possibility that families may discontinue school attendance or health-center visits when financial assistance ends. The program has also been criticized as a potential source of dependency. One perspective argues that the program may restrict rather than liberate poor families from poverty (de Guia, 2011). In contrast, the program is presented as a human-development intervention rather than a simple dole-out because beneficiaries must comply with specific health and educational conditions. Existing discussions have largely concentrated on poverty reduction, program coverage, eligibility, financial management, healthcare access, school attendance, dependency, and program financing. However, the contrasting findings regarding student motivation, absenteeism, dropout, and academic performance indicate the need for a more focused investigation involving Senior High School beneficiaries. The observed difficulties encountered by teachers in improving beneficiaries' academic standing further demonstrate that financial assistance alone may not fully address learners' educational needs. The study therefore sought to describe the effect of the CCT or 4Ps program on the academic performance of SHS learners. It employed a descriptive-phenomenological research design under the qualitative method to examine the experiences and conditions associated with beneficiaries' academic participation and performance. The findings may help student beneficiaries understand their rights and responsibilities under the program. Parents may gain guidance on using the cash grant appropriately, supporting their children's learning, and cooperating with teachers concerning attendance, behavior, and academic needs. Teachers may use the findings to strengthen instructional strategies and monitor beneficiaries' attendance and performance. Government agencies may obtain information on the utilization of cash grants and the educational experiences of beneficiaries, while future researchers may use the study as a basis for further investigations into 4Ps and student outcomes.

1.6 Alignment of 4Ps and SHS Academic Performance with Relevant Sustainable Development Goals

The study is primarily aligned with SDG 1 - No Poverty because 4Ps is designed to reduce poverty and interrupt its transmission across generations. By providing conditional financial assistance, the program supports households that struggle to meet their basic needs and encourages investment in children's development. It is also aligned with SDG 3 - Good Health and Well-Being because beneficiary households are required to access healthcare services and use part of their assistance for health and nutritional needs. The program's health conditions complement its educational objectives by recognizing that learners' well-being can influence their school participation and performance. SDG 4 - Quality Education is directly connected to the study because 4Ps requires regular school attendance and seeks to make education more accessible to children from poor families. Examining the academic performance of SHS beneficiaries may provide evidence on whether the program's educational assistance and attendance requirements are contributing to meaningful learning outcomes. The program also relates to SDG 5 - Gender Equality because mothers are commonly assigned responsibility for managing the grants, strengthening women's participation in household financial decisions. In addition, the program supports equal access to education among children regardless of gender. Finally, the study supports SDG 10 - Reduced Inequalities by examining a program intended to improve access to education, healthcare, and social opportunities among economically disadvantaged households. Its focus on SHS beneficiaries highlights the need to ensure that poverty does not prevent learners from participating successfully in education.

1.7 Contribution of the Study to Educational and Socio-Economic Sustainability

The study contributes to socio-economic sustainability by examining whether financial assistance helps poor families maintain their children's education and reduce the long-term effects of poverty. Sustainable poverty reduction requires more than temporary financial support; it also requires beneficiaries to develop the knowledge, behavior, and capabilities needed to improve their future circumstances. Its contribution to educational sustainability lies in identifying how 4Ps influences attendance, motivation, school continuation, and academic performance among SHS learners. Understanding these conditions may help schools and teachers provide more appropriate academic support and strengthen coordination with beneficiary families. The study also supports public-health and family sustainability because the program integrates educational assistance with healthcare and nutrition requirements. Responsible grant utilization may improve the capacity of households to support children's physical well-being and educational participation. From a social and gender perspective, the study recognizes the role of parents, particularly mothers, in managing household resources and supporting children's education. Stronger parental engagement, responsible spending, and cooperation with teachers may promote more stable family and educational outcomes. At the policy and institutional levels, the study may provide government agencies and schools with information for improving program implementation, beneficiary monitoring, and educational support. By examining both the benefits and limitations of 4Ps, the research contributes to the development of poverty-reduction strategies that are socially responsive, educationally meaningful, financially responsible, and sustainable across communities and institutions.

2. Material and methods

2.1 Research Design

The study employed a descriptive-phenomenological research design under the qualitative method. This design was used to describe the experiences and perceptions of 4Ps students and their parents regarding the effects of the program on the academic performance of Senior High School learners.

2.2 Respondents of the Study

The respondents consisted of thirty (30) 4Ps students and thirty (30) parents, providing a total of sixty (60) participants. They served as the primary sources of information regarding the effects of the program on the students' academic performance.

2.3 Sample and Sampling Procedure

The respondents were selected using the Purposive Random Technique. Thirty (30) 4Ps students and thirty (30) parents who could provide relevant information about the program and the students' academic experiences were included in the study.

2.4 Research Instrument

The researchers formulated interview questions and research questionnaires to gather the required data. The questions were developed by the proponent of the study using credible information from accredited sources. Before the actual interviews, a preliminary survey and interview were conducted to establish the validity and reliability of the questions. The respondents' answers were audio-recorded to ensure the accuracy of the information collected.

2.5 Data Gathering Procedure

The researcher prepared the questionnaire according to the objectives of the study and the characteristics of the intended respondents. A preliminary survey was conducted before the actual data collection. The questionnaires were then administered, and interviews were conducted with the selected 4Ps students and parents. The interviews were audio-recorded to obtain credible, valid, and accurate nonquantifiable information.

2.6 Data Analysis Techniques

The study used Collaizi's phenomenological method to organize and interpret the qualitative data collected from the respondents. The process involved reading all interview contents, extracting significant statements, formulating meanings, organizing the meanings into clusters of themes, integrating the themes into an exhaustive description, establishing the fundamental structure of the phenomenon, and returning to the interviewees for additional information. This coding process enabled the researcher to identify and interpret themes concerning the effects of the 4Ps program on the academic performance of Senior High School learners.

2.7 Ethical Considerations

The respondents were adequately informed about the purpose, procedures, and requirements of the study before their participation. Their consent was obtained voluntarily after they had understood the information provided and were given the freedom to accept or decline participation. The anonymity and confidentiality of the respondents were protected throughout data collection, analysis, and reporting. Their actual names and identities were not disclosed, and pseudonyms

were used when presenting the findings. Personal identifiers were also removed during the transcription of the interviews. Written consent forms and documents containing personal information were stored securely in a cabinet accessible only to the researcher. The information collected was used solely for the analysis, conclusions, and recommendations of the study.

3. Results and Discussion

3.1 Effects of 4Ps on the Academic Performance of SHS Learners

The findings showed that 4Ps influenced learners' academic participation and performance in both positive and negative ways. Financial assistance helped beneficiaries meet some educational needs and encouraged them to attend school. Nevertheless, some beneficiaries remained inactive in school, obtained poor academic performance, or eventually dropped out despite receiving assistance. These findings suggest that financial support may improve access to education but does not independently guarantee satisfactory academic performance. Students' family conditions, motivation, attendance, use of financial assistance, and parental support may influence whether the benefits of the program translate into improved educational outcomes.

3.1.1 School Attendance and Participation of 4Ps Beneficiaries

The results revealed that the program encouraged student beneficiaries to attend classes because school attendance was a condition for receiving financial assistance. Beneficiaries were expected to attend at least 85% of school days each month. However, attendance records showed that some 4Ps learners continued to experience frequent absences and limited participation in school. The result supports Flores et al. (2019), who found that the program significantly affected student beneficiaries by motivating them to attend classes. However, the same study indicated that dependence on assistance could cause some students to lose interest in studying. According to Gee (2010), the school-attendance requirement increases the time children spend in school and reduces the time they may devote to work. Thus, the program may encourage attendance, although compliance with attendance requirements may not necessarily reflect sustained academic motivation.

3.1.2 Academic Performance and Learning Motivation

The findings revealed that several student beneficiaries experienced poor academic performance despite receiving financial assistance. Teachers encountered difficulties in helping some beneficiaries improve their academic standing, pass their subjects, and qualify for promotion to the next grade level. The program therefore supported school participation but did not consistently result in improved academic achievement. This mixed effect is consistent with Flores et al. (2019), who explained that 4Ps could motivate students to attend school while also encouraging excessive reliance on assistance. The result indicates that academic performance may depend on factors beyond financial support, including students' willingness to study, classroom participation, parental supervision, and assistance from teachers.

3.1.3 School Persistence and Dropout Among Beneficiaries

The results showed that some beneficiaries still considered leaving school despite the educational support provided by 4Ps. Poor living conditions and continuing financial hardship made school completion difficult for some students. Under these circumstances, leaving school and seeking other means of supporting the family could be viewed as more practical than continuing their education. This finding reflects Lluz (2020), who found that although 4Ps was beneficial to learners, some students considered dropping out a better option than continuing their academic path. Family living conditions and a low standard of living remained underlying factors associated with school withdrawal. The result suggests that financial assistance may reduce some educational expenses but may not fully address the broader economic pressures experienced by poor households.

3.2 Utilization of Cash Grants for Educational Needs

The findings showed that cash grants were intended to support education, health, nutrition, transportation, medicine, and school supplies. Mothers were commonly assigned responsibility for managing the grants. However, the educational benefits of the program depended on whether households used the assistance appropriately and prioritized the needs of student beneficiaries. The importance of responsible financial management is supported by the positive relationship between financial literacy and financial satisfaction (Ali et al., 2015). Gonzaga et al. (2022) associated financial literacy with beneficiaries' use of assistance for educational and health purposes. Valencia Lomeli (2009) also explained that mothers were given responsibility for managing the grants because women were more likely to spend the money on food, medicine, transportation, and school supplies. These findings indicate that proper grant utilization may strengthen the program's contribution to learners' education.

3.2.1 Financial Assistance and Access to Education

The results demonstrated that 4Ps reduced some of the direct costs associated with schooling. The financial assistance enabled poor households to provide school supplies, transportation, food, and other basic requirements that supported learners' continued attendance and participation. As mentioned by Gundlach et al. (2001), education is considered a powerful equalizer and the primary asset available to many people. Sen et al. (as cited in Calvo, 2011), further explained

that poverty involves not only limited economic resources but also unequal access to rights and opportunities. By helping families meet school-related expenses, 4Ps may improve educational access among disadvantaged learners who might otherwise be unable to continue their studies.

3.2.2 Financial Dependence and Beneficiary Responsibility

The findings also revealed that reliance on cash assistance could negatively affect the behavior of some beneficiaries. Some families may comply with school and healthcare requirements mainly to continue receiving the grant rather than because they recognize education and healthcare as continuing responsibilities. As studied by the Center for Women's Resources (2011), some families obtained school and health certifications primarily to fulfill program conditions. The source further suggested that these practices might stop when the financial assistance ended. This finding indicates that the long-term effectiveness of 4Ps depends on whether beneficiaries develop responsible and sustainable practices beyond their formal compliance with program requirements.

3.3 Benefits and Limitations of 4Ps Implementation

The findings revealed that 4Ps provided opportunities for poor households to access education, healthcare, and nutrition. It also encouraged investment in children's development and sought to reduce the intergenerational transmission of poverty. Nevertheless, the program faced limitations related to dependency, persistent poverty, uneven educational outcomes, and substantial financial requirements. Brul (2009) described 4Ps as a poverty-reduction and social-development strategy intended to improve the health, nutrition, and education of extremely poor households. However, the program was also criticized as a strategy that could keep beneficiaries dependent on assistance (de Guia, 2011). These contrasting perspectives demonstrate that the program may provide essential short-term support while requiring stronger implementation and monitoring to produce sustainable educational and economic outcomes.

3.3.1 Educational and Social Benefits of 4Ps

The results showed that the program enabled poor households to obtain financial assistance while requiring children to remain in school and families to access healthcare services. It also reduced the direct cost of schooling and limited the time children could allocate to labor. These conditions supported the immediate educational and social needs of disadvantaged families. According to Gee (2010), conditional cash-transfer programs help address child labor by reducing school expenses and requiring regular attendance. As indicated by Calvo (2011), these programs finance basic needs while promoting investment in the human capital of extremely poor households. The findings therefore indicate that 4Ps can strengthen educational participation when the assistance is properly used and program conditions are consistently followed.

3.3.2 Financial and Program Sustainability Concerns

The findings demonstrated that implementing 4Ps required substantial financial resources. A considerable portion of the program's funding reportedly came from international loans. This raised concerns regarding whether the program could be financially sustained and whether its economic benefits were comparable with the returns generated by infrastructure projects. The Asian Development Bank and World Bank reportedly provided a significant proportion of the program's funding from 2009 to 2014 (Somera, 2010, p. 6). This concern suggests that the continued implementation of 4Ps requires careful assessment of its costs, educational outcomes, and long-term contribution to poverty reduction. Financial sustainability therefore remains important in determining whether the program can continue supporting beneficiaries effectively.

3.4 Relationship Between 4Ps Assistance and Academic Performance

The results revealed a mixed relationship between 4Ps assistance and the academic performance of SHS learners. Financial assistance improved access to educational resources and encouraged school attendance, but it did not consistently prevent absenteeism, low academic achievement, reduced motivation, or school dropout. The effect of the program appeared to depend on how beneficiaries used the assistance and responded to its conditions. Flores et al. (2019) reported that the program positively influenced attendance but could also contribute to dependence and reduced interest in studying. Lluz (2020) similarly showed that financial assistance did not completely prevent beneficiaries from leaving school when difficult family and economic conditions persisted. These findings indicate that 4Ps may support academic participation, but improved performance requires the combined involvement of learners, parents, teachers, schools, and program implementers.

3.5 Overall Interpretation of the Findings

The findings suggest that 4Ps contributed to the educational participation of SHS learners by reducing school-related financial burdens and encouraging regular attendance. However, the program's support was insufficient to address all conditions affecting students' academic performance. Persistent poverty, weak motivation, absenteeism, household responsibilities, financial dependence, and limited parental guidance continued to influence educational outcomes. The effectiveness of 4Ps should therefore be understood as dependent on both financial assistance and beneficiary responsibility. The program may provide access and opportunity, but learners must participate actively in their education,

parents must use the grants appropriately, teachers must monitor attendance and performance, and government agencies must ensure effective implementation. The findings emphasize that financial support should be accompanied by sustained educational guidance, parental engagement, and institutional monitoring.

4. Conclusion & Recommendations

The Conditional Cash Transfer or Pantawid Pamilyang Pilipino Program supported Senior High School learners by reducing school-related financial burdens, encouraging attendance, and helping families meet educational, health, and nutritional needs. However, financial assistance alone did not consistently ensure improved academic performance, as some beneficiaries continued to experience absenteeism, limited motivation, poor academic achievement, and school withdrawal. The effectiveness of the program therefore depended on the appropriate use of cash grants, active student participation, parental guidance, teacher support, and consistent program monitoring.

Student beneficiaries should fulfill their educational responsibilities and use the opportunities provided by the program to improve their attendance and academic performance. Parents should manage the cash grants appropriately, prioritize educational and health-related needs, and provide consistent guidance to their children. Teachers should closely monitor the attendance and academic progress of 4Ps learners and strengthen communication with their parents, while government agencies should review beneficiaries' use of financial assistance and improve the implementation and monitoring of the program. Future researchers should conduct related studies to provide additional information on the effects of 4Ps on learners' educational outcomes.

The study was limited to thirty (30) 4Ps students and thirty (30) parents selected through the Purposive Random Technique. It used a descriptive-phenomenological qualitative approach and relied on information obtained through questionnaires and audio-recorded interviews. Consequently, the findings reflected the experiences and perceptions of the selected participants and may not represent all 4Ps beneficiaries or students in other educational settings.

Compliance with ethical standards

The study protected the respondents' voluntary participation, anonymity, confidentiality, and personal information throughout data collection, transcription, analysis, and reporting. Participants' identities were not disclosed, pseudonyms were used in presenting the findings, and personal identifiers were removed from the interview transcripts. Written consent forms and documents containing personal information were securely stored in a cabinet accessible only to the researchers, while the collected data were used solely for the study's analysis, conclusions, and recommendations.

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