

Pantawid Pamilyang Pilipino Program (4Ps): Its Influence on Selected School Key Performance Indicators

Ruceth D. Buban¹ and Manuel V. Estera²

^{1,2}School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippines

Abstract— This study investigated the influence of the Pantawid Pamilyang Pilipino Program (4Ps) on selected school key performance indicators (KPIs) for School Year 2024–2025. Out of 4,686 enrolled learners, 1,302 (27.78%) were 4Ps beneficiaries, with 97% promoted and only 3% failing. Results revealed that participation in the program strengthened school performance outcomes by sustaining attendance, encouraging parental involvement through conditional cash grants, and motivating learners to value education. These factors positively influenced participation, survival, enrolment, promotion, retention, and transition rates. Despite these gains, challenges persisted, including limited parental academic support, poor grant budgeting, lack of parental involvement, learner motivation issues, health concerns, and inability of parents to provide basic school needs. To address these, strategies such as community-based parental literacy coaching, household budget coaching with learners, and home-based learning partnership workshops were proposed. The study concludes that while 4Ps contributes to favorable school performance, socio-economic barriers and academic gaps remain, requiring additional teacher support and community collaboration. Recommendations include strengthening school–home partnerships, integrating livelihood and parental education programs, providing feeding and transportation assistance through local government and NGOs, and institutionalizing remedial and enrichment programs for 4Ps learners. The adoption of these strategies as part of school–home partnership thrusts is essential to sustain improved KPIs and ensure effective program implementation. The research underscores the critical role of 4Ps in enhancing educational outcomes while highlighting the need for holistic interventions to address persistent challenges.

Keywords— Pantawid Pamilyang Pilipino Program (4Ps), school performance indicators, learner participation, parental involvement, socio-economic challenges, educational outcomes, school–home partnership.

INTRODUCTION

Conditional Cash Transfer (CCT) programs are widely recognized as an effective means of addressing poverty while strengthening human capital. These initiatives provide monetary assistance to disadvantaged families, contingent upon their compliance with specific requirements, such as ensuring children regularly attend school and undergo routine health check-ups. Implemented in various parts of the world, particularly in Latin America, Africa, and Asia, CCT programs have demonstrated positive results in increasing school participation and improving health conditions. Well-known programs such as Mexico's Oportunidades, Brazil's Bolsa Família, and Colombia's Familias en Acción have played a significant role in expanding educational opportunities and enhancing the well-being of children (Ferreira, 2015).

CCT programs face persistent challenges that justify further investigation. One of the most pressing global issues is the gap between increased access to education and actual learning outcomes (Saavedra & Garcia, 2015). According to UNICEF (2016), conditionalities in cash transfers can help overcome barriers to education by incentivizing school attendance and addressing household-level constraints. Nonetheless, the effectiveness of these initiatives is largely reliant on the provision of high-quality services and the ability to ensure compliance is monitored adequately. The World Bank and UNICEF have emphasized that while CCTs are effective in increasing school participation, their long-term impact on learning outcomes and educational quality requires further investigation (UNICEF, 2025).

In Sub-Saharan Africa, for instance, the Transfer Project found that CCTs led to increased school attendance and reduced child labor, though challenges such as limited infrastructure and teacher shortages persisted (UNICEF, 2022). These structural limitations hinder the programs' ability to influence promotion and failure rates meaningfully. In Zambia and Malawi, although enrollment increased, many students continued to struggle academically due to overcrowded classrooms and a lack of instructional materials. These findings underscore the importance of pairing financial incentives with investments in educational quality to achieve sustainable improvements in school performance indicators. Similarly, in Turkey, the Conditional Cash Transfer for Education (CCTE) program has successfully supported both local and refugee children, improving school participation and reducing dropout rates (UNICEF Türkiye, 2022). However, even in this context, dropout rates remain a concern due to socio-emotional and logistical barriers that financial incentives alone cannot resolve (UNICEF Türkiye, 2022; Millán et al., 2019).

Another global concern is the conditional nature of CCTs, which, while incentivizing school attendance, may not address deeper structural barriers to education. For instance, Bangladesh's Female Secondary School Assistance Program (FSSAP) increased girls' enrollment in secondary education and helped delay early marriage; however, it did not lead to better promotion rates, largely because of poor school quality. In a similar vein, Indonesia's Program Keluarga Harapan (PKH) increased attendance, but failure rates remained high because of inconsistent teacher abilities and the absence of remedial programs (Khandker et al., 2021; World Bank, 2011). These examples suggest that financial support alone is insufficient to ensure academic success, making it essential to examine how such programs affect promotion and failure rates in specific contexts (Corpuz et al., 2020; Saavedra & García, 2017; Reber, 2024).

School-leaver rates also remain a global challenge despite the presence of CCTs. In many countries, students drop out due to economic pressures, family

responsibilities, or health issues, even when financial support is available (Banaag et al., 2024 & Magalhães et al., 2024). Turkey's CCTE program reduced dropout rates among refugee children, but socio-emotional and logistical barriers continued to affect school retention (UNICEF, 2020; Gazeaud & Ricard, 2024). While these programs have succeeded in increasing school participation, their impact on academic progression, retention, and quality remains inconsistent. These global experiences underscore the importance of evaluating not just access, but also the efficiency and effectiveness of education systems supported by CCTs.

In the Philippines, the Pantawid Pamilyang Pilipino Program (4Ps) is widely regarded as the government's primary and most comprehensive poverty reduction initiative. Introduced in 2008 and formally institutionalized through Republic Act No. 11310 in 2019, the program was modeled after successful Conditional Cash Transfer (CCT) schemes implemented in Latin America and Asia. It seeks to break the cycle of poverty across generations by supporting the health, nutrition, and education of children aged 0 to 18 years (DSWD, 2022). A key aspect of the 4Ps is its focus on education, which emphasizes improving school participation and enhancing important performance indicators. These measures play a crucial role in evaluating how effectively the program promotes access to and efficiency within the education system (DSWD, 2022; Orbeta et al., 2021).

Despite its widespread implementation, several issues persist that justify the need for this present study. Although national research conducted by the Philippine Institute for Development Studies and the World Bank indicates that the 4Ps program has improved school enrollment and attendance—especially among older learners (Orbeta et al., 2021), its effect on specific school key performance indicators is still inconsistent. For instance, although dropout rates have declined in some areas, challenges such as poverty, distance to school, and limited parental support continue to affect educational outcomes (Dumay, Lumapenet, & Peralta, 2021). The results show that while the program has been

successful in increasing access, its effect on academic progress and student retention is still unclear and needs further study.

One of the most pressing issues is the disparity between increased school participation and actual academic success. The Department of Education (DepEd, 2025) has acknowledged that although the 4Ps supports access and efficiency, its impact on learning quality remains limited. Promotion rates have not improved proportionally with enrollment, and failure rates continue to be a concern in many schools (Gazeaud & Ricard, 2024). This gap between attendance and achievement raises questions about the adequacy of financial incentives alone in addressing deeper educational challenges (Behrman et al., 2025).

The health component of the 4Ps also presents a compelling justification for this study. Dumay et al. (2021) found that the health status of learners had a statistically significant relationship with school dropout rates, suggesting that healthier students are more likely to stay in school. This finding highlights the interconnectedness of health and education, and the need to evaluate whether the 4Ps is effectively addressing both dimensions to support student retention and progression. Moreover, the requirement for learners to maintain at least 85% school attendance to qualify for grants introduces another layer of complexity (DSWD, 2022). While this condition encourages regular attendance, it may also place pressure on families and schools to comply without necessarily improving academic outcomes (Chavez & Bulayog, 2023).

In recent years, the government has expressed its commitment to strengthening the program. In 2025, DSWD Secretary Rex Gatchalian emphasized plans to expand the educational coverage of the 4Ps, potentially including support for tertiary education (PNA, 2025). This expansion reflects a growing recognition of the need to sustain educational gains beyond basic education. However, before such expansions are implemented, it is crucial to understand how the program is currently influencing foundational educational outcomes at the elementary level (Ganzan & Labitad, 2025).

Another issue is the uneven implementation of the program across different regions. In rural and geographically isolated areas, such as those in Sorsogon province, schools face unique challenges that may hinder the effectiveness of the 4Ps (DSWD-Bicol, 2024). These include delays in cash disbursement, inadequate grant amounts, and insufficient access to quality education and health services (Taguam, 2024; PIDS, 2022). According to the DSWD Field Office V, Sorsogon has a high concentration of 4Ps beneficiaries, with thousands of children receiving educational support. However, despite the financial assistance, some schools continue to report irregular attendance, high dropout rates, and low completion rates (DSWD-Bicol, 2024). These localized issues underscore the importance of conducting school-level studies to understand how national programs are functioning in specific contexts.

The relevance of this study is underscored by the limitations found in existing evaluations of the Pantawid Pamilyang Pilipino Program (4Ps), which often emphasize national trends and aggregate outcomes. These broad assessments tend to overlook the unique challenges and realities faced by individual schools and communities, particularly in rural settings. This gap in localized understanding calls for a more focused investigation, one that examines how national policies are experienced and implemented at the school level.

This study focuses on public elementary schools in the Juban District of Juban, Sorsogon. It aims to explore the influence of the 4Ps on selected school key performance indicators (KPIs), such as enrollment per grade level, promotion rates, failure rates, and school-leavers. By doing so, it seeks to generate context-specific insights that can inform both policy refinement and targeted school-level interventions. The experiences of schools and teachers in Juban District are also fundamental in determining the challenges in the implementation of the 4Ps program to improve the selected school's key performance indicators. Teachers, who play a vital role in monitoring compliance and supporting learners under the 4Ps, often face significant challenges. Understanding these challenges is crucial for

designing support mechanisms that strengthen the program's implementation and outcomes. In response to these issues, the study also aims to identify practical strategies that can be proposed to address the challenges faced by both teachers and 4Ps beneficiaries. These strategies are intended to enhance the sustainability and long-term impact of the program, especially in underserved communities. By conducting a localized study in Juban District, this study aims to contribute evidence-based recommendations that can enhance the effectiveness of the 4P's program. Ultimately, it supports the broader goal of promoting inclusive and equitable quality education in the Philippines.

OBJECTIVES

This study aimed to attain the following research objectives:

- To determine the profile of 4P's beneficiaries in terms of selected school key performance indicators.
- To examine the perspectives of various education stakeholders on how the Pantawid Pamilyang Pilipino Program (4Ps) influences school key performance indicators.
- To identify the challenges encountered by 4P's beneficiaries and their teachers in improving selected school key performance indicators.
- To propose instructional strategies and interventions to address the challenges encountered.

METHODOLOGY

This study utilized a mixed-methods research design, combining quantitative and qualitative approaches to develop a more comprehensive understanding of how the Pantawid Pamilyang Pilipino Program (4Ps) affects selected school key performance indicators. The quantitative aspect involved the use of structured tools, including school record review checklists and survey questionnaires, to objectively measure indicators such as attendance and retention rates among program beneficiaries. These instruments also collected data on the perceived effects of the program on students' academic performance, as well as the challenges encountered by both students and teachers.

Meanwhile, the qualitative component complemented the numerical data by examining the experiences and perspectives of 4Ps beneficiaries and teachers through semi-structured interviews. This approach offered deeper insights into the barriers to improving school performance and the contextual factors that shape the overall effectiveness of the 4Ps program.

The target respondents of this study were selected public elementary school head, teachers and 4Ps Teacher Coordinator assigned in the District of Juban in the Province of Sorsogon. Stratified sampling employed to identify the respondents, 10 school heads, 7 teachers and 5 4Ps teacher Coordinator, total of 22 respondents. The research aimed to capture a comprehensive perspective on the effectiveness of the program. Additionally, this study was considered to provide insights into the broader context of the pupils' academic performance and to enhance the understandings of the intervention's impact in the school key performance indicators.

Furthermore, data on school key performance indicators, specifically enrollment per grade level, promotion rate, failure rate, and school leaver rate, obtained from official school records. These documents provided objective measures of learner performance and participation trends. To gain further insights into how the 4P's program may influence these indicators, the study involved the school head and selected teachers who shared their perspectives through survey questionnaire. In addition, learners who are 4P's beneficiaries and parents, along with their teachers, interviewed to gather qualitative data on their experiences and the challenges they may encounter in relation to school attendance, academic performance, and retention. This diverse group of respondents allowed the study to capture both quantitative data and qualitative insights, contributing to a well-rounded understanding of the program's impact on school performance.

RESULTS

This provides the results of this research. The qualitative data are presented through tables with corresponding statistical discussions. Thematic analysis was provided to qualitative data.

Profile of the 4 Ps Learner Beneficiaries in Terms of School Key Performance Indicators

School-aged learners who are 4Ps beneficiaries are expected to be in the school. Their presence in the school has been a thrust of the program and a mechanism in the recognition of the universal education and in compliance with the SGD Goal 2. This Program reinforces the importance of consistent school attendance as a pathway to breaking the cycle of poverty. By ensuring that children from low-income households are present in classrooms, the program becomes a channel to equitable access to learning

opportunities. Moreover, it strengthens the accountability of families and schools in upholding the right to quality education for all.

The Table 1.0 shows that the district recorded a total enrolment of 4,686 learners, of which 1,302 are identifies as 4Ps learners' beneficiaries. This indicates that 27.78% of the entire district population come from household receiving educational support through the Pantawid Pamilyang Pilipino Program (4Ps). This suggest that more than one -fourth of the enrolled learners were supported by the 4Ps program.

Table 1. Profile of the 4Ps Learner Beneficiaries in Terms of School Key Performance Indicators

Total Enrolment for SY 2024-2025	4686
Total 4Ps Learner Beneficiaries for SY 2024-2025	1302 (27.78% of Total Enrolment)
Total Number of 4Ps Learner Beneficiaries Promoted	1263 (97.00% of 4Ps Beneficiaries)
Total Number of 4Ps Learner Beneficiaries Failed	39 (3.00% of 4Ps Beneficiaries)
Total Number of 4Ps learner beneficiaries who Dropout	0 (0% of 4Ps Beneficiaries)

Out of the total 4Ps learner beneficiaries, 1,263 learner was promoted resulting in an impressive promotion rate of approximately 97%. Promotion rate emphasizes the program's effectiveness in supporting learners' education. On the other hand, 39 beneficiaries failed, representing 3% of the total. Although minimal, this percentage highlights the need for continuous monitoring and targeted interventions to address the specific challenges faced by these learners.

attainable which ultimately leads to the realization of the goal of the Department of Education.

Moreover, no dropouts were recorded among the 4Ps learners' beneficiaries, reflecting a 0% dropout rate. This shows that learners who are beneficiaries of the 4Ps program were able to remain in school during the period covered by the study.

The participation of learners in 4Ps Program is expected to positively impact the school 4 pillars. Specifically, such participation has to influence the school key performance indicators. It is a flagship social protection initiative of the Philippine government designed to alleviate poverty by giving conditional cash grants to disadvantaged families. The Pantawid Pamilyang Pilipino Program (4Ps) one of component focuses on education, where beneficiary learners are required to attend school regularly and comply with school-related requirements. The conditionalities of the program helps the beneficiary to promote continuous school participation and to improve their educational outcomes.

How the Participation of Learners in 4Ps Program Affect the School Key Performance Indicators

Every school operates based on 4 major pillars; these include access, equity, quality, and resiliency and well-being. With school governance as its enabling mechanism, the outcomes of each pillar are highly

Complying Required Learners' Attendance through the Conditional Educational Support

The program operates under a conditional cash-transfer scheme, which requires beneficiary learners to maintain school attendance in order for their families

to continue receiving educational cash grants. This conditionality serves as a strong motivating factor for both learners and parents/guardian to prioritize schooling over competing demands such as household chores, livelihood activities and other socioeconomic pressures. Being family recipient of the program contributed in the performance indicator of the school. In fact, learners' attendance is greatly affected.

Based on the shared idea of School Head Participant 4, identified 4Ps learner are obligated to attend the school regularly. He stated, "I noticed that learners are aware that be in school is part of their duties to sustain school performance indicators. "This statement is further supported by School Head Participants 5 and 7, "Teacher noticed regular attendance of the beneficiaries. These viewpoints provide evidence that consistent attendance among beneficiaries has become a positive indicator of the effectiveness of the 4Ps education component. Students' adherence to the program's requirements is a key factor that affects school performance indicators, including attendance, retention, and academic achievement.

According to teacher participant 1, the financial assistance received from the program help the families meet basic education needs, including school supplies, transportation, and daily allowances that reduces common barriers in schooling. This point of views provide evidence that 4Ps beneficiaries are motivated to attend school because they have the necessary school supplies. These supplies are purchased by their parents using the 4Ps funds, which makes the learners feel prepared and confident in school. This finding is further supported by teacher participant 2, beneficiary learners are more likely to attend classes regularly and remain in school throughout the academic year because of the assistance they receive ensures that their basic needs such as school supplies and food, are met. This support motivates them to attend classes regularly.

Learners covered by the program demonstrate improved attendance rates which directly contributes to better classroom participation in continuity of learning and enhanced academic performance. In some cases, teachers observed that 4Ps beneficiary

show fewer absences, allowing them to keep up with lessons and avoid learning gaps.

Based on the insights of school head participant 2, "As an administrator, I attended the homeroom PTA meetings of every class and consulted parents regarding the reasons for their children's absences, which were often due to sickness. School head Participant 3 further shared, "Teachers reported that when 4Ps beneficiaries were absent, they were required to present medical certificates. These statements indicate that beneficiaries and their parents were complying with the program's conditionalities, particularly those related attendance and proper documentation of absences.

Several teachers shared their experiences and observations regarding the attendance patterns of 4P's beneficiary learners. They had a common observation, the learners who are 4P's beneficiary seldom incur absences, when they do, it is typically due to illness. Teachers recorded and reported that when the 4P's beneficiary is absent, they immediately asked the reason, and parents consistently explain that the child was sick. This observation aligns with the findings from the Department of Social Welfare and Development (DSWD, 2022), which state that 4P's beneficiary often to monitor school attendance and they are required to meet the 85% monthly attendance requirement in order to receive the complete cash grant. Teachers further noted that parents encourage their children in avoiding absences unless it is needed. The reason of avoiding absences is the fear of potential deductions from 4Ps grant withdrawn through their ATM. Any deductions in the grant significantly affect their family's daily needs.

School Head Participant 6 pointed out the essence of compliance of regular attendance when he said, "The attendance condition of 4Ps helps beneficiary complete school requirements, which positively affects their promotion rates." This response of the school administrators reflects the value of attendance compliance as the link between government assistance and academic outcomes. The promotion is not a direct result of financial assistance alone, but rather a

consequence of improved learning engagement of attending classes regularly.

Evident in the following details provided by teacher participant 4, the goal and the essence of school attendance, “We see fewer learners stopping midway because the program encourages them to stay in school until completion.

Teachers’ observation emphasized that this behavior has a significant implication for the school’s key Performance Indicators (KPIs). The 4Ps learners’ strong attendance habit contributed to higher Average Attendance and lessen of habitual absenteeism. With this, regular attendance directly enhances learners’ participation, retention and academic performance. If they do so, learners’ beneficiary was able to follow lessons, maintain continuity and, demonstrate improved performance during formative and summative assessment.

The teachers’ observations emphasize that the conditional educational support stipulated by the program plays a critical role in shaping the attendance patterns of the beneficiary learners. The parental monitoring, fear of grant deduction and the well-defined conditions of the program motivate 4P’s beneficiaries to consistently attend classes, actively participate in and connect with their academic work.

Complying with the required learners’ attendance through conditional educational support from 4Ps is essential for improving learners’ participation and academic outcomes. By providing the basic needs of the beneficiary, such as school supplies, uniforms, and food allowance reduces barriers to attend classes and motivates the beneficiary to be consistent in their schooling. Regular attendance not only enhances retention rates but also fosters a positive learning environment and contributing to overall academic performance. Therefore, the 4Ps financial support serves as an effective mechanism to encourage learner beneficiary to become active in school participation and promote their academic success.

Appealing to Learners by Parents for Sustained Attendance and Advance to the Next Grade

The findings of the study revealed that parents have a significant role in maintaining regular attendance and supporting learners in progressing to the next grade level. Their involvement extends beyond simple supervision, as it helps foster a supportive environment that builds discipline, confidence, and academic development. Within the Pantawid Pamilyang Pilipino Program (4Ps), parents are consistently encouraged to ensure their children actively attend school, partly motivated by the financial assistance provided to their families. The participants in the study recognized the importance of parental involvement, as reflected in the insights they shared during the interviews.

School head Participant 4, he said that “Parents greatly value their 4Ps membership, consistently attending meetings, particularly when their signatures are needed for submissions to program administrators. This statement was also specified by teacher participant 3, “I observed that 4Ps member parents consistently attend meetings and community activities such as bayanihan, making garden, and tree planting, stating that their participation is a requirement of their program membership. Their statement show parents are crucial for their children’s regular attendance and academic success.

Parental appeals play a vital role preventing learners from being retained or excluded from school, which can have lasting negative impacts on their motivation and future opportunities. The effort of the program also reinforces the program’s dual goal of poverty alleviation and capital development by ensuring that conditionalities do not become barriers to progression.

As a school head, “I observed that parents’ constant appeal for their children to attend school every day has a significant influence in encouraging them to become diligent, responsible, and dedicated in their studies. I see that parental involvement as a key factor in promoting positive learning attitudes and improved school performance,” articulated by School head participant 1.

Such idea was complemented by 4Ps coordinator, a teacher who was assigned the responsibility of keeping records, gather and verify information concerning 4Ps, “The parents’ persistent appeal for daily school attendance serves as an important motivation force for 4P’s learners.

Meanwhile, Teacher Participant 1 noted that the SF2 class attendance report serves as the basis for monitoring attendance. She explained that she keeps records of 4Ps beneficiaries’ attendance, which greatly assists in tracking their participation. These records are particularly useful in providing the attendance data required by the program.

The research participants emphasized the significance of class attendance (SF2) in the effective implementation of the 4Ps program. Their comments on the value of appealing to learners by parents for sustained attendance and advance to next grade of 4P’s learners are proof of their valuable insights into the value-driven intervention. The class attendance (SF 2) helps to set specific and achieving positive learning outcomes.

In some cases, parents consistently remind their children of the importance of attending school daily, complying with school requirements, and completing academic tasks. This parental appeal serves as a motivating factor that helps 4ps beneficiary value education and committed in schooling.

The compliance with required learners’ attendance was significantly strengthened through the conditional educational support provided by the Pantawid Pamilyang Pilipino Program (4Ps). The attendance condition attached to the program encouraged both learners and parents to prioritize regular participation. The school head participant 9, emphasized the role of conditionally in reinforcing attendance, stating, “The attendance condition of 4Ps helps ensure that learners come to school regularly because parents understand that compliance is required to continue receiving assistance. This statement emphasizes that program’s design promote accountability among 4Ps members that lead to improved daily attendance record.

The findings indicated that parents frequently use verbal encouragement and guidance to emphasize the long-term benefit of education, such as acquiring knowledge, developing skills, and securing better opportunities in the future. Children who regularly encouraged by their parents were more likely to complete the academic year and advance to the next grade level. Parents appeal strengthened by the conditional requirements of educational support programs such as Pantawid Pamilyang Pilipino Program (4Ps). They were more motivated to monitor their children’s attendance and academic performance to ensure compliance with program conditions. This increased parental involvement sustained attendance and reduced absenteeism. Parental support, guidance, and consistent reminders influenced learners’ attitudes toward schooling and academic responsibility. Parents’ appeal plays a crucial role in sustaining learners’ attendance and supporting their successful progression to the next grade level. Parental involvement and awareness are a great help to enhance learners’ commitment to education and improve some school key performance indicators.

Promoting Learners to Value Education and Stay in School Through Government Assistance

Conditional Cash Transfer (CCT) is a government assistance programs, play a crucial role in encouraging 4P’s learners to value their education and remain in school. Government assistance programs are powerful tools to encourage learners to value education and remain in school, as they reduce financial barriers and highlight the importance of academic advancement. Government assistance through the cash grants provided to the poor families serve as crucial support system. This assistance helps cover essential school-related expenses such as school supplies and daily allowances. When basic needs through cash grants, positive outcomes are achieved and learners’ absenteeism is reduced.

Research teacher participant 2 pointed out the essence of valuing education and stay in school by the cash grant when he said “Receiving aid from the government has a positive effect because beneficiaries encourage to comply with the programs’ condition, especially in improving academic performance.” This

response of the teacher participant reflects the value of strengthening education. In this time, the goal and the objectives of the program were given prime consideration that they comply with the condition aimed to improve academic performance.

Evident in the following details provided by the Teacher participant 2, the channel to relay the goal and the essence of valuing education and stay in school, “We had information, dissemination, and conducted meetings with the parents during classroom quarterly meetings.

The learner beneficiary who benefits from government educational support manifest a stronger appreciation of the importance of schooling, meeting academic requirements and maintaining regular attendance. The government assistance lessens the financial burdens of poor families, enabling parents to provide learners with basic school needs such as transportation, school supplies and daily allowance. Families who receive financial assistance experience fewer barriers to attending school regularly and contributes to sustained participation in school activities and programs.

Many learner beneficiaries came from families facing economic challenges where basic needs, such as foods and school supplies, are difficult to meet. Teacher participant 4 shared, “Before receiving the financial assistance, some of the beneficiary often missed school because they had no money for food and school projects. Now, they can attend regularly and focus on their studies.” This statement is proof that financial needs greatly contribute to reducing barriers to school attendance and fostering the value of education. Teacher participant 5, highlighted that emotional and motivational impact of government assistance “They no longer worry about asking their parents for money for school. They can concentrate on their lessons and extracurricular activities. This sense of security fosters a positive attitude and help beneficiary recognizing education lead for personal growth and a path for better future.

Financial assistance plays a preventive role against school drop outs. Teachers observed that the cash grants motivate the learners to continue their education, complete their grade level, and set long-term academic

goals. Teacher participant 6, stated, “They want to finish their education and make their family proud because the program helped them stay in class. This statement indicates that government support not only promotes attendance but also inspires beneficiary to achieve academic success. Teacher participant 7 highlighted this statement, “That some parent make sure that their children go to school every day because of the program. It reminded them that education is important and they need to support their children for better future.” This collaboration between learners, parents, and schools develops supportive ecosystem that nurtures both academic and personal growth of the learners.

Promoting education through government assistance is noticeable its effect on school key performance indicators. Improved attendance, academic performance and engagement among beneficiaries contribute to higher class participation, improved scholastic record and increased promotion rates. Improvements of the learners contribute to the development of educated and socially responsible citizens. As a results, schools produced stable and motivated learners that demonstrate responsible, disciplined and productive individual.

The Government assistance such Pantawid Pamilyang Pilipino Program (4Ps) serve as a vital intervention to address these barriers. Learners are more responsible when teacher participant 6, noted, “Learners from 4Ps families are more engaged and responsible. They attend class regularly and submit on time assignments and other related activities compared to before they joined the program.” This statement indicates that learners who receive financial assistance from the government demonstrate a higher level of appreciation for education compared to the period before they became part of the program.

The statement of Teacher participant 6 was further supported by Teacher participant 7, who noted, “That 4Ps learners are more motivated to attend class regularly because their attendance helps their families receive financial support and encourages them to take pride in studying and performing well in class. Learners’ motivation to attend classes, their pride in

studying and performing well in class are crucial elements in achieving educational success. These factors enhance the learner performance, strengthen classroom dynamics and overall school effectiveness. The assistance receive by the beneficiaries fosters motivation and reinforce the value of education in sustaining learner engagement and promoting academic development.

Challenges Encountered by 4Ps Beneficiaries and Teachers in Improving the Selected School Key Indicators

It has been a great desire of every school to improve its performance on its key indicators. In fact, the school considers the inclusion of education as a component of the program to contribute in improving the school performance on its key indicators. However, the presence of some issues has been

noticed which hindered the realization of the improvement of the selected performance indicators.

Table 2 discloses the challenges encountered by 4P’s beneficiaries in the sampled school/district. The most common challenge, with a frequency of 15, rank 1, is limited parental academic support among 4Ps beneficiaries, which contributes to learner absenteeism.

Even the financial assistance through Conditional Cash Transfer (CCT) provided by the government, 14 respondents reported that managing funds remains a challenge in program implementation. This suggests that some 4Ps families may still struggle with poverty due to difficulties budgeting their income and grants. Poor grant budgeting, which heightens the risk of learners dropping out, is ranked 2.

Table 2. Challenges Encountered by 4Ps Beneficiaries and Teachers in Improving Selected School Key Indicators

Challenges	Frequency	Rank
Limited parental academic support among 4Ps beneficiaries contributing to learner absenteeism	15	1
Poor grant budgeting among 4Ps families heightens drop out risk	14	2
Lack of parental involvement in education contributes to failure rate	13	3
Lack of motivation among learners despite the assistance provided	12	4.5
Learners’ health issues	12	4.5
Parents’ failure to provide basic school needs of learners	11	6

The lack of parental involvement in education contributes to failure rate obtained a frequency of 13, rank 3. Despite the conditions given by the government to the 4P’s beneficiary, there still an issue of lack of parental involvement in education.

Meanwhile, the challenge on lack of motivation among learners despite the assistance provided along learners’ health issues recorded a frequency of 12, rank 4.5. These two challenges are close connected, and they make each other stronger. To deal with them well, we need to tackle them together in a coordinated way.

The least experienced challenge in Table 2 is parents’ inability to provide basic school needs of learners, with a frequency of 11, ranking sixth. These lower rankings indicate that the identified issues are considered less pressing concerns. However, even if

these challenges are relatively minor, they can still affect students’ learning, as the lack of basic school supplies may hinder their studies and reduce their interest in learning.

Proposed Strategies to Address the Challenges

Rationale:

The 4Ps Program, particularly its education component has been designed to ensure that learners have to avail the basic education services and encouraging regular school participation. Every time that these learners engage in the school, such act influences the pillars of school operation. Specifically, the school key performance indicators are primarily impacted by the involvement of these 4Ps learners.

However, there are some challenges that surfaced in the process of their involvement, thus set of strategies to address them are hereby suggested.

Goal: Provide specific strategies to address the identified challenges encountered by 4Ps beneficiaries and teachers, thereby improving school key indicators.

Strategy 1: Community-Based Parental Literacy Coaching

Objective: Increase the number of 4P's parents who have the knowledge and skills to help their children learn.

Mechanics:

The Community-based Parental Literacy Coaching is design to help 4Ps parents to support their children's learning at home. It is open to parents or guardians of 4Ps learners who live in the community and willing to attend all sessions. Parents can register at the barangay hall or school office by providing their basic information and their child's grade level. The Community-based parental Literacy runs for 6 to 8 weeks, with one session per week lasting one to two hours and is held in community spaces such as the barangay hall or school multipurpose room.

Sessions provide practical strategies and techniques to help the learners read, write, and understand lessons, motivate them to study, create a supportive home learning environment, and utilize available community and school resources. Learning is delivered through workshops, discussions, demonstration, role-palying, and hands-on exercise. Parents who attend at least 80% of the sessions receive a certificate of participation, recognition during school or community events, and opportunities for follw-up coaching. The program's effectiveness is monitored through surveys, facilitators observations, and parent feedback to ensure that oarticipants gain the skills and confidence needed to actively support their children's education.

A strategy that addresses limited academic support among 4Ps families. It involves organizing localized sessions where trained facilitators guide parents in basic literacy, homework assistance, and school engagement techniques. Sessions are held in barangay

centers or schools, using multilingual and culturally relevant materials. The coaching empowers parents to better support their children's learning and reinforces the value of consistent school attendance. This approach builds trust, strengthens home-school partnerships, and reduces absenteeism through inclusive capacity-building.

Expected Output: Parents gained confidence and skill in supporting their children's learning.

Strategy 2: Household Budget Coaching with Learners

Objective: Families will understand basic budgeting and feel more confident managing their household income.

Mechanics:

This strategy is designed to help family members understand basic budgeting and feel more confident managing their household income and government financial assistance. It is open to parents or guardians of learners, especially 4Ps beneficiaries, who are willing to participate in all sessions. Registration is done at the school or barangay office. The coaching runs for three to five weekly sessions, each lasting one to two hours, held in accessible community venues. Parents learn to track income and expenses, prioritize household needs, plan for their children's education, and save for emergencies. Sessions use workshops, discussions, practical exercises, and sharing of experiences to make learning applicable at home. Participants who attend at least 80% of the sessions receive a certificate of participation. Effectiveness is monitored through feedback, and pre- and post-session assessments to ensure families gain confidence in managing their finances.

Expected Output: Families will learn basic budgeting and feel more comfortable handling their finances.

Strategy 3: Home-School Learning Partnership Workshops

Objective: Parents will be able to identify and implement new strategies to support their children's learning at home.

Mechanics:

The Home-based learning partnership Workshops aim to help parents identify and use new strategies to support their children's learning at home. The strategy is open to parents or guardians of learners, especially 4Ps beneficiaries, who are willing to participate in all sessions. Registration is conducted at the school or barangay office providing basic parent and child information.

The workshops are conducted over three to five weekly sessions, each one to two hours, held in accessible venues such as the school or community hall. Sessions focus on practical strategies for guiding children's reading, writing, and learning activities at home, encouraging motivation and good study habits, and using available resources effectively. Activities include interactive workshops, demonstrations, group discussions, and hands-on exercises, allowing parents to practice and apply strategies with their children.

Participants are required to attend at least 80% of the sessions to complete the program. Those who finish receive a certificate of participation. The program's effectiveness is monitored through facilitator observations, parent feedback, and pre- and post-session assessments to ensure parents gain confidence and skills to actively support their children's learning at home.

Expected Output: Parents will learn useful ways to support their children's learning at home.

DISCUSSION

Profile of the 4Ps Learner beneficiaries in Terms of School Key performance Indicators

The impact of profiling the 4P's learners' beneficiaries shows the program efforts support young learners from low-income household in maintaining regular participation in school. Most of the 4P's beneficiaries were consistently present in classrooms, which aligns with the program's requirement for school attendance as part of its conditional education support. DSWD (2022) suggested that the 4P's program effectively encourages learners to attend school regularly and it contributes to improved participation rates and supporting schools to reduce absenteeism.

The participants in the study recognized that understanding and embracing the program's vision and objectives can positively affect school key performance indicators, highlighting the importance of being fully aware of how conditional cash transfers are intended to support education. The outcomes also indicate that the 4Ps learners benefit from increased access to equitable learning opportunities while present in school and it allows them in more engaging instructional activities. World Bank (2021) emphasized that alignment with the program's goal helped families to break the cycle of poverty through education by ensuring that learners receive continuous academic support. Their presence in school shows that the program's contribution to promoting inclusive and universal education in basic education.

A high promotion rate was observed in the study, indicating that the 4Ps program has a positive influence on the academic success of its members. Promotion rates are an important indicator of students' ability to continue their education and meet the basic competency requirements in each subject. A high promotion rate among students indicates that they have met the minimum requirements to proceed to the next grade level. This implies that the program positively influences students' access to education and supports consistent school attendance. Positive impact on students' access to education and helps maintain regular school attendance are foundational outcomes that conditional cash transfers aim to influence. Research on the Pantawid Pamilyang Pilipino Program and similar conditional cash transfer initiatives indicates that when families receive financial assistance tied to educational conditions, such regular attendance, school participation tends to increase (PIDS, 2024). As attendance and participation improve, students are more likely to fulfill learning requirements and be promoted.

School heads, 4Ps coordinators, and teachers act as the primary implementers in monitoring and assessing the program's impact on selected school key performance indicators. Their roles as classroom teachers and school administrators make them vital to the achievement of the program's goals and objectives. Because of their direct interaction with learners and

families, they are the first to observe whether households comply with the program's requirements. They consider the Pantawid Pamilyang Pilipino Program (4Ps) to be an important and impactful initiative that deserves their full support, even if it increases their workload. Moreover, the key role of school heads and teachers is crucial in determining whether the program helps families improve their socioeconomic conditions and whether 4Ps learners show academic improvement.

Despite the conditional cash grant provided by the government through the Pantawid Pamilyang Pilipino Program (4Ps), some beneficiary learners still experience academic failure. This situation shows that financial aid alone is not always enough to ensure academic success. Several factors such as family responsibility, learning environment, academic gaps, and personal challenges continue to affect learners' performance in school. Understanding factors is important in addressing why some 4Ps beneficiaries still struggle despite receiving assistance. The financial assistance implemented to improve education, health, and nutrition outcomes among low-income households. According to the Department of Social Welfare and Development (DSWD), compliance with school attendance and health services is required to ensure continuity of the program benefits. The program allocates financial assistance to support families, but the assistance is not enough to meet the actual needs of the family beneficiary. While cash transfer helps reduce short-term financial constraints, the amount may not completely address food insecurity and other basic necessities, particularly among extremely poor families (Fiszbein & Shady, 2009). In relation to Pantawid Pamilyang Pilipino program (4Ps), research have shown that although the program improves school attendance and household consumption, some learners' beneficiaries continue to experience food shortage and economic vulnerability (Reyes et al., 2015). Therefore, learners from these households may still lack sufficient food intake, which can negatively affect concentration, cognitive performance, and academic engagement (Grantham-McGregor et al., 2007).

Beneficiary household may also lack adequate learning materials – such as mobile load, internet access, book, or supplies because a portion of their limited cash assistance is often allocated to more urgent household needs like medicine, utility bills, and debt repayment. Studies shows that while conditional cash transfer programs increase household consumption and can improve educational outcomes, the cash benefits are frequently insufficient to fully cover all basic needs and conditionality requirements simultaneously leading families to prioritize essential expenditure over educational resources (Capulong & Cuevas, 2024). In low-income households, limited cash assistance often has to cover many urgent needs, which can make it harder for learners to focus and participate fully in their studies.

Many learners are also responsible for household chores and sometimes work to earn small income to support their families' needs. This additional burden can leave them exhausted and with limited time to school work. Studies has shown that learners who spend considerable time to household tasks often have less time and energy to devote to studying, which can negatively affect their academic performance (Mashaka, 2005; Emmanuel, 2015). Studies indicated that heavy involvement in domestic duties reduces the time available for reading, homework, and rest, potentially undermining learners' ability to engage effectively in their education.

Children living in noisy, crowded homes, without a proper study space, and who frequently hear their parents' financial problems may face difficulties in learning, even when they receive support from the 4Ps program. Research showed that disruptions at home, limited study space and parental stress are significant barriers to learning, especially for children from low-income households (Jeyness, 2011; Evans et al., 2010). Moreover, limited skills in reading, mathematics, or writing, combined with hesitation to speak up, can further slowdown learners' learning. These challenges were exacerbated during the COVID-19 pandemic and remote or modular learning circumstances that financial aid alone may not fully address (Kemp, 2012; UNESCO, 2021).

Children's thoughts and feeling, such as low self-confidence, fear of failing because they are 4ps members, and experiences of anxiety, depression, or burnout, can have significant impact on their academic performance. Research shows that psychological challenges can reduce motivation, attention, and problem-solving abilities, making it harder for students to engage effectively in learning (OECD, 2017). In many cases, these mental and emotional barriers are even more difficult to overcome than lack of learning materials or financial support, as a student may have the resources but still be unable to study effectively due to stress or emotional fatigue) Ferri, Grifoni, & Guzzo, 2020). These findings suggested that while 4ps program provides important financial assistance, addressing the psychological needs of students-through counselling, mentorship, or emotional support-is also crucial to improve learning outcomes (Reyes, Tabuga, & Cuevas, 2015).

Lack of support from the school is also a cause of learners' academic struggle. Research shows that high student-teacher ratios often result to crowded classrooms where teachers cannot give individualized attention to each student, which can negatively affect learning and academic performance (Darling-Hammond et al., as cited in educational report on classroom size.) Similarly, when guidance counseling service are insufficient or overwhelmed, students may not receive the academic advice and emotional support need, further hindering their ability to cope with school challenges (Ed Research for Action, 2025). These issues demonstrated that financial support alone cannot fully address the educational difficulties faced by learners, as adequate school support structures are also essential for student success.

Overall, the profile of the beneficiaries showed that the 4Ps serves as an effective mechanism for reinforcing consistent school attendance, supporting learner engagement, and strengthening the accountability of 4Ps families in valuing education. These insights highlight how the program continues to function as a pathway toward equitable access to quality education for all young learners, especially those from marginalized families.

How the Participation of learners in 4Ps Program Affect the School Key Performance Indicators

This research examined how the participation of learners in the Pantawid Pamilyang Pilipino program (4Ps) influenced the school's key performance indicators. Through examining indicators such as attendance, academic performance, and retention rates, this study sought to understand whether the support provided through the 4Ps encourages learners stay in school, perform better academically, and contribute to the overall school outcomes.

Complying required Learners' Attendance through the Conditional Education Support

Complying with required learners' attendance through conditional educational support is very important to ensure that the 4Ps beneficiaries are following the conditions of the program. This emphasizes the importance of consistent learner attendance in the program as a key factor in its success. Regular attendance is crucial because it directly impacts learners' learning progress and the overall effectiveness of the program in alleviating poverty of the marginalized families and improving educational outcomes. Persistent attendance ensures that learners gain full benefit of the educational interventions provided by the program. DepEd (2020) emphasized that when the learners regularly attend classes, they are more likely to acquire the necessary skills and knowledge, which can contribute to breaking the cycle of poverty.

The findings of this study show that the condition education support provided by the program significantly contributes to ensuring learners' compliance with the required attendance in school. By providing financial assistance on regular attendance and participation in school program and activities motivates both learners and their families to prioritize education. This support addresses financial barriers that often hinder school attendance, such as the inability to afford school supplies, transportation, or basic needs (Dizon, 2020).

The financial assistance offered by the Pantawid Pamilyang Pilipino Program (4Ps) serves as a significant motivation for students and their families

to maintain consistent school attendance. By linking financial support to consistent participation in classes, the program encourages learners to stay in school and remain committed to their studies. This regular attendance has a positive impact on key educational outcomes, such as retention, promotion, and cohort survival rates (Dizon, 20220; De Groot & Adriano, 2018) In this way, conditional education support not only helps address financial barriers but also fosters discipline, responsibility, and a stronger commitment to learning among learners.

Complying the rules of the Pantawid Pamilyang Pilipino Program (4Ps, especially attending school regularly, has a positive effect on learners and shows their growing sense of responsibility and discipline. Learners and their families become more aware of the importance of education because financial supports depend on meeting program conditions. This encourages learners to take their studies seriously while also considering the well-being of their families. The conditional cash grants help guide families in ensuring regular school attendance, even when they face financial or other challenges. Research has shown that 4Ps participation improves school attendance and can motivate learners to stay in school, which contributes a better educational outcome such as higher retention and promotion rates (Dizon, 2020; De Groot & Adriano, 2018).

Appealing to learners by Parents for Sustained attendance and Advance to the Next Grade

Parents play an important role in ensuring that their children always attend school classes and pass to the next grade level. Their guidance has a significant impact on encouraging them to study diligently. When a child has the guidance of their parents every day they go to school, they show determination to persevere in their studies. Parental encouragement and community involvement plays significant roles in maintaining learners' attendance. UNICEF (2017) stated that when parents understand the importance of regular school attendance, they are more likely to motivate their children and ensure they are present in school. Community stakeholders and school personnel also monitor attendance and follow up with families when absences occur.

Parental involvement further reinforces these positive outcomes. Parents who actively support and value their children's education encourage learners to take their studies seriously and meet academic responsibilities. Families that emphasize the importance of education help ensure that learners remain engaged, attend school regularly, and successfully advance to the next grade, even facing challenges. Direct parental support – such as discussing school progress, setting clear expectations for attendance, and maintaining communication with teachers – has been shown to improve academic engagement, attendance, and overall performance (XQ Institute; Quimpang et al., 2025). This involvement creates an environment of encouragement and accountability, motivating learners to persevere and value their education.

Overall, the combination of conditional cash grants and active parental support serves as an effective mechanism to sustain learners' school attendance and academic progression. By addressing both socio-economic barriers and reinforcing the importance of education with the family, the Pantawid Pamilyang Pilipino Program (4Ps) helps ensure that learners are committed to their studies, remain in school, and achieve key educational outcomes.

Promoting/ Learners to Value Education and Stay in School Through Government Assistance.

The program strongly encourages or pushes learners to stay in school because of the of the government assistance has a positive effect in improving their performance. The outcomes show that 4Ps reinforce improved retention rates and higher completion rates. The program has the condition that will attract beneficiaries to stay in school and it has a measurable influence on selected school key performance indicator. Families receiving regular cash grants are less likely to be absent or not attend classes due to financial constraints. DepEd (2023) Perspective aligns with how socio-economic support programs contribute to schools' ability to meet performance target under the Access and Equity pillars.

The government assistance positively motivates beneficiaries to value education and stay in school.

The enhanced school KPIs observed in the research demonstrate that 4Ps function not only as financial assistance but also a behavioral intervention. Through the Family Development Sessions (FDS) remind parents of their responsibility to support the children's learners, thereby strengthening attendance and completion outcomes. DSWD (2022) noted that FDS play a crucial role in shaping positive parental attitudes that encourage children to value education and remain engaged in school.

Pantawid Pamilyang Pilipino Program (4Ps) as one of the important government programs that promote quality education and promoting regular school attendance. Through the provision of conditional cash grants, the program helps families meet basic needs such as food, school supplies, and transportation-factors that often cause learners to be absent from school or drop out. When families understand that the financial assistance they receive comes with conditions, particularly the requirement for regular school attendance, learners become more motivated to comply with these requirements. As a result, learners make greater efforts to attend school consistently and fulfill the educational conditions set by the program, which helps them remain in school and continue their studies (De Groot & Adriano, 2018; World Bank, 2019).

Conditional education support is not only intended to provide learners with the materials they need for schooling but also serves as an incentive that encourages learners to prioritize their education. Through this support, families become active partners in their children's learning by monitoring attendance and emphasizing the importance of being diligent in school. This study shows that government-provided financial assistance contributes to improved retention, higher promotion rates, and better overall academic performance among learners. Moreover, the program helps learners and families understand that financial support comes with accountability, which fosters greater educational engagement and responsibility toward schooling (World Bank, 2019).

Through these initiatives, learners receive both practical and motivational support that helps them

overcome family-related challenges, particularly financial difficulties. This assistance not only eases economic burdens but also inspires learners to value and continue their education. Financial aid serves as a key mechanism that enables beneficiary learners to maintain regular school attendance, complete their studies, and work toward achieving their life goals. Studies have shown that government-supported financial assistance programs encourage sustained school participation and positively influence learners' motivation and educational persistence, especially among disadvantaged households. (De Groot & Adriano, 2018; World bank, 2019).

Overall, the insights confirm that participation of the 4Ps learners in the program significantly contributes to improved school performance indicators. The enhancement emphasizes the effectiveness of the program as supplementary support mechanism, helping schools achieve the targets and learners find success.

Challenges Encountered by 4Ps Beneficiaries and Teachers in Improving the Selected School Key Indicators

The participation of learners in the Pantawid Pamilyang Pilipino Program (4Ps) has shown potential in improving educational outcomes, yet the teachers face a number of challenges in translating this participation into measurable improvements in selected school key performance indicators (KPIs). These challenges are multifaceted, stemming from both learner-related and system-related factors.

One of the significant challenges is limited parental academic support among 4Ps beneficiaries contributing to learners' absenteeism. Parents may not fully understand their roles in supporting their children's learning despite receiving cash grants. Teachers often need to invest additional effort in communicating with families and promoting a home environment conducive to learning. Reyes (2016) stated that limited parental involvement can hinder improvements in learner's behavior, homework completion, and overall academic performance. Pantawid Pamilyang Pilipino Program (4Ps) provides financial assistance that helps reduce economic

barriers to education, not all parents are able to give consistent academic guidance due to factors such as low educational attainment, work demands, or limited awareness of their role in supporting school activities. As a result, some learners lack proper supervision, motivation, and encouragement to attend school regularly.

Studies indicate that parental involvement—such as tracking attendance, encouraging school engagement, and maintaining communication with teachers—plays an essential role in decreasing absenteeism and enhancing students' commitment to their education (Hill & Tyson, 2009). In households where academic guidance is limited, learners are more likely to miss classes and develop lower attachment to school. While the conditional cash transfer programs like 4Ps help address financial support alone is not sufficient to ensure consistent attendance without strong parental academic engagement. (World bank, 2019).

Therefore, the finding highlights that while conditional cash transfer programs like 4Ps are effective in supporting access to education, they must be complemented by strengthened parental awareness and involvement. Enhancing parents' understanding of their academic role is essential to reduce absenteeism and ensure that learners fully benefit from government education assistance.

Another challenge is poor grant budgeting may exacerbate socio-emotional among 4Ps learners. Learners may worry about the financial constraints and household problems. This stress can reduce motivation and engagement in learning, contributing further to absenteeism and potential school withdrawal (Bago et al., 2020). Teachers must often spend additional time addressing these issues, providing remedial support and guidance, which can strain instructional efforts aimed at improving school performance indicators. While the program provides essential financial support to encourage school participation, its effectiveness is important to apply the proper management of cash grant of each family. Poor budgeting of cash grants increases the risk of dropout.

If the family who are member of the 4Ps clearly understand the purpose and conditions of financial

assistance, they are more likely to prioritize education especially the basic needs such as school supplies and food allowance. Proper utilization of financial aid helps reduce barriers in school attendance and beneficiary will motivate to perform well in school. Studies emphasize that well-managed financial support will greatly contributes to improved attendance and academic performance of the learner beneficiary (Fiszbein & Schady, 2009) Better understanding of financial aid helps families to plan and budget effectively. Family members should know how to budget and prioritize the basic needs of the family. Effective budgeting reduces financial stress to the family, which in turn creates a more stable and supportive learning environment for the learners. This stability has been linked to improved learner motivation and academic engagement. Strong family-school demonstrate strengthens learners' commitment to education and increases their chances of academic success (Epstein, 2011). Moreover, improving families' understanding of financial support ensures that the assistance provided achieves its intended goal of enhancing learners' educational outcomes and promoting sustained school participation.

Research showed similar findings on the impact lack of parental involvement on learners' academic performance. When parents are not able to guide, monitor, or support their children's school activities, the learners often struggle to meet academic expectations. Epstein's (2018) which highlighted that family engagement strongly influences students' motivation, attendance, and school performance. Without this guidance at home, learners become more vulnerable academic difficulties which can lead to increased failure rate. It also affects learners' attitudes and motivation because when the children do not receive encouragement or recognition at home, they feel less motivated to participate actively in school activities. The absence of parental guidance also leads to poor attendance and irregular study routines. It is important to understand that parental involvement is a strong protective factor in preventing failure rate. When the necessary guidance for children is neglected, they may be placed in an unfavorable and vulnerable situation. A school-home partnership is essential to

enhance key performance indicators, including academic achievement, attendance, and completion.

Parental involvement serves as an essential support system for children particularly those from poor families. Motivating, guiding and reinforcing the value of education in home by the parents help learner's beneficiary remain focused and resilient despite the challenges occur. The partnership between parents and the school strengthens the learning environment and enhances the effectiveness of school programs/activities and conditional financial assistance. (Epstein, 2011; Fan & Williams, 2010).

Another challenge identified in the study is the lack of motivation among learners despite the assistance provided through programs such as Pantawid Pamilyang Pilipino Program (4Ps). Dulfo, Hanna, & Ryan (2012) indicated that while financial or conditional assistance can improve school attendance, it does not necessarily enhance intrinsic motivation or engagement in learning. A child's motivation to engage in learning is not determined solely by material needs, but by appropriate guidance that foster an appreciation for education, particularly when the government assistance is provided. Hoover-Dempsey and Sandler (2017) emphasize that motivation is shaped not only by external but also by internal factors, such self-efficacy, personal goals, and the perception of education as meaningful. Without nurturing these internal drivers, learner may not fully benefit from assistance. The result of the study emphasizes that motivation is a multidimensional issue that interacts with psychological, social, environmental factors.

Assistance program such as conditional cash grant are valuable in removing financial barrier, but long-term academic engagement requires a combination of parent participation, teacher support, and learners-centered strategies to foster intrinsic motivation. This suggests that schools and policymakers should complement financial aid with mentoring, counseling, programs that promote learners' personal connection to education. It should be addressed both external and internal factors to develop sustained motivation,

improved attendance participation and academic performance of the learners. (Fan & Williams, 2010; Ryan & Deci, 2017). Overall, it emphasized that financial and material support from the government is necessary but it is not a guarantee to become sufficient. Sustaining learners' motivation require holistic approach that includes family guidance, teacher encouragement, and to empower learner initiatives to become active and success in education.

Learners' health issues is also a factor that affects their ability to participate in school and perform well in terms of academic performance. Health problems such as illnesses, malnutrition, and chronic diseases can hinder from attending classes regularly and in prioritizing schooling. Even they receive financial support health challenges remain significant barrier to achieve better education. The results that addressing health challenges requires coordinated support beyond cash grants. While the Pantawid Pamilyang Pilipino Program (4Ps) helps cover some financial needs, children's academic success depends on healthcare, proper nutrition and parental awareness of health practices. Schools and families should work together to monitor learners' health and implement preventive measures such as routine check-ups, balanced diet, and health education. By integrating health support with educational assistance, learners more likely to maintain consistent attendance, participate actively in school activities and programs, and attain better academic outcomes (Bundy et al., 2018).

Parents' failure to provide basic school needs of learners also a challenge encountered by 4Ps and teachers in improving school key performance indicators. Basic needs like schools' supplies and daily allowance is essential for learners' regular. However, some parents are unable to consistently provide the basic needs due to financial constraints and limited understanding of educational priorities. Inadequate access of school supplies is not an individual challenge but also a systemic issue that affects overall academic outcomes. A financial aid program such as the Pantawid Pamilyang Pilipino Program (4Ps), beneficiary may remain unmotivated if schools and families do not ensure sufficient provision of learning resources. Enhancing support system like providing

essential supplies and monitoring equitable access, can promote a positive learning environment, increase motivation, and ultimately enhance learners' academic performance. (World Bank, 2018). Moreover, availability of school supplies is essential to maintain learners' interest and participation in education. Considering this challenge is significant that learner's beneficiary is equipped to take full advantage of educational opportunities and attain better academic outcomes (Jeynes, 2012; Bundy et al., 2018).

The Importance of addressing the challenges encountered by 4Ps beneficiary and teachers is crucial for improving school KPIs. It ensures that beneficiary are prepared to learn, encourages strong home-school partnership, and enhances the overall effectiveness of education results.

Proposed Strategies to Address the Challenges

The proposed strategies aim to address the difficulties experienced by 4Ps beneficiaries, especially in terms of academic assistance and parental participation. Epstein (2018) found that parental involvement is a key factor in enhancing students' academic performance and attendance. Through community-based parental literacy coaching, parents can be better prepared to guide and support their children's learning at home. Similarly, Hoover-Dempsey and Sandler (1997) highlighted that equipping parents with the necessary knowledge and skills contributes positively to their children's academic achievement.

Household Budget Coaching equips families with financial literacy skills, enabling them to prioritize educational expenses and manage resources effectively. Lusardi and Mitchell (2014) emphasized the significance of financial literacy in improving household financial stability and educational outcomes. By involving both parents and learners in basic budgeting skills, the strategy fosters transparency, accountability, and early. Dostilio (2020) pointed out that financial literacy programs are effective when parents and children learn together because shared learning promotes responsibility and better decision-making. The sessions help parent understand how to separate essential needs from non-essential purchases. It is important for every family to

understand that poor budgeting can make daily living difficult, even if they receive assistance from the government. Teaching families how to manage their finances is essential for ensuring that learners' basic needs are provided especially when it comes to basic educational requirements such as school supplies, food allowance, and learning necessities (Bernard & Devlin; Loke, 2017). Household budget coaching is crucial intervention for families. Improving ability to handle properly their finances to support the basic needs is essential to improve their educational interest and foster strong collaboration between home and school. Proper allocation of financial support ultimately contributing for better academic outcomes.

Another strategy emphasizes organizing regular workshops that bring together parents, teachers, strategies at home. Epstein (2018) stated that strong home-based partnerships are shown to improve learners' motivation and academic outcomes, especially in disadvantaged communities. During workshops, the expected tasks can be explained by the teacher, simple techniques can be shown, and parents can be given the right tools to monitor their child's learning. Parents are given the opportunity to engage in hands-on activities, use multilingual guides, and participate in role-play scenarios that help them understand how to support their child's learning effectively. This approach significantly helps parents recognize the value of providing support for their children's education, even if they have limited formal education. Goodall & Montgomery (2019) highlighted that parents become more confident and engaged when schools provide practical and culturally sensitive guidance. Regular workshops is an effective strategy to enhance educational outcomes and academic performance. Workshops offer platform for sharing knowledge, enhancing skills, and addressing specific challenges related to learning and school participation. Organizing regular workshops is a strategy to sustain educational improvements. Regular training and knowledge-sharing helps the families and teachers address effectively to challenges such as absenteeism, lack of motivation, and lack of school supplies. Through formalizing workshops as part of the school program, learners are more likely to stay motivated, achieve better academic outcomes, and benefit from

supportive learning environment (Fan & Williams, 2010; World bank, 2018). Overall, regular workshops is critical for developing learners' skill, empowering parents, and strengthening teachers' instructional capacity, which together improve school key performance indicators and fosters educational success.

By building trust and strengthening communication, this workshop creates an inclusive learning environment where families and school work together to support the success of 4Ps learners. In this involvement helps reduce failure rates and supports the overall goal of 4ps education conditionalities.

Home-based learning partnership workshops are programs developed to enhance collaboration between families and schools in supporting learners' academic growth. These workshops prepare parents with practical strategies to guide and monitor their children's learning at home, while also providing teachers with understanding into family challenges and how to involve parents effectively. These workshops act as a long strategy to sustain academic improvement. Institutionalizing home-based learning partnerships ensures that families are continuously involve in learners' education., bridging the gap between home and school. This ongoing partnership enhances learners' academic outcomes, promotes better attendance, and fosters positive attitudes toward learning, especially improving selected school key performance indicators such as promotion, retention, and cohort survival rates (Jeynes, 2012; World Bank, 2018). Moreover, home-based learning partnerships workshops are critical in creating a holistic support system for learners. By engaging both parents and teachers in structured collaboration, learners benefit from both academic guidance and emotional support, leading to stronger school performance and success.

Several strategies proposed to address the challenges faced by learners, parents and teachers, particularly among 4Ps beneficiaries. These strategies aim to overcome barriers such as lack of parental support health issues, insufficient school supplies, and low learner motivation, ultimately improving selected school key performance indicators like attendance,

retention, promotion, and academic achievement. Executing these strategies contributes to the long-term sustainability of educational interventions. Government financial support programs like Conditional cash grants are more effective when complemented with parental guidance, health interventions, and skills-building workshops. Institutionalizing these strategies ensures that both learners and families are supported consistently, creating a holistic environment conducive to learning and enabling continuous improvement in school key performance indicators (Jeynes, 2012; World Bank, 2018). Overall, the proposed strategies are essential in addressing the complex challenges encountered by learners and educators. They not only provide practical solutions but also foster stronger home-school partnerships and sustainable interventions that support learners' academic success.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were derived from the findings of the study.

- The profile of 4Ps learner beneficiaries in terms of key performance indicators contributes to achieving favorable school performance outcomes particularly in participation, enrolment levels, promotion rates and failure rates.
- The insights of Pantawid Pamilyang Pilipino Program (4Ps) enhance school performance outcomes by fostering sustained attendance, parental support, and learner motivation, which in turn positively influenced participation, enrolment, promotion, retention, and transition rates.
- While 4Ps reduces barriers to school participation, socio economic challenges and academic gaps remains teacher's additional responsibility and support in disadvantaged learners.
- Key strategies include community-based parental literacy coaching, household budget coaching with learners, and home-based learning partnership workshops.

Based on the conclusions, the following recommendations are proposed.

- Sustain favorable school performance, strengthening school-home partnerships by

fostering active parental involvement and collaborative support for learners' participation, attendance, and academic progress be made evident and functional.

- Integrate livelihood and parental education programs to sustain family support for learners and enhance coordination between schools and 4ps program implementers to tract learner's progress.
- Provide regular school-based feeding and transportation assistance to the 4Ps learner recipients by partnering with the BLGU/LGU/NGO
- Institutionalizing remedial and enrichment program for 4Ps learners and foster community involvement through parent education and livelihood programs.
- The adoption of the proposed strategies to be made as thrusts in the school-home partnership to ensure effective program implementation, thereby improving the school's key performance.

Significance of the Present Study

The insights and thoughts conveyed in this research are potent mechanisms in promoting the impact of 4Ps in selected school key performance indicators. By bringing together their shared effort toward the realization of program initiatives, particularly the conditional requirements, household barriers, coordinated action between 4Ps implementers, schools and communities, parental education and community support, the goal of the program is feasible.

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