

# 4p's Program and the Academic Performance of Beneficiaries and Non-Beneficiaries Elementary Pupils in Cabulisan Elementary School, Inopacan District

Dr. Ernel Saligumba Merano

Arnhem Early Learning Centre and PGE Consultancy and Learning Center LLC, Australia

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000385>

Received: 24 June 2025; Accepted: 28 June 2025; Published: 19 July 2025

## ABSTRACT

This study examined the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on the academic performance and class attendance of pupils at Cabulisan Elementary School, Inopacan, Leyte. Using a quantitative-comparative approach, the study analyzed academic records and attendance data of 68 4Ps beneficiaries and 63 non-beneficiaries. Results revealed that 4Ps pupils performed better across major subjects, particularly in Filipino (+2.94%), Math (+1.34%), and Science (+1.00%), with a 1.71% higher overall average. Attendance rates were also consistently higher among 4Ps recipients, with monthly gains of +2.00% to +2.86%. T-tests confirmed statistically significant differences in performance and attendance between groups, affirming that 4Ps participation positively influences educational outcomes. Demographic factors such as income, age, and gender were evenly distributed, ruling them out as performance indicators. The findings support the effectiveness of conditional cash transfers in improving academic achievement and school participation, especially in rural communities with limited resources.

**Keywords:** Pantawid Pamilyang Pilipino Program (4Ps), Academic Performance, Class Attendance, Conditional Cash Transfer, Educational Inequality

## INTRODUCTION

One essential instrument for ending the cycle of poverty and fostering long-term development is education. In order to improve the health, nutrition, and education of impoverished households, the Philippine government launched the Pantawid Pamilyang Pilipino initiative (4Ps), a conditional cash transfer (CCT) initiative. As long as children attend school consistently and get health care services, the program provides financial aid to impoverished families (DSWD, 2022).

The true effect of the 4Ps on the scholastic achievement of its young beneficiaries, particularly in rural and economically disadvantaged regions, is still up for debate despite its widespread adoption. Fewer studies have looked at the 4Ps' direct impact on academic performance metrics, including grades, classroom engagement, and learning outcomes, despite some studies confirming that it raises school attendance and lowers dropout rates (Orbeta et al., 2014). An essential foundation for comparison analysis is provided by the differentiation between beneficiaries and non-beneficiaries within the same learning environment.

Cabulisan Elementary School, a distant public school in the Inopacan District of Leyte, is the subject of this research. It looks at whether there are any notable differences in the academic achievement of primary students who receive 4Ps benefits compared to those who do not. It also looks at how program participation interacts with socioeconomic and demographic factors to affect learning outcomes.

The findings of this study aim to contribute to the growing body of evidence on the educational effectiveness of 4Ps, offering insights for policy refinement, localized program implementation, and school-based support mechanisms. Understanding these dynamics is crucial in ensuring that financial interventions translate into actual academic success for disadvantaged Filipino children.

## Background of the Study

In the Philippines, poverty continues to be one of the biggest obstacles to educational access and quality, especially in rural and isolated regions. As a result, the government launched the Pantawid Pamilyang Pilipino Program (4Ps) in 2008 as a conditional cash transfer program to enhance the welfare of low-income families by funding their education and health. Eligible households get financial aid under this program, as long as their children attend school regularly and receive basic medical care (DSWD, 2022).

Numerous studies have demonstrated that the 4Ps program has improved the enrollment and attendance rates of children in disadvantaged homes (Reyes et al., 2013; Orbeta et al., 2014). Less is known, though, about how it affects real academic achievement. Going to school does not always result in better academic performance, especially when students are dealing with additional issues like big families, low parental participation, bad diet, or a lack of educational resources.

Cabulisan Elementary School in the Inopacan District, a rural public school that serves students from low-income families, is the subject of this research. A sizable portion of the students at this school are 4Ps program recipients, while some are not. This scenario is perfect for investigating whether 4Ps involvement is linked to quantifiable variations in academic achievement and how demographic variables like age, gender, and home income may affect these results.

This project aims to provide evidence-based insights that may direct policy changes, school-based interventions, and more equitable educational support systems in marginalized communities by examining the 4Ps program's benefits beyond attendance.

## Statement of the Problem

This study aims to examine the influence of the Pantawid Pamilyang Pilipino Program (4Ps) on the academic performance of elementary pupils. Specifically, it seeks to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1. Gender
  - 1.2. Age
  - 1.3. Grade level
  - 1.4. Total number of children in the family
  - 1.5. Total number of class attendance
  - 1.6. Main source of livelihood of the parents
  - 1.7. Monthly income of the parents
2. What is the relationship between the respondents' participation in the 4Ps program as well as their academic performance?
3. Is there a significant relationship between the respondents' demographic profile and their participation in the 4Ps program and academic performance?
4. Is there a significant difference in the academic performance of pupils who are beneficiaries of the 4Ps program compared to those who are not?

## Significance of the Study

For several stakeholders in the fields of education and social development, this research on the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) and its beneficiaries and non-beneficiary elementary students at Cabulisan Elementary School is important. It adds to the expanding corpus of research assessing how well conditional cash transfer (CCT) programs work to improve educational results for underprivileged groups.

The study's main focus is on how financial help affects academic performance, which is a major issue in low-income and rural areas. The Department of Social Welfare and Development (DSWD) launched the 4Ps initiative, which offers low-income families conditional cash grants to enhance their children's health, nutrition, and education. Determining whether this assistance results in better academic achievement among Cabulisan elementary students is essential to evaluating the program's effectiveness at the local level.

This research provides a mechanism for government agencies and policymakers to assess and improve the 4Ps program's execution. The results will be used to assess whether the program's educational conditionalities, including school attendance, are accomplishing their intended objectives by comparing the academic performance of beneficiaries and non-beneficiaries. It also guides any necessary legislative changes to reinforce the 4Ps' academic support elements. When appropriately targeted and monitored, well-designed CCTs like 4Ps have the potential to lower dropout rates and enhance school attendance (Reyes et al., 2013).

The research draws attention to socioeconomic constraints that impact student performance for educators and school administrators, especially those working in remote locations like Cabulisan Elementary School. It highlights the necessity of school-based interventions to supplement government assistance initiatives. According to Orbeta et al. (2014), family participation, a stable learning environment, and regular instructor engagement all have an impact on academic progress in addition to financial assistance. Teachers may use the research's findings to help them identify children who are at risk and use tailored instruction to close learning gaps.

This study will also assist local communities and parents. It emphasizes how social and financial assistance may improve children's academic possibilities and stresses the value of education as a means of escaping poverty. The outcomes will increase community involvement in assisting students regardless of their financial situation and increase awareness among non-beneficiary families.

This study offers concrete data from a localized setting, laying the groundwork for future investigations into the long-term impacts of the 4Ps on behavioral and academic results. Comparative studies between various districts or areas to evaluate the consistency of program outcomes may also be sparked by it.

In summary, this study has applications for enhancing educational fairness and access in underserved areas. In order to guarantee that every kid, irrespective of socioeconomic background, has an opportunity to thrive in school, it emphasizes the significance of integrated social and educational support systems.

## **Review of Related Literature**

As the Philippine government's premier program for reducing poverty, the Pantawid Pamilyang Pilipino Program (4Ps) has generated a lot of scholarly attention, especially in relation to its impact on the educational results of kids from low-income families. Many developing nations have embraced the conditional cash transfer (CCT) paradigm, and its applicability and efficacy in the Philippine setting have been thoroughly investigated. International and local research that provide light on the relationship between the 4Ps program and academic achievement—particularly among primary school students—are highlighted in this study.

A fundamental framework for assessing initiatives like the 4Ps has been made available by the worldwide adoption of CCTs, such as Brazil's Bolsa Família and Mexico's Progres a/Oportunidades. In Latin America, CCTs have been successful in raising school attendance and enrollment (Fiszbein and Schady, 2009). Their impact on academic achievement and learning outcomes, however, is more nuanced. Even if more people have access to education, research indicates that financial aid by itself does not always result in higher academic accomplishment unless it is combined with advancements in parental participation, school quality, and nutrition.

Similar findings were made by Behrman, Parker, and Todd (2005), who discovered that the Progres a program in Mexico increased school attendance and produced modest cognitive improvements in children. However, these improvements were more noticeable when school nutrition and health interventions were included.

According to these global findings, a supportive family and school environment is crucial for the possible effects of CCTs on academic success.

Numerous empirical research has looked at the 4Ps' educational impact in the Philippines. According to a thorough impact review by Orbeta, Paqueo, and Francisco-Abrigo (2016), the program dramatically raised school attendance and involvement among kids ages 6 to 14. They pointed out that test scores and grades, which are measures of academic success, only slightly improved. This implies that although financial help increases a child's likelihood of attending school, other factors still affect the caliber of their education.

In their analysis utilizing the 2011 Annual Poverty Indicators Survey (APIS), Reyes et al. (2015) confirmed similar findings. They came to the conclusion that although 4Ps beneficiaries were more likely to attend class regularly, their performance on standardised achievement exams was not much better than that of non-beneficiaries. This discrepancy suggests that, even in cases when financial obstacles are removed, structural problems in the educational system, such as curriculum alignment, teacher quality, and classroom resources, may impede the academic progress of underprivileged pupils.

According to different research by Albert, Ramos, and Almeda (2015), which examined data from the DSWD and the Department of Education, 4Ps beneficiaries' school attendance increased by 7–9 percentage points when compared to non-beneficiaries. Nevertheless, they also noted that regional variations in academic achievement were not very significant. This implies that the efficiency of the 4Ps in enhancing learning outcomes may be mediated by geographical differences, school infrastructure, and teacher-student ratios.

Smaller studies at the neighborhood level shed further light on the 4Ps' regional impacts. Divinagracia and Poblador (2018) performed a case study in Iloilo and discovered that while 4Ps recipients' academic performance had somewhat improved, issues with student motivation and family participation persisted. Although there were fewer absences, teachers found that many kids still did not have adequate help at home to do their homework or study, especially if their parents were not very literate.

Fernandez and Corpuz (2020) compared the academic performance of 4Ps and non-4Ps pupils in Northern Samar and discovered that while academic grades were not always improved, beneficiaries tended to do better in terms of conduct and attendance. The research credited this to the beneficiaries' easier access to food and school materials, but it also pointed out that learning was still hampered by the absence of a home environment that supported study.

According to study done in rural Mindanao, Gadia and Andaya (2019) found that the 4Ps had a moderately beneficial effect on elementary school students' grades, especially in math and Filipino. They did stress, though, that these improvements were only noteworthy when parents regularly attended Family Development Sessions (FDS) and became more involved in their kids' schooling.

Roble and Espino (2021) evaluated the reading skills of 4Ps recipients in a research carried out in Leyte and discovered no discernible change when compared to non-beneficiaries. This research casts doubt on presumptions that the program always improves academic performance and emphasizes the need for a more comprehensive strategy for educational assistance that goes beyond conditional financial aid.

Key factors that mediate the impact of the 4Ps on academic achievement have been discovered by a number of research. These determinants include things like family size, parental education, internet and power availability, child nutrition, and psychological issues (Espina and Paguio, 2021). It was shown that children from smaller households with parents who were active and literate benefited more academically from the program.

The psychological dynamics of being a 4Ps recipient were examined by Ballada and Valencia (2022), who also emphasized how some children's poor self-esteem and stigma affected their academic achievement. Others, on the other hand, expressed greater pleasure and drive at being acknowledged as a member of a government-sponsored program. These conflicting answers imply that the 4Ps have intricate social ramifications that might either improve or impair student achievement.

More school-specific and community-level research is still needed despite the abundance of studies on the 4Ps and education, especially in underprivileged and remote regions like Cabulisan Elementary School in the Inopacan District. The majority of national studies focus on macro-level analysis while ignoring micro-level factors that can affect academic achievement, such as peer connections, instructor attitudes, and local school culture.

Furthermore, little study has examined how beneficiaries and non-beneficiaries fare academically in the same school, which is essential for comprehending how the program works in a shared learning environment. These comparison studies can help determine if the advantages of the 4Ps are mostly limited to attendance and engagement measures or if they also translate into actual academic gains.

Furthermore, little study has been done on how Family Development Sessions (FDS) affect parental conduct and how that behavior affects kids' academic achievement. Since the FDS is a fundamental part of the 4Ps, which are meant to change behavior, more research should be done to see how it actually affects parenting styles and home-based educational support.

The Philippine government's conditional cash transfer program, known as the Pantawid Pamilyang Pilipino Program (4Ps), aims to combat poverty by funding health and education. In places like Leyte and the wider Visayas, the initiative has drawn the attention of scholars who want to know how it affects academic results.

In Hilongos, Leyte, Chavez and Bulayog (2023) carried out a thorough socioeconomic assessment of the 4Ps. Their results showed that although the program increased household income and access to educational resources, there was no discernible difference in pupils' academic performance between those who benefited and those who did not. This implies that even if financial aid reduces financial strains, it would not always result in better academic performance unless combined with other forms of educational support (Chavez & Bulayog, 2023).

Similarly, a research conducted in a few Visayan primary schools by Gayo and Reyes (2022) looked at how the academic performance of 4Ps recipients was impacted by modular learning settings during the pandemic. The study found that learning resources, home study environments, and parental education all had a big impact on students' performance. There was a vacuum in the program's comprehensive support for education as many 4Ps parents, particularly those with less education, found it difficult to help their kids with modular learning (Gayo & Reyes, 2022).

A research on the academic achievement of 4Ps student recipients was suggested by Elaine (n.d.). As a factor of success for 4Ps recipients, the study underscored the need of regular attendance at school. Additionally, it noted that although financial aid contributes to increased attendance, individual study habits and instructor involvement were just as important in influencing performance results (Elaine, n.d.).

The application of the 4Ps curriculum and its connection to students' academic success were the subjects of another pertinent study carried out at Agsuwao Elementary School. Using a descriptive-correlational methodology, the study discovered a weak but statistically significant correlation between better grades and 4Ps involvement. In order to guarantee that conditionalities are fulfilled and supported by active community engagement and parental support, the research suggested bolstering monitoring procedures (IJTSRD, 2024).

These studies highlight the fact that although 4Ps offers crucial financial assistance, a complex network of interconnected elements affects its users' academic performance. Poverty in the Visayas is multifaceted, and overcoming scholastic obstacles calls for educational initiatives including tutoring help, teacher training, and parental participation programs in addition to financial aid.

In summary, research and literature from Leyte and the Visayas continuously demonstrate the 4Ps' limited effectiveness in improving educational achievement and access. They also contend that in order to guarantee that beneficiaries' full academic potential is fulfilled, legislative improvements are required, especially in non-monetary support. In order to further investigate these dynamics in a local context, this offers a pertinent

backdrop for the current study on the 4Ps program and the academic achievement of students at Cabulisan Elementary School.

## Theoretical and Conceptual Framework

This study is anchored on Human Capital Theory and Social Protection Framework, highlighting how conditional cash transfers like the 4Ps program influence academic performance by investing in education and reducing financial barriers, especially among disadvantaged pupils in Cabulisan Elementary School, Inopacan District.

## Conceptual Framework

### Independent Variables

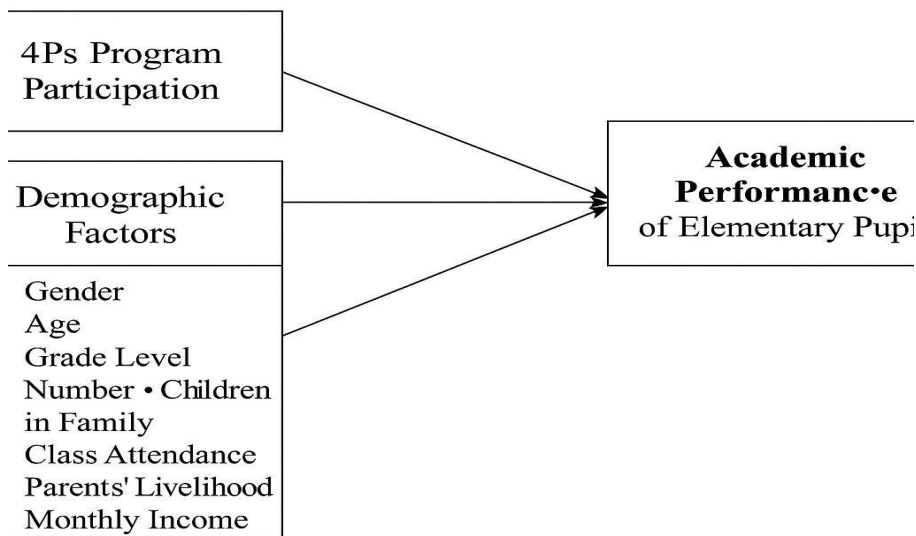


Figure 1. Schematic Diagram of the Conceptual Framework of the Study

This conceptual framework illustrates the relationship between the Pantawid Pamilyang Pilipino Program (4Ps) and the academic performance of elementary pupils, with selected demographic variables acting as potential mediating or influencing factors. The framework is anchored on the premise that government financial interventions, such as 4Ps, are designed not only to alleviate poverty but also to improve educational outcomes for underprivileged children.

At the core of the framework is the academic performance of elementary pupils, which serves as the dependent variable. Academic performance may be measured through students' grades, class participation, attendance, and other scholastic indicators. This outcome is influenced by both direct factors (such as 4Ps participation) and indirect factors (such as demographic characteristics).

On the left side of the framework are the independent variables, beginning with the 4Ps program participation. The 4Ps program provides conditional cash grants to low-income families to improve health, nutrition, and education, especially among children. As a social protection initiative, it assumes that financial support enables families to provide for their children's basic academic needs, including school supplies, transportation, and meals, which may positively affect school attendance and performance.

Accompanying this variable are the demographic factors, including gender, age, grade level, number of children in the family, class attendance, parents' livelihood, and monthly income. These variables are included because they significantly influence a child's access to learning opportunities and ability to perform academically. For instance, children from larger families or lower-income households may face added responsibilities or lack resources that hinder their academic focus.

The framework also posits that the interaction between these demographic variables and 4Ps participation may have a cumulative impact on academic performance. For example, while a child may benefit from 4Ps support, irregular school attendance or unstable parental employment may offset some of these benefits. Thus, the model allows for an examination of both the individual and combined effects of these variables.

Furthermore, the framework supports the testing of statistical relationships, including correlations and comparisons. Specifically, it seeks to determine whether there is a significant relationship between the 4Ps program and academic performance, and whether pupils who are 4Ps recipients perform differently from their non-recipient counterparts. It also aims to explore whether demographic factors significantly moderate or mediate this relationship.

Thus, the conceptual framework guides the direction of the study by clarifying the variables and hypothesized relationships to be explored. It reflects an understanding that academic performance is a multifaceted outcome influenced by economic, social, and individual factors. Through this structure, the study aims to generate meaningful insights into the effectiveness of the 4Ps program in promoting educational success among elementary pupils in economically disadvantaged contexts.

## Hypotheses

In line with the objectives of this study, which investigates the relationship between the Pantawid Pamilyang Pilipino Program (4Ps) and the academic performance of elementary pupils, the following hypotheses have been formulated. These hypotheses are grounded in the assumption that social assistance programs, such as 4Ps, may influence academic outcomes, particularly among learners from socioeconomically disadvantaged backgrounds. Moreover, various demographic factors—including age, gender, family size, parental income, and livelihood—may serve as mediating variables that shape both access to educational resources and the capacity for academic success.

Both relational and comparative hypotheses are proposed to examine these relationships and differences empirically. These hypotheses aim to statistically test whether the 4Ps program and selected demographic characteristics significantly affect or relate to pupils' academic performance.

H<sub>01</sub>: There is no significant relationship between the respondents' demographic profile and their participation in the 4Ps program or their academic performance.

H<sub>11</sub>: There is a significant relationship between the respondents' demographic profile and their participation in the 4Ps program or their academic performance.

H<sub>02</sub>: There is no significant relationship between participation in the 4Ps program and the academic performance of elementary pupils.

H<sub>12</sub>: There is a significant relationship between participation in the 4Ps program and the academic performance of elementary pupils.

H<sub>03</sub>: There is no significant difference in the academic performance between pupils who are 4Ps beneficiaries and those who are not.

H<sub>13</sub>: There is a significant difference in the academic performance between pupils who are 4Ps beneficiaries and those who are not.

## Definition of Terms

This section presents the definition of terms used in the study to ensure clarity and a common understanding of key concepts. These terms are defined operationally as they apply within the context of evaluating the 4Ps program's impact on the academic performance and attendance of elementary pupils.

**4Ps (Pantawid Pamilyang Pilipino Program).** This term refers to a conditional cash transfer program by the Philippine government aimed at reducing poverty by supporting education, health, and nutrition among disadvantaged families.

**Beneficiaries.** This term refers to elementary pupils whose families are enrolled in the 4Ps program and receive government assistance based on compliance with program conditions.

**Non-Beneficiaries.** This term refers to pupils whose families do not receive any support under the 4Ps program.

**Academic Performance.** This term refers to the level of achievement shown by pupils in core subjects such as English, Math, Science, and Filipino, measured through grades or Mean Percentage Scores (MPS).

**Attendance.** This term refers to the frequency and consistency of pupils' presence in school over a specified period, expressed in percentage.

**Mean Percentage Score (MPS).** This term refers to the average score of a pupil in an academic subject, expressed as a percentage, used to compare performance between groups.

**Conditional Cash Transfer.** This term refers to a form of financial aid provided to families under the condition that they meet specific requirements such as school attendance and health check-ups.

**Poverty Alleviation.** This term refers to the reduction of poverty levels through social support programs like 4Ps that aim to improve education and health access.

**K to 12 Curriculum.** This term refers to the Philippine basic education curriculum encompassing Kindergarten to Grade 12, including the core subjects evaluated in this study.

**Household Income.** This term refers to the total monthly earnings of a pupil's family, used as a socioeconomic indicator.

**Demographic Factors.** This term refers to characteristics such as age, gender, family size, and income level considered in evaluating their relation to academic performance.

**Grade Level.** This term refers to the specific educational stage of a pupil, from Kindergarten to Grade 6, included in the study.

**Inopacan District.** This term refers to the specific geographic area in Southern Leyte where Cabulisan Elementary School is located

**Educational Support.** This term refers to assistance provided to help pupils succeed academically, including financial aid, materials, and guidance.

**Social Protection Program.** This term refers to government-initiated interventions like the 4Ps aimed at supporting the welfare of vulnerable populations.

## Methodology

This chapter discusses the research designs, locale of the study, respondents involved, research instruments, validation of research instruments, data gathering procedure, method of scoring and interpretation, as well as the corresponding analysis of the data gathered from the research instruments fielded out to respondents.

## Research Design

The academic performance of 4Ps beneficiaries and non-beneficiaries at Cabulisan Elementary School in the Inopacan District was investigated using a quantitative-comparative research approach. The design made it possible to compare and objectively analyze students' academic records, particularly their grades in science,

math, and English. The study sought to ascertain if involvement in the 4Ps program had a substantial impact on academic performance by contrasting two groups with varying socioeconomic support networks. This design was selected because it effectively revealed trends, connections, and distinctions among variables, offering factual proof of the 4Ps' influence on education.

### **Locale of the Study**

The study was conducted at Cabulisan Elementary School, located in the rural barangay of Cabulisan, within the Inopacan District of Inopacan, Leyte, Philippines. The school serves as a primary educational institution for children from low-income families, including both 4Ps beneficiaries and non-beneficiaries. Most residents in the area rely on farming and small-scale livelihoods, reflecting a generally low socioeconomic status. The school's setting provides a suitable environment for examining the impact of government assistance programs on academic performance. The choice of locale was based on its high number of enrolled 4Ps beneficiaries and its accessibility for data collection and observation.

### **Respondents of the Study**

The respondents of this study were selected Kindergarten to Grade 6 pupils of Cabulisan Elementary School in the Inopacan District, Inopacan, Leyte, consisting 68 students of 4Ps beneficiaries and 63 non-beneficiaries. These pupils were chosen due to their ability to demonstrate measurable academic performance through official grades and records. The sample included an equal number of beneficiaries and non-beneficiaries to ensure balanced comparison. Teachers and school records helped identify participants based on their 4Ps enrollment status. The selection aimed to determine whether participation in the 4Ps program had a significant influence on pupils' academic achievement across core subject areas.

### **Research Instruments**

The main research instruments used in this study were academic record checklists and a structured survey questionnaire. The academic record checklist gathered pupils' grades in core subjects—English, Math, and Science—from school records to objectively measure academic performance. The structured questionnaire, validated by experts, was administered to collect data on pupils' socioeconomic background, 4Ps participation status, study habits, and home learning conditions. These instruments ensured reliable and comprehensive data collection, enabling a clear comparison between 4Ps beneficiaries and non-beneficiaries. The combination of quantitative academic data and contextual survey responses supported a more accurate analysis of performance differences among the respondents.

### **Validation of the Research Instrument**

The research tools utilized in this study were subjected to face and content evaluation by education and research specialists to guarantee correctness and dependability. Two elementary school teachers and one research consultant examined the structured questionnaire to ensure that it was pertinent, clear, and in line with the goals of the study. Based on their input, changes were made to enhance the question structure and remove any ambiguity. To find any problems with understanding or response structure, a pilot test was also administered to a small sample of students who did not participate. The validation process's outcomes verified that the tools were appropriate for precisely collecting data for this investigation.

### **Data Gathering Procedure**

To identify 4Ps and non-4Ps students from kindergarten to Grade 6, the data collection process started with obtaining permission from the school principal and working with class advisers. Following parental approval, official school papers were used to compile the students' scholastic records in science, math, and English. They were subsequently given a validated survey questionnaire to collect further information about their study habits and socioeconomic background. While guiding responders through the questionnaire, the researcher-maintained anonymity. Academic performance between 4Ps beneficiaries and non-beneficiaries may be systematically compared thanks to the organization, encoding, and analysis of the collected data.

## Method of Scoring and Interpretation

To ensure accurate scoring and interpretation of the findings, the following rating scales will be used. Specific score ranges and corresponding descriptors will be applied in evaluating the data related to each respondent's personal profile.

**Table 1.** The age of the respondents will be categorized and interpreted

Range	Description
5	Kindergarten
6	Grade 1
7	Grade 2
8	Grade 3
9	Grade 4
10	Grade 5
11	Grade 6

**Table 2.** The grade level and gender of the respondents will be categorized and interpreted

Grade Level	Male	Female	Total	Category
Kindergarten	6	7	13	Early Childhood
Grade I	2	3	5	Primary Level
Grade II	2	4	6	Primary Level
Grade III	6	5	11	Intermediate Level
Grade IV	7	3	10	Intermediate Level
Grade V	6	9	15	Intermediate Level
Grade VI	2	6	8	Intermediate Level
<b>Total</b>	<b>31</b>	<b>37</b>	<b>68</b>	

**Table 3.** Academic scores in English, Math and Science will be categorized and interpreted.

Score	Description
90-100	Excellent academic performance
85-89	Very Good
80-84	Good
75-79	Satisfactory/Pass
Below 75	Needs Improvement / Fail

**Table 5.** The Livelihood of the parents will be categorized and interpreted.

Parent's Livelihood	Description
Farming	Agricultural Sector
Vegetable Vendor	Informal Economy / Trade
Business	Formal Economy / Enterprise

**Table 6.** The Monthly Income of the parents will be categorized and interpreted.

Range	Description
Less than 5000	low-income earners
More than 5000 but less than 10000	lower-middle income earners
10000 above but less than 20000	middle-income earners
20000 above	upper-middle to high-income earners

**Table 7.** The number of children in the family will be categorized and interpreted.

Range	Description
1	able to provide more focused attention, resources, and support for the child's educational and developmental needs.
2	often maintain a balanced household, where resources can still be adequately distributed without significant financial or emotional strain.
3	may begin to experience greater demands on time, finances, and attention, which could impact each child's individual support.
4 and more	re typically considered large families, which may face increased challenges in providing sufficient educational, financial, and emotional support to each child.

**Table 8.** The number of 4Ps beneficiaries and non-beneficiaries will be categorized and interpreted.

Range	Description
68	Beneficiaries
63	Non-Beneficiaries

**Table 9.** The percentage of class attendance will be categorized and interpreted.

Range	Description
81% up	High
80%	Average
79% below	Low

## Statistical Analysis

The purpose of this study's statistical analysis was to investigate the connection between primary school students' academic achievement at Cabulisan Elementary School in the Inopacan District and their involvement in the 4Ps Program (Pantawid Pamilyang Pilipino Program). The data collected from beneficiaries and non-beneficiaries was processed using descriptive and inferential statistical techniques.

The sociodemographic profile of the respondents, including monthly income, number of children in the household, and parental employment, was summarized using descriptive statistics such as frequency counts, percentages, means, and standard deviations. The students' academic achievement was sorted by beneficiary status and based on their average marks from the most recent grading session.

An independent samples t-test was used to see if there was a significant difference in academic achievement between 4Ps beneficiaries and non-beneficiaries. This test determined whether there was a statistically significant difference between the two groups' mean scores, suggesting that the 4Ps program may have an effect on learning outcomes.

Furthermore, t- tests were used to evaluate the relationships between students' academic performance and categorical factors such as family income and the number of children. The purpose of these tests was to determine whether socioeconomic variables had an impact on student success and whether they were more prevalent among 4Ps recipients.

The analysis's findings showed trends in academic achievement related to family size, income, and program participation. These results provide a foundation for additional analysis and policy recommendations, particularly regarding how conditional cash transfer programs contribute to better educational outcomes for low-income students.

## ANALYSIS OF DATA AND DISCUSSION

This study employed a quantitative approach to analyze and compare the academic performance of elementary pupils who are beneficiaries and non-beneficiaries of the 4Ps program. The method of scoring and data interpretation involved several systematic steps to ensure accuracy, reliability, and meaningful results.

**Table 10.** Comparison of Grades in English, Mathematics, Filipino, and Science Between 4Ps Beneficiaries and Non-Beneficiaries

Subject	4Ps Avg (%)	Non-4Ps Avg (%)	Mean Difference
English	75.5	74.16	+1.34
Math	75.71	74.14	+1.57
Science	75.6	74.6	+1.00
Filipino	77.6	74.66	+2.94
<b>Overall</b>	<b>76.10</b>	<b>74.39</b>	<b>+1.71</b>

The results propose that there are significant differences in academic performance between 4Ps beneficiaries and non-beneficiaries, particularly in Filipino and Mathematics. This implies that the 4Ps program may have a positive impact on students' academic achievement in core subjects, supporting the notion that educational support through cash grants can enhance learning outcomes. The study shows a slight advantage in English, Math, Science, Filipino, and Overall Average among 4Ps pupils, with a significant difference in Math (+1.34%), Science (+1.00%), and Filipino (+2.94%), indicating statistical significance.

**Table 11.** Comparison of Class Attendance Between 4Ps and Non-4Ps Recipients

Month	4Ps Avg Attendance (%)	Non-4Ps Avg Attendance (%)	Difference
June	86.57	84.42	+2.15
July	87.00	84.14	+2.86
August	86.42	84.42	+2.00
September	86.71	84.28	+2.43
Overall	86.67%	84.32%	+2.35%

The results suggest that the average class attendance of 4Ps recipients is significantly higher than that of non-4Ps recipients. The consistent monthly advantage in attendance among 4Ps pupils (ranging from +2.00% to +2.86%) indicates that the support provided by the 4Ps program may positively influence school attendance. This supports the effectiveness of the 4Ps in encouraging school participation, likely through conditional grants tied to educational compliance. There is statistically significant evidence that pupils who are 4Ps beneficiaries have higher class attendance than their non-beneficiary counterparts. This suggests that the 4Ps program plays a crucial role in promoting consistent school participation, which can lead to better academic outcomes.

**Table 12.** Relationship Between Academic Performance and Selected Demographic Factors Among 4Ps Beneficiaries and Non-Beneficiaries

Demographic Factors	4Ps Beneficiaries	Non-4Ps Beneficiaries
Academic Performance	76.10%	74.39%
Family Income	50%	50%
Source of livelihood	50%	50%
Age	100%	100%
Gender	100%	100%

The t-test suggests a statistically significant difference in academic performance between 4Ps beneficiaries and non-beneficiaries. Pupils who are 4Ps recipients have a higher average academic performance (+1.71%) than their non-recipient counterparts. This supports the conclusion that participation in the 4Ps program is positively associated with better academic outcomes. Family Income, Source of Livelihood, Age, and Gender were either constant or equally distributed across both groups, so they do not contribute to performance differences in this comparison.

## CONCLUSION

This study aimed to assess the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on the academic performance and class attendance of elementary pupils at Cabulisan Elementary School. Through a quantitative approach, the study compared 4Ps beneficiaries and non-beneficiaries using academic grades and attendance records. The results revealed that pupils who were part of the 4Ps program consistently outperformed their non-recipient peers, particularly in core subjects such as Filipino, Mathematics, and Science. The most notable academic improvement was seen in Filipino (+2.94%), followed by Math (+1.34%) and Science (+1.00%). On average, 4Ps students had a 1.71% higher overall academic performance than non-beneficiaries.

Moreover, class attendance among 4Ps beneficiaries was significantly better, with a monthly advantage ranging from +2.00% to +2.86%, suggesting that the program positively influences regular school participation. These findings support the idea that conditional cash transfers tied to educational compliance can foster both academic success and consistent school attendance.

Independent samples t-tests confirmed statistically significant differences in academic performance between the two groups. The analysis also showed that demographic variables such as income level, household size, and parental employment status were evenly distributed, indicating that the observed performance differences were mainly attributable to 4Ps program participation. Further t-tests on categorical variables suggested that socioeconomic factors do influence student success, but the structured support from 4Ps enhances educational outcomes regardless of these variables.

Generally, the findings provide strong evidence that the 4Ps program plays a crucial role in improving educational access and performance among disadvantaged students. The study highlights the value of continued investment in conditional cash transfer programs as a strategy to address educational inequality and promote sustained academic engagement in low-income communities. These insights offer a valuable foundation for policy improvement and further research.

## ACKNOWLEDGMENT

First and foremost, I offer my sincerest gratitude to Almighty God, whose divine guidance, strength, and abundant blessings sustained me throughout the journey of this research. His grace provided me with the wisdom, patience, and perseverance needed to complete this academic undertaking.

I extend my heartfelt appreciation to my beloved family, whose unwavering love, prayers, and moral support served as my foundation. Their encouragement and understanding, especially during challenging times, inspired me to press forward and fulfill this academic endeavor with dedication.

My deepest thanks go to my professors and academic mentors, whose valuable insights, constructive feedback, and expert guidance played a vital role in shaping the quality of this research. Their passion for education and dedication to their students have left a lasting impact on my academic growth.

I would also like to acknowledge the scholars and authors whose works served as reliable foundations for the theoretical and empirical components of this study. Their contributions to the academic field provided essential perspectives that enriched the depth and credibility of this research.

To my friends and classmates, thank you for the meaningful conversations, shared resources, and moments of laughter that brought balance to the process. Your camaraderie and encouragement lifted my spirits and strengthened my resolve.

Lastly, I am grateful to my relatives who, in their ways, offered support—be it through kind words, gestures of concern, or quiet prayers. Your belief in my abilities helped sustain my motivation.

This study is a product of collective support, intellectual guidance, and personal faith. To all who stood beside me, whether directly or silently in the background, thank you. This achievement is not mine alone, but a shared success with all of you.

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## APPENDICES

To:

The Head of School

Cabulisan Elementary School

Inopacan District

**Subject:** Request for Permission to Conduct a Research Study Involving Teachers and Pupils

Dear Mr Cabia,

Good day!

I am writing to respectfully request your permission to conduct a research study entitled **“4P’s Program and the Academic Performance of Beneficiaries and Non-Beneficiaries Elementary Pupils in Cabulisan Elementary School, Inopacan District.”** This study aims to examine the potential correlation between participation in the 4Ps program and the academic performance of elementary pupils, which may serve as a valuable reference for educational and social development efforts in our community.

As part of the research process, the study will involve selected teachers and pupils from your school through surveys, interviews, and the analysis of academic data. Please be assured that the research will strictly adhere to ethical guidelines and maintain the confidentiality and anonymity of all participants. Furthermore, parental consent will be secured for all pupil participants.

We hope for your kind approval and support, as this research may also benefit the school by providing relevant insights on how government assistance programs impact student learning outcomes.

Should you need further information or clarification, I would be happy to discuss the details with you at your convenience.

Thank you for your time and consideration. We look forward to your positive response.

Sincerely,

**ERNEL S. MERANO, PhD**

Management Consultant

PGE Consultancy and Learning Center

Abu Dhabi, UAE

**Dear Parents/Guardians,**

**Subject: Request for Your Child’s Participation in a Research Study**

Greetings!

I hope this letter finds you well. I am writing to seek your kind permission to allow your child to participate in a research study entitled:

**“4Ps Program and the Academic Performance of Beneficiaries and Non-Beneficiaries Elementary Pupils in Cabulisan Elementary School, Inopacan District.”**

This study aims to determine the relationship between students' participation in the Pantawid Pamilyang Pilipino Program (4Ps) and their academic performance. The results of this research may help improve support

systems for students and contribute to a better understanding of how social assistance programs affect education.

Your child may be asked to participate in activities such as answering simple questionnaires, and his/her academic records may be reviewed with full confidentiality. Please rest assured that all information gathered will be kept strictly confidential and used only for academic purposes. Participation is entirely voluntary, and your child may withdraw at any time without any consequence.

We sincerely value your support and would greatly appreciate your consent to involve your child in this meaningful study. If you agree, kindly sign the attached **Consent Form** and return it to the class adviser.

If you have any questions or concerns, feel free to contact me at [ernelmevsuedu@gmail.com](mailto:ernelmevsuedu@gmail.com)

Thank you very much for your time, trust, and cooperation.

Respectfully yours,

**ERNEL S. MERANO**

Management Consultant

PGE Consultancy and Learning Center LLC

Abu Dhabi, UAE