



GSJ: Volume 9, Issue 10, October 2021, Online: ISSN 2320-9186

www.globalscientificjournal.com

Pantawid Pamilyang Pilipino Program (4P's) And the Academic Performance of the Beneficiaries

Reymond R. Restauero,

Co-author Lincoln V. Tan

ID 000000342515099

rabadanvalmorida@gmail.com

Bukidnon State University

Fortich St. Malaybalay City, Bukidnon 8700 Philippines

Abstract

Pantawid Pamilyang Pilipino Program Academic Performance of the Students". The study investigated the Academic performance of Pantawid Pamilya Pilipino Program Students, for school year 2019-2020. Hinged on the motivational theory of Maslow 1954 on hierarchy of needs. The study employed the descriptive research method mixed with qualitative analysis in describing the extent of being a 4Ps beneficiaries to the performance of the learners studying in the (5) five public Elementary schools.

The findings show that 4Ps beneficiaries were supported very well as to their health, nutrition and education showing that the factors provided in the study as to the said factors were provided all the time or most of the time. Findings also show that the subject learners are on the average. They were able to perform satisfactorily in their academics. It can also be seen that most of them were able to perform satisfactorily and above the latter. Thus, 4Ps has significant effect on learners' education as shown in their improved participation in school, more consistent attendance, good health and nutrition and support from their families.

Key words: Pantawid, Pamilyang Pilipino, Academic Performance

Introduction

The Pantawid Pamilyang Pilipino Program (4Ps) is a bridge for less fortunate Filipinos especially the underprivileged children and youth towards a brighter future. Poverty continues to be the root of every Filipino's problems and difficulties as shown in the deprivation of every family's basic needs especially the children's right to education. Because of such, parents choose to let their children work at a very young age to sustain their daily needs than attend classes.

According to the Philippine Statistics Authority (PSA) (2014), the Philippines' poverty rate reduced to 24.9% during the first 6 months of year 2013 from 27.9% of the same period in 2012. Within this figures, most Filipino people still suffer from poverty. Often it is linked with laziness, yet people fail to see that government institutions may have contributed to the dilemma however it also has the capacity to turn the mechanisms of the government to address the same. 4Ps, embodied in Republic Act 11310 has been continuously working well serving its purpose and improving the lives of millions of Filipinos through conditional cash grants. Surveys show that a big chunk of beneficiaries have improved their lives and were able to sustain their children's education. Republic Act 11310 otherwise known as the Pantawid Pamilyang Pilipino Program (4Ps) Act is in accordance to the policy of the state to promote a just and dynamic social order thereby uplifting its citizens and marginalized sectors from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all (Section 2). This is in accordance to social justice enshrined in Article III of the 1987 constitution which includes giving highest priority to the enactment of measures that protect and enhance the right of all the people to human dignity, reduce social, economic, and political inequalities, and remove cultural inequities by equitably diffusing wealth and political power for the common good, establishing programs that invest and harness our country's human capital and improvement of delivery of basic services to the poor, particularly education, health and nutrition, which is an intervention anticipated to break the intergenerational cycle of poverty and early childhood care and development, promoting gender equality and empowerment of women and children's rights, achieving universal primary education, reducing child mortality and malnutrition, improving maternal health; and ensuring healthy lives and promote well-being for all (Section 2, RA 11310).

The Pantawid Pamilyang Pilipino Program (4Ps) is the Philippines' version of the conditional cash transfer (CCT) program modelled by Latin American countries (Reyes and Tabuga, 2012). 4Ps employed for varied but interrelated purposes and has been proven to have impact in education, either directly, by means of the educational and health grants of the program, or indirectly, by uplifting the total human condition of its recipients Dela Torre, (2016). Grant program bolster people who are enthusiastic about

enhancing their insight and to maintain a profound comprehension off their capacities, for example, scholarly aptitudes, abilities, additional creation exercises Daz, (2016). Article 4 of the aforementioned law further provides that 4Ps is a national poverty reduction strategy. It provides cash transfers to poor households for a maximum period of seven (7) years, to improve the health, nutrition and education aspect of their lives which may be extended in exceptional circumstances as recommended by The National Advisory Council (NAC). With these national policies imbued in the law, it is clear that it aims to address the health, nutrition and education faced by its beneficiaries for the attainment of social justice. As of November 2019, 4Ps has a total of 3,993,180 household beneficiaries provided with cash grants utilizing funds in the amount of P57,863, 606,400. The program is being implemented in 145 cities and 1,482 municipalities in 80 provinces (Philippines Information Agency, 2019).

Given this initiative provided by the Philippine government to support the education of every Filipino child, this study will be conducted to survey whether 4Ps has helped the learners of Maramag District II to perform well in school. The law provides for a standardized targeting system used by the Department of Social Welfare and Development (DSWD) to select qualified household- beneficiaries of 4Ps. There shall then be a regular revalidation of the beneficiary targeting every 3 years (Section 5). The conditional cash transfer will be given under the following scheme; P300 per month for a child in kindergarten and elementary school for a maximum of ten months per year; P500 per month for ten months for a child enrolled in junior high; P700 per month for ten months for every child enrolled in senior high school and a health and nutrition grant of P750.00 per month for 12 months per year with a maximum of three children per household for a school year and that is for their educational expenses given the condition that children aged 3-5 years old must be enrolled in day care program or pre-school and children aged 6-18 years old must be enrolled in school, they must attend at least 85% of the required schools days. With 4Ps as one of the major programs of the government to alleviate poverty, less fortunate Filipinos will have the chance to send their children to school and get quality education (Reyes et.al, 2015).

In relation to the preceding study, the researcher believes that learners' performance does not depend wholly on one's intelligence, different socio-economic, psychological, environmental factors, but also with the support from their family and enough food to sustain for daily activities such as going to school. The first five years of a child's life is crucial, it is an opportunity for transformation and enrichment. According to research, learners coming from less fortunate families are more likely to commit over 50 percent of all absences (Johnston-Brooks, Lewis, Evans, & Whalen, 1998) and have Impairs attention and concentration (Erickson, Drevets, &Schulkin, 2003). As stated by McCoy, Firck, Loney, & Ellis, 1999, socioeconomic status is a big factor to a learner's success. Economic hardship makes it more difficult for parents to create the trusting environments that build children's secure attachments. In line with this, 4Ps aims to give opportunities to these people.

The researcher as a teacher for five years in service, has observed absenteeism as very rampant based from the School Form 2 records gathered from teachers. And the reasons for such growing number is poverty. To be absent in the class would mean that the children would miss class activities and quizzes that would lead to low performance. This is also detrimental for the development of full potential and in honing skills that educational institutions can provide. Furthermore, the development of these children's self-confidence will also be at risk, a skill needed by them in dealing with the bigger world to come. With these reasonable grounds, there is a dire need for further study as to how the 4Ps program have addressed such issues and what are the relevant steps towards further improving its implementation and further assess the beneficiaries performance.

Framework of the Study

This study was anchored on Maslow (1954) hierarchy of needs. It is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The theory shows that needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization (Maslow, 1954). It suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs (Steere, 1988). Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning (Maslow, 1970a). The theory is very much applicable to the present study as 4Ps' aim is likewise the attainment of the basic needs of every family beneficiary for the education and support of their children.

This study was also moored on Bloom's taxonomy (Bloom, 1956) which was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The said taxonomy includes 6 levels which can be used to structure the learning objectives, lessons, and assessments of your course namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating which is the highest of the 6. This theory will help the researcher in addressing the problem as to the academic performance of the 4Ps beneficiaries.

This study was also supported on the study conducted by Montilla, Delavin, Villanueva and Turico (2015), entitled PantawidPamilyang Pilipino Program (4Ps): Assistance to learner's Education. The study focuses on the effects of 4Ps to the performance of its scholars or beneficiaries. Accordingly there were emerging issues in the use of cash grants, it was reported that some beneficiaries used the money for gambling and unnecessary expenses which does not comply to the conditions presented by 4Ps.

Among the above mentioned anchorage, this present study is very much related to the Maslow (1954) hierarchy of needs. In this motivational theory in psychology comprising a five-tier model of human needs, which believes that one must meet the needs lower down in the hierarchy before

individuals can meet to needs higher up. In this study, the support for basic needs for health, nutrition and education will be the portion that needs to be filled-in for a learner to achieve a better academic performance. This will determine the effect and importance of the support for the health, nutrition and education which are the three focus of 4P's program.

Montilla (2015) aimed to answer the underlying questions regarding the program. With this, the researchers gathered three major factors affecting a learner's performance in school which can also be covered by 4Ps, these are health, nutrition and education specifically on attendance, Compliance of requirements, and Difficulties encountered by teachers in handling 4Ps beneficiary learners.

RA 11310 or the Pantawid Pamilyang Pilipino Program (4Ps) is a law anchored on social justice law embodied in article XIII of the 1987 constitution (RA 11310, article 3). It is the national poverty reduction strategy and a human capital investment program that provides conditional cash transfer to poor households for a maximum period of seven (7) years, to improve the health, nutrition and education aspect of their lives (RA 11310, Article 4). The said law clearly sites its goal of improving three major aspects of its beneficiary's life namely health, nutrition and education. The law uplifts the citizens and the marginalized sector from poverty through policies which provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all (RA 11310, Section 2). Figure 1 shows the schematic diagram of the study.

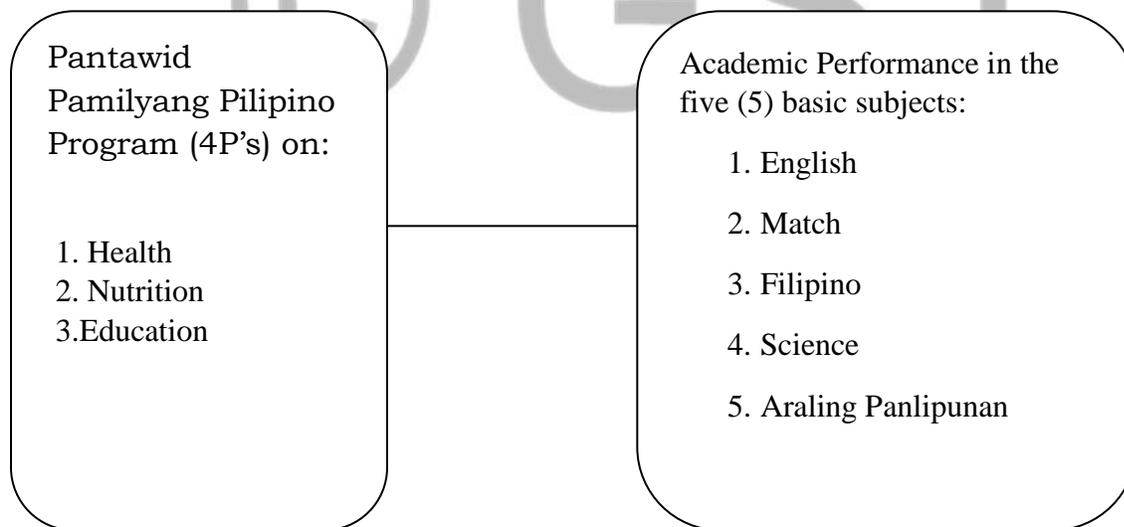


Figure 1: Schematic Diagram showing the variables of the study

The first box are the components of the 4P's as provided by article 3 of RA 1130: *Health* According to the world bank (2017), the program aims to break the cycle of poverty by keeping children aged 0-18 healthy and in school, so they can have a better future. As stated by the National Economic and Social Rights Initiative, everybody has the privilege to the most elevated achievable standard of physical

and emotional well-being, which incorporates access to every single restorative administration, sanitation, sufficient sustenance, respectable lodging, solid working conditions, and a spotless domain.

Nutrition In Article 11 of the International Covenant on Economic, Social, and Cultural Rights recognizes "the fundamental right of everyone to be free from hunger." Moreover, Article 24 of the Convention on the Rights of the Child added that it is necessary to combat disease and malnutrition" through the provision of adequate nutritious foods, clean drinking water, and health care. With this, 4Ps ensures that it provides good nutrition to the less fortunate Filipinos especially young learners since it has been proven that nutrition has a great impact in one's performance in school. And

Education. As stated in the Universal Declaration of Human Rights and is in Articles 28 and 29 of the United Nations Convention on the Rights of the Child, education is part of the economic, social and cultural rights. It is one of the main remedies in the UN's action plan to cut poverty in half by 2015. Education shall be free, at least at elementary and fundamental levels, where it shall also be compulsory. The present problem in the country is poverty, amidst the fact that education is free, parents still cannot provide it for their children. That is why the government supported 4Ps to ensure education for all.

Health, nutrition and education are all provided by article 4 of RA 11310. These three are the primary aims of the law which it seeks to achieve. All these impacts a learner's performance in school and at home. Health, nutrition and education are mentioned in article 4 of RA 11310. These three are the primary aims of the law which it seeks to achieve. All these impact a learner's performance in school and at home.

The second box deals with the academic performance which focuses on the five basic subjects namely English, Math, Filipino, Science and Araling Panlipunan. These variables play a vital role in measuring the academic performance of learners who are identified with family belonging to the lowest. The relationship is identified through the straight line at the center. These subjects are the basics. They are the subjects that will be used by the learners from the start until they finish their studies and in life or in their respective careers. English in the universal language, Filipino is our national language. It teaches the students to speak, write and communicate. Math can be used in all aspects in life. Science helps the learners understand life, how things work and be creative and finally Araling panlipunan helps the learners appreciate our nation, our history and awaken their sense of pride and patriotism.

The cash grant given to 4Ps beneficiaries will help Filipino families in their expenses, to sustain good health, proper nutrition and achieved satisfactory performance in education of children to be able to move and accelerated to the next higher level of learning. In this way children belong to the lowest strata will no longer work to fulfill daily living and family support but instead, children are sent to school and enjoying education. In line with this, good performance in school will be expected to these children who are said to be 4Ps scholars (Verba et al., 2017).

Objectives

The study determined the extent of Pantawid Pamilyang Pilipino Program and its relationship to the Academic Performance of Elementary School Learners in Maramag District II, SY 2019-2020.

Specifically,

1. Identified the extent of 4Ps program among the student-beneficiaries in terms of
 - a. Health
 - b. Nutrition
 - c. Education
2. Ascertained the academic performance of the 4Ps beneficiaries?
3. Discovered significant relationship between the 4ps beneficiaries and the academic performance?

Methodology

This chapter presents the methods applied in gathering the data. This includes the research locale, participants of the study, sampling procedure, and research instrument, administration of the instrument, scoring procedure, and treatment of data. This study employed the descriptive research method mixed with qualitative analysis in describing the effects of 4Ps scholarship to the performance of the learners.

Research Locale

This study was conducted in the five selected elementary schools in Maramag, District II namely; Panalsalan, Kisanday, Kiharong, Panadtalan and Tubigon Elementary School. The researcher already visited the schools mentioned and found out that most of their means of living is farming and some are fishing and it is also accessible to the researcher as it is located along the highway and his current teaching station.

Kisanday Elementary School is more or less 3 kilometers from the highway. Kiharong Elementary school more or less 6 kilometers, Pandatalan and Tubigon ES are schools along the high way and Panalsalan Elementary School is 9 kilometers away from Dologon highway and can be reach through riding habal-habal (motocycle) as there is no regular schedule for transportation.

Maramag has three districts and above mentioned schools are distinguished as part Maramag II. Maramag is home of Techno Demo Farm where agricultural technology is developed. The Dole Banana Plantation has a total area of 800 hectares , where some of the family members of beneficiaries were working. In Panalsalan, where the researcher have been teaching for five years and nearby Barangay such

as Kisanday and Kiharong, observed that most of the means of living is being a labor in farm which is also true to some area where the study is conducted. In Panadtalan and Tubigon where the location is near the Pulangi river have also their ways of catching fish to be sell in neighborhood and along the highway.

Participants of the Study

Section 6 of RA 11310 states that the eligible 4Ps beneficiaries are farmers, fisher folks, homeless families, indigenous peoples, those in the informal settler sector and those in geographically isolated and disadvantaged areas including those in areas without electricity shall be automatically included in the standardized targeting system to be conducted by the DSWD provided they qualify given the requirements given by the law.

The participants in this study were the 4Ps beneficiaries who were studying in the five Elementary schools in Maramag District II. There were ten learners who took part of the study. All these learners were identified as 4Ps beneficiaries ages 5-14, male or female. The participating learners were beneficiaries of 4Ps scholarship program. Scholars were identified by the DSWD personnel who qualify for the said scholarship grants. A snowball sampling was used in selecting the five participants in every school.

Five teachers or advisers from each school who have handled 4Ps children beneficiaries also took part in the study. They verified the performance of the students in school. This will help the researcher to gather further information in assessing the academic performance of the learners.

Sampling Procedure

In selecting the participants, a random sampling was used—particularly the snowball sampling. Snowball sampling is a non-probability sampling technique where existing study subjects recruit future subjects from among their acquaintances. As the sample builds up, enough data are gathered to be useful for research (Baltar et. Al., 2012).

Only little number of learners was taken to take part in it. The 4Ps scholars who were learners of the ten chosen Elementary schools in Maramag district II for SY 2019-2020 were set as the target. Ten (10) random students from each Elementary schools were gathered. The researcher decided to sample only ten learners per school since there are not much 4Ps scholars in each school. Ten participating learners was the most adequate number to conduct the study and was the most ideal number also for easier findings, conclusion and recommendations at the end of this study. The researcher also gave

questionnaire to the teachers handling 4Ps learners with regards what they observed and to determine what are the difficulties and advantages they encountered among the 4Ps beneficiary.

Research Instrument

The instrument used in determining the extent of Pantawid Pamilyang Pilipino Program and its relationship to the academic Performance of Elementary School Learners in Maramag District II, SY 2019-2020 is an adapted instrument from Montilla, Delavin, Villanueva and Turico (2015). The instrument contained structured questions that drew out the responses on specific information related to the objectives of the study to identify the extent of 4Ps program among the beneficiaries in terms of health, nutrition and education. Two survey questionnaires were used to address this problem. The first one was a questionnaire for the selected learners, it used a Likert scale for identifying the 4Ps services they are receiving and their personal perspective of the effectively of the program. The second survey questionnaire was for the teachers handling 4Ps scholars. It also used a Likert scale to identify or verify the learner's performance in class as 4Ps scholars. The modification was only on the construction of the statements on the teacher's questionnaires.

The Checklist was answerable by very high, high, average, low and none. Participants were rated by checking the appropriate rating scale with respect to the level of frequency they gave to each cause statement and practice statement as a result of applying the steps. A Document evaluation was done to get the overall performance of the learners. The teachers of the target schools were given instructions to forward the grades with the necessary permissions. What was taken was not the grade but the number of learners belonging to each category namely outstanding performers, very satisfactory performers, satisfactory performers, fairly satisfactory performers and those who did not meet the expectations.

Finally, to identify the significant relationship between being a 4Ps beneficiary to his academic performance, the researcher used the statistical soup called Person-r Product Moment Correlation. To further achieve best results of the study, an interview will be use to further gather more realistic data and will support some ideas presented in the interpretations of data.

Administration of Instrument

The research instrument was administered first by asking permission and approval from the dean of the Bukidnon State University Graduate School followed by asking permission and approval from the school supervisor and heads. Afterwards, permission was asked to the chosen elementary school's principal through a letter signed by the research instructor. Next, a letter for the target teachers and elementary learner's parents was given as a way to ask permission for letting them participate in the study. Afterwards the researcher distributed the questionnaire to the participants to identify the extent of 4Ps program among the beneficiaries in terms of health, nutrition and education and the academic performance of the 4Ps beneficiaries. The participants will be oriented on how to do or accomplish the

said checklist and essay or free response type questions. They were given an example and enough time to answer the questionnaire which was immediately retrieved right after they accomplished it.

For the third instrument which was an interview guide, the same was given to the teacher respondents to identify the significant relationship between being a 4P's beneficiaries to the learner's academic performance. They answered the said interview guide which was provided to them.

Scoring Procedure

Table 1 shows the mean range with qualitative description and qualifying statement on the extent of 4Ps program among the beneficiaries in terms of health, nutrition and education. For the purpose of interpretation, the following scale was used.

Extent of 4Ps program among the beneficiaries in terms of health, nutrition and education.

Table 1. *Extent of 4Ps program among the beneficiaries in terms of health, nutrition and education.*

Scale	Mean Range	Qualitative Description	Qualifying Statement
5	4.21- 5.00	Very High	The 4P's Scholarship Program affects all the time the beneficiaries in terms of health, nutrition and education.
4	3.41- 4.20	High	The 4P's Scholarship Program affects most the time the beneficiaries in terms of health, nutrition and education
3	2.61- 3.40	Average	The 4P's Scholarship Program affects sometimes the beneficiaries in terms of health, nutrition and education
2	1.81- 2.60	Low	The 4P's Scholarship Program affects rarely the beneficiaries in terms of health, nutrition and education
1	1.00-1.80	None	The 4P's Scholarship Program never affected the beneficiaries in terms of health, nutrition and education

Academic performance of the 4Ps beneficiaries

Table 2. *Academic performance of the 4Ps beneficiaries*

Scale	Grading Scale	Qualitative Description	Qualifying Statement
5	90-100	Outstanding	The 4P's children beneficiaries had an outstanding academic performance.
4	85-89	Very satisfactory	The 4P's children beneficiaries perform very satisfactorily academically.
3	80-84	Satisfactory	The 4P's children beneficiaries perform satisfactorily academically.
2	75-79	Fairly Satisfactory	The 4P's children beneficiaries perform Fairly satisfactorily academically.
1	Below 74	Did not meet expectation	The 4P's children beneficiaries did not meet expectations.

Table 2 shows the mean range with qualitative description and qualifying statement on the academic performance of the 4Ps beneficiaries. For the purpose of interpretation, the following scale was used.

Treatment of the Data

To answer the extent of 4Ps program among the beneficiaries in terms of health, nutrition and education, the researcher distributed a questionnaire which aims to answer the impacts of 4Ps scholarship to learner's performance. A likert scale was used, 5 which means Very High, 4 High, 3 Average, 2 Low and 1 None.

To answer the second problem on the academic performance of the 4Ps beneficiaries in the 5 major subjects namely English, Math, Science, Filipino and Araling Panlipunan, the researcher, with the consent of the school, the teacher or adviser, the parents and the learner asked for the final average of the learner respondent for each subject. The researcher used the level of progress and achievement provided by DepEd to treat the said data. learners with final average of 90-100 were considered to have outstanding performance in the said subject. 85-89, very satisfactory, 80-84 , satisfactory, 75-79, fairly satisfactory and 74 and below, did not meet the expectations. To further to support the findings, the researcher also interviewed the respondent and the adviser as to his or her performance.

To answer the third problem on the significant relationship between being a 4Ps beneficiaries to their academic performance, the researcher used the statistical tool called Person-r product moment correlation. Here, the continuous response variable which is the academic performance or the final average of the learner beneficiaries were compared by three or more levels of a factor variable which were the 5 subject namely English, Mathematics, Science, Filipino and Araling Panlipunan.

Results and Discussion

The extent of 4Ps program among the beneficiaries in terms of Health

Table 3. The extent of 4Ps program among the beneficiaries in terms of Health

Items	\bar{x}	SD	QD
<i>A. Health</i>			
I received deworming pills twice a year.	4.64	0.525	VH
My height and weight were monitored	4.68	0.513	VH
I was given vaccine/ immunization. (as needed)	4.14	0.857	H
I received benefits when I'm confined or hospitalized.	3.78	1.055	H
I received health packages from school/government.	3.94	1.018	H
Overall	4.24	0.794	VH

The results show that the overall mean is *very high* which means that the scholarship program contributes a lot to improve the health of learners *all the time* with the overall mean of 4.24 and standard deviation of 0.794.

Table 3 presents the extent of 4Ps program among the students in terms of Health. The results show that the overall mean is *very high* which means that the scholarship program contributes a lot to improve the health of students all the time. Results further show that there are activities done by the school as sponsored by the government such like giving of deworming pills twice a year, *same* as learner's height and weight were monitored in a year, were responded as very high and that the school are doing this *all the time* and, in terms of giving of vaccine and immunization and giving of benefits when confine or hospitalized are found *high* which means that schools are practicing this kind of extending help

to all families affected most *of the time*. Finally, the learners were given health packages from school/government as shown by the mean as *high* meaning the government through the school is sharing health packages most of the time. Reblin and Uchino (2009) social and emotional support from others can be protective for health. This simply attest that the output of the performance among learners who are beneficiary of 4P's are affected positively since the need of every participants are well cared and supported

Moreover with aforementioned result, it can be inferred that learner 4Ps students are well supported in terms of health and nutrition showing that the factors herein provided were all the time and most of the time. The overall standard deviation is low. Low standard deviation means data are clustered around the mean which means that 4Ps very highly affected the health of the learner beneficiaries.

The teachers when interviewed attested that the learner as beneficiaries were well equipped with these resources. Deworming pills, vaccinations and immunizations and other acts were done in order to properly monitor their nutrition. With this, the learner beneficiaries come to school prepares and their weight, height as well as physical activities improved. This also affected their academic performance at school as they became more active and participative in class.

As a support. The DepEd Memorandum No. 110, s. 2009 or the National Implementation of the Pantawid Pamilyang Pilipino Program (4Ps) emphasizing that DepEd as one of the partner in the implementation of the 4Ps was very well followed by the subject schools showing well implementation, monitoring of its availment of children beneficiaries, deworming, and ensuring readiness of schools to accommodate the said learners.

The results also show that is an increase of school population because more enrollee of 4Ps surpassed the malnutrition which decreased its occurrence, and health services for pregnant women and vaccination increased based on the feedback of the teachers. Nihalani (2011), states that education is important for the development of any human society. The quality of education is reflected by the development and growth of any economy.

Furthermore, in the study of Reblin (2008) entitled Social and Emotional Support and its Implication for Health, it discussed the phenomena of social support specifically on health. It found out that those with high quality or quantity of social networks have a decreased risk of mortality in comparison to those who have low quantity or quality of social relationships, even after statistically controlling for baseline health status¹. The study emphasized the importance of support which can be conceptualized in terms of the structural components namely social integration and the functional components. In this study, various interventions were done including the elements of education as well as understanding within a context of a support group. Accordingly, support is useful for they fill the gaps in the support needs of patients as well as the similar experiences of the groups. While this study focuses more on patients, this supports the present study as just like 4Ps which serves as an intervention when it

comes to the health, nutrition and education of the learner beneficiaries, this shows how social support not just from the parents, the teachers or the school but also from the government and community can fill this gap in the academic performance of these learner beneficiaries through programs like 4Ps.

The extent of 4Ps program among the beneficiaries in terms of Nutrition.

Table 4. The extent of 4Ps program among the beneficiaries in terms of Nutrition

Items	\bar{x}	SD	QD
I ate my meals three (3) times a day.	4.62	0.697	VH
My parents provided me nutritious foods at home.	4.10	0.678	H
I drank at least 2 glasses of milk every day.	3.58	0.906	H
My parents/guardian were able to give my daily school allowance (“baon”)	3.84	0.866	H
I ate nutritious foods at school in feeding programs.	3.98	0.915	H
Overall	4.02	0.812	H

The learner 4Ps beneficiary’s nutrition is affected most of the time by the program with the mean of 4.02 and standard deviation of 0.812 shows to be *high*.

Table 4 presents the extent of 4Ps program among the beneficiaries in terms of Nutrition. It can be gleaned that the overall mean is *high* which means that in terms of Nutrition, the learner-beneficiary are most of the time affected. There are factors presented in the table affecting the learner’s nutrition these are: being able to eat their meals 3 times a day which is very high, which can be identified as all the time affects the students nutrition, moreover giving of nutritious foods, milk, *baon* and being able to eat and join feedings programs at school are of the same respond to the aforementioned factors. These factors determined the extent of how the program affected these learner beneficiaries in terms of nutrition which is one of the purposes of 4Ps. As observed, these factors are no longer new to the learners and teachers because these are the realities in all hinterlands and far flung schools. Some 4P’s student attend classes without a centavo to buy for snacks, and packed food for lunch that is why the schools come up with *gulayan sa paaralan* where the product are cooked and feed these learners especially those identified as malnourished who are 4P’s beneficiaries.

Results further show that the learner’s nutrition is *highly* benefited by the 4Ps program. Under Article 11 of the International Covenant on Economic, Social, and Cultural Rights recognizes "the

fundamental right of everyone to be free from hunger."The overall standard deviation is low. Low standard deviation means data are clustered around the mean which means that 4Ps highly affected the nutrition of the learner beneficiaries.

During the interview, the following responses were gathered showing the teacher's positive responses towards the implementation of 4Ps namely:

Teacher 1: "Gaka motivate ang mga bata sa pagskwela kay naay libre nga pamahaw ug paniudto"

Teacher 2: "Beneficial kaayu ni para sa mga bata labina tong taga lagyo, kay anguban mu uli para maniudto and then dilinamubalik kay init"

Teacher 3: "Impotante and saktongpagkaon, kay dilimaka focus angbata kung gutom"

These are some of the responses of the teachers. They have observed how beneficial having a feeding in school. Many are motivated to attend classes as they are secure with their lunch after class. Teachers are also aware of the importance of having a proper nutrition in going to school, they are more focus and attentive during class discussions.

As a support, in Reyes et al., (2011), it was noted that children in 4Ps Families commonly cited reason for not attending school was the lack of personal interest and high cost of education. More of their budget usually goes to food or other necessary things to survive. The present study however shows that with 4Ps, students' academic performance, nutrition and health improved. They are able to attend school without too much worry about the expenses. Through this intervention, a better result came out.

In a study by Brown et. Al. (2008) entitled the impact of school breakfast on children's health and learning: An analysis of the scientific research, it was stated that nutrition indirectly impacts school performance. It was stated that poor nutrition can leave students' susceptible to illness or lead to headaches and stomach-aches, resulting in school absences. Also it was shown that access to nutrition, particularly breakfast, can enhance a student's psychosocial well-being, reduce aggression and school suspensions, and decrease discipline problems. In this study, the researcher was able to show the impact of proper nutrition to the academic performance of the learner beneficiaries.

Nutrition is one of the major aspects that 4Ps wants to improve and having this study will surely make a vivid view as to its impacts. The teachers interviewed attested that the learner beneficiaries were indeed given the subject benefits. They have observed that the children came to school prepared and not hungry so they were able to focus during discussions. They were all active in class and their weight and height improved.

The extent of 4Ps program among the beneficiaries in terms of Education

Table 5. The extent of 4Ps program among the beneficiaries in terms of Education

Items	\bar{x}	SD	QD
	3.98	0.795	
I am able to attend classes every day.			H
My parents/guardians were able to pay my school contributions.	4.04	0.832	
			H
My parents/guardians were able to provide the school supplies I needed.	4.16	0.738	
			H
My parents / guardian were able to give me budget for my school projects.	4.00	0.782	H
My parents gave me allowance for fare (going to school or have competitions to attend)	3.90	0.814	H
Overall	4.07	0.793	H

The results show that the mean as described as *highly* affected by the program *most of the time* with mean of 4.07 and standard deviation of 0.793.

Table 5 shows the extent of 4Ps program among the beneficiaries in terms of Education. The table presents the factors affecting one's performance in school namely daily attendance, payment of school fees, school supplies an school projects and allowance. These factors are basin necessities in school which helps a learner improve one's performance in school which is one of the main goals of the 4Ps program.

The results show that the over-all mean high and affected by the program *most of the time*. Specifically it shows that the learners were able to attend classes *most of the time* with a mean described as *high*. While the learner's parents were able to pay the former's school contributions *most of the time* with a mean describe as high. Other than contributions, the learner's parents were able to provide the necessary school supplies *most of the time* with a mean described as *high*. And, the learner's parents were able to give them budget for school project *most of the time* with descriptions as high. The learner's parents were able to give them allowance for fare *most of the time* with a mean identified as high.

Education as stated in the Universal Declaration of Human Rights and in Articles 28 and 29 of the United Nations Convention on the Rights of the Child is part of the economic, social and cultural rights. It is one of the main remedies in the UN's action plan to cut poverty. The overall standard deviation is low.

Low standard deviation means data are clustered around the mean which means that 4Ps highly affected the education of the learner beneficiaries.

Reyes and Mina (2011), stated that 4ps helped in increasing 3 to 4.6 percentage points in the school participation rate of children aged 6-14. Around 96.3 percent of children of 4Ps families attend school. For the matched non-4Ps families, the rate ranges from 91.7 to 93.3 percent. This study showed, just like the present study, how positive 4Ps impacts the performance of the student. The present study also used this study as basis or grounds in analyzing further the factors affecting this success.

Based from responses of teachers interviewed, they attested that the learners came to school not having to worry about paying their projects or any school fees or not having to worry about their allowance for the same was provided to them by their parents through 4Ps. With this, the learners' attendance improved; there were lesser absences and more participation in class. Their test scores also improved a lot as there were more focused in school.

During the Focus Group Discussion, some student beneficiaries responded that prior to being a beneficiary of 4Ps, they encountered hardships such as the following:

Learner 1: "I was not able to attend classes regularly"

Same learner answered also the question: In your own assessment, did 4Ps program helped you improve your performance in school?

Learner 1: Yes, because I will be able to go to school regularly.

Learner 2: Gatagaankogbalonni mama kadaadlaw.

Learner 3: Naaypampalitug projects.

As a support, the result showed a positive impact on education. Thus this program helped the learners and the parents or guardians lessen the impact of some school fees, including those which are to be used for assignments and projects. Because of this, learner scholars have more time to focus on their studies. This finding is well supported by the study of Daz et al., 2016 on the impact of Scholarship Program to the Grade 11 students of University of The East – Caloocan as well as the study of Reyes and Mina (2011) that stated that 4ps helped in increased the points in the school participation rate of children in their attendance.

On the time that the researcher asked permission from the parents. The observer observed that parents are thankful for this program and quoted:

Parent 1: "Ang importante,bahalag ga lisod, maka eskwela lang jud ang mga anak." One quoted during the conduct of the study.

Parent 2: "Mao ni ang rason nganung naningkamot me "a parent referring that they are doing their best to work for their children's education.

Parent 3 “Mao rajud ni among maikabilin sa ila,nga dili ma ilog sa bisan kinsa,may gani gasuporta sad ang gobyerno.

For the parent, education is the only thing they can give to their children that nobody can steal and that is also the reason why they are striving hard to work not only for living but also to give their children an education that some believe that it’s the only thing they can give.

In Daz et al., 2016, Scholarship programs helped the parents or guardians of the students lessen the impact of rising tuition fee. Through scholarship grants, student scholars have more time to focus on their studies. Moreover, the study recommended that the scholars must know the background the scholarship grant for them to be aware and to value the opportunity. This study supported this study for it showed the impact of the program when it comes to education and with 4Ps, the learners became more active and focused in class not having to think about all the fees.

Summary of the extent of 4Ps program among the beneficiaries in terms of Health, Nutrition and Education

Table 6. Summary of the extent of 4Ps program among the beneficiaries in terms of Health, Nutrition and Education

Items	\bar{x}	SD	QD
HEALTH	4.24	0.794	VH
NUTRITION	4.02	0.812	H
EDUCATION	4.07	0.793	H
General Overall	4.09	0.800	H

The summary result of the extent of 4Ps program among the beneficiaries affects the Health, Nutrition and Education of the learner beneficiaries is *high* which means *most of the time* with the mean of 4.09 and standard deviation of 0.800.

Table 6 shows the Summary of the extent of 4Ps program among the beneficiaries in terms of Health, Nutrition and Education. These factors are the main targets of 4Ps in its aim to make the program accessible and available to the learner beneficiaries and their families.

The overall result shows that 4Ps very highly affected the health of the learner beneficiaries with mean of 4.24, SD of 0.794. The results as well show that 4Ps highly affects both education and health with mean of 4.09, SD of 0.800 and 4.02 and SD of 0.812 respectively.

During the Focus group discussion, the learner beneficiaries responded to question number 3 which is about the benefits they have received from 4Ps and how were they able to use of these benefits.

Learner 1: "Allowance, I used to buy food, medicine and school supplies."

Learner 2: "Nakadawat me ug kwarta, gipalitnamopagkaon ug gamit."

Learner 3: "Naka dawat me ug kwarta, gipalitnamo ug gamiteskwela ug tambal."

These are some responses of the learner beneficiaries who appreciated the program for the benefits and help for them. They believed that the program is helpful for them to buy foods, medicine and school supplies that they need.

The teachers interviewed attested that these factors namely health, education and nutrition were all well satisfied by the program as they can observe in the performance of their learners. They were more active in class and their academic performance improved further as shown in their grades and class participation.

Teacher 1: "Dakongtabangang 4P's alangsamgabata"

Teacher 2: "DSWD also monitor, they visit schools and ask if the beneficiaries have notebook, pen, uniform and other stuffs needed in school "

These are some of the teacher's responses gathered by the researcher. There is a monthly monitoring of beneficiary's attendance conducted by the DSWD personnel. They let the teacher shade the names of beneficiaries who committed several absences during the month, the teacher bases it on their School Form 2, daily monitoring record. The representative of DSWD also checks using their monitoring tool whether the beneficiaries have notebooks, shoes, uniform, bags, pen and other important things needed by the learner in his studies.

As a support, the study of Montilla, et.al (2015) in their study entitled Pantawid Pamilyang Pilipino Program (4Ps): Assistance to learner's Education helped the study in assessing and addressing the impact of 4Ps in its three major components namely health, nutrition and education. These 3 components were discussed above. Just like this study, the present study also found out that the beneficiaries very satisfactorily are benefited by 4Ps in terms of health, nutrition and education.

According to a research conducted by Nemenzo (2018), teachers have a high extent of problem in areas like large class size, unsupportive parents, absenteeism among slow learners, students from lower grades could hardly conceptualize classroom rules written in the English language, uninterested parents, observance of classroom rules and more (Nemenzo, 2018). Such data showed that indeed the environment of the learners, support from parents and other factors definitely affect the performance of children in school which causes dilemma to the teachers. This supported the present result for indeed in the

implementation of 4Ps, it is not just about the parents or the learners but also the participation of the whole community surrounding these learners. Success of a programs includes participation of all.

Performance of the 4Ps beneficiaries Across Subjects

Table 7. Frequency Distribution, Mean and Standard Deviation of the Performance of the 4Ps beneficiaries Across Subjects

Descriptor	Grading Scale	Frequency	Percentage %	\bar{x}	SD
Outstanding	90-100	3	6.00		
Very Satisfactory	85-89	9	18.00		
Satisfactory	80-84	30	60.00	82.78	3.382
Fairly Satisfactory	75-79	8	16.00		
Did not meet the expectations	74 and below	0	0.00		
Total		50	100		

Table 7 shows the frequency distribution, mean and standard Deviation of the Performance of the 4Ps beneficiaries Across Subjects. The performance of the learners are qualified at outstanding (90-100), very satisfactory (85-89), satisfactory (80-84), fairly satisfactory (75-79) and did not meet expectations (74 and below).

Here, it presents the academic performance of the learner 4Ps beneficiaries is overall *satisfactory* as shown by the result herein. With the standard deviation means that the 4P’s children beneficiaries perform good academically. 60 percent of the said learners performed satisfactorily in their academic endeavor with grades 80-84. This has the most number of students among the other grading scales. The same is followed by 18.00%. 18.00% of the learners performed very satisfactory with grades of 85-89. 56. Next is fairly satisfactory with grades 75-79 with 16.00 percent. Next are those learners who have outstanding academic performance with grades of 90-100 with 6.00% and lastly are those who did not meet the expectations with grades 75 and below. The latter however garnered 0.00 percent.

Based on the above result, it can be inferred that overall, the subject learners are on the average. They were able to perform satisfactorily in their academics. It can also be seen that most of them were able to perform satisfactorily and above the latter. 18.00percent were able to perform very satisfactorily which means that they were able to perform very good academically and even 6.00% were able to have outstanding performance which means that they performed with excellence academically.

The good thing about the result of the data is that only a lesser percentage shows that the said learners performed below good academically which is only 16.00% and zero percent did not perform academically. This shows that so far, the 4Ps program has benefited positively the academic performance of the learner beneficiaries.

As a support, the study of Dela Torre (2016) on Financing Education through the Pantawid Pamilyang Pilipino Program (4Ps) assessed the Pantawid Pamilyang Pilipino Program or 4Ps in terms of its strengths, weaknesses, opportunities, and threats. (RESULTS) The present study as well was able to see both sides of the program based on the results. The teachers as well as the parents were aware of the objectives of the program, the selection procedure, and implementation procedure. There was also frequent and thorough monitoring. On the other hand weaknesses were also clear on their part that there is proneness to corruption, there can be lapses in selection procedure, and non-compliance of implementation. But as to the results, it can be inferred that these weaknesses were resolved.

According to Steinmayr et. Al (2014), academic performance is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. It is considered to be a multifaceted construct covering multiple domains of learning including multiple subject areas and specific intellectual domain such as numeracy, literacy, science or history and more. This study supports the present study for the latter also dealt with academic performance of the learner beneficiaries. As what can be shown in the results, the academic performance of the learners was overall satisfactory thus indeed there is a positive impact of 4Ps to their education.

Table 6. Pearson-r Product Moment Correlation Summary between 4Ps beneficiaries and Academic Performance

Table 8. Pearson-r Product Moment Correlation Summary between 4Ps beneficiaries and Academic Performance

Academic Performance	N	Pearson r	p-value
A. Health	50	0.170	0.237
B. Nutrition	50	0.475*	0.000
C. Education	50	0.528*	0.000

*Correlation is significant at $\alpha = 0.01$ level (2-tailed)

The table shown above provides Pearson Correlations between the 4Ps beneficiaries and the academic performance. The result shows that the correlation is significant at the 0.01 level (2-tailed). This means the value will be considered significant. Therefore, the results indicate that being a 4Ps beneficiary and how 4Ps is implemented influences the academic of its learner beneficiaries.

As a support, the results satisfy the national policy behind the law Republic Act No. 11310 or Pantawid Pamilyang Pilipino Program (4Ps) Act which is the state shall promote a just and dynamic

social order thereby uplifting its citizens and marginalized sectors from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all. The results show that those who are under the marginalized sectors are given a chance in life to improve the same through assistance from the state.

In Montilla et al., 2015, the study stated that there are issues emerging towards the proper use of cash grants, for example other parents or guardians spend the money for gambling and other expenditures instead of complying on the conditions. This would lead to failure in the implementation and the purpose of the program. In this study however, showing that good results were shown. It can be concluded that indeed the implementation of the program in most or some areas is also commendable. This should be given praise and should be emulated.

In the research conducted by Nemenzo (2018), the data showed that indeed the environment of the learners, support from parents and other factors definitely affect the performance of children in school which causes dilemma to the teachers. These factors also affect the performance of the learners. The results in the present study shows that because of the the program, there is a very good intervention leading to a much better environment for the learners.

With 4Ps, proper health and nutrition is accessible. Based on the results, there is a correlation between education, health and nutrition and 4Ps. According to Matingwina (2018), there was a statistically significant relationship between health and academic achievement. Research evidence shows that children who are healthy are at a low risk for school problems than students who are unhealthy. Furthermore those with good health tend to perform better in school than those with poor health. It supports the study of Brown et. Al. (2008) that access to nutrition can enhance a student's psychosocial well-being, reduce aggression and school suspensions, and decrease discipline problems.

According to Steinmayr et. Al (2014), academic performance is the outcome of education. Strengthening education means strengthening academic performance. This is what the aim of 4Ps is and based on the results, it is well followed.

Findings

From the analysis of data, the following findings were derived:

1. The over all mean is *high* with the scores and standard deviation of the 4P's beneficiaries these are identified as to health, as *Very high*, while as to nutrition and education, as *high*.
2. The overall standard deviation of the Performance of the 4Ps beneficiaries Across Subjects is found to be *high*.
3. 60.00% of the said learners performed satisfactorily in their academic endeavor with grades 80-84. This has the most number of students among the other grading scales. The same is followed by 18.00%. 18.00% of the learners performed very satisfactory with grades of 85-89. 56. Next is fairly satisfactory with grades 75-79 with 16.00 percent. Next are those learners who have outstanding academic

performance with grades of 90-100 with 6.00% and lastly are those who did not meet the expectations with grades 75 and below. The latter however garnered 0.00 percent.

The null hypothesis which is 4Ps does not affect on the education, health and nutrition of the 4Ps learner beneficiaries was rejected for based on the result. 4Ps was able to highly affect the health, education and nutrition of the learner beneficiaries and this helped them in their academic performance.

The null hypothesis that there is no significant relationship between 4P's beneficiary in terms of learners academic performance was rejected based on the result. The result shows that the correlation is significant at the 0.01 level (2-tailed).

Summary

This study measured the extent of 4Ps program among the learner beneficiaries found in five selected elementary schools in Maramag, District II in terms of health, nutrition and education, to determine their academic performance and finally to find out if there is a significant relationship between the 4ps beneficiaries and the academic performance.

The participants herein were 4Ps scholars who were learners of the ten chosen Elementary schools in Maramag district II for SY 2019-2020 Ten (10) random students from each Elementary school were gathered.

A questionnaire for the selected learners was used to identify the 4Ps services they are receiving and their personal perspective of the effectively of the program. The second survey questionnaire was also given to the teachers handing 4Ps scholars to verify their performance. The teachers of the target schools were given instructions to forward the grades with the necessary permissions to evaluate the overall performance of the learners. Finally, to identify the significant relationship between being a 4Ps beneficiary to his academic performance, the researcher used the statistical soup called Person-r Product Moment Correlation.

Conclusions

The following can be inferred from the findings of the study:

1. Learner 4Ps beneficiaries were supported very well as to their health and nutrition showing that the factors herein provided were provided all the time or most of the time. Thus, the program's aim as stated by work bank (2017) which is to break the cycle of poverty by keeping children aged 0-18 healthy and in school, so they can have a better future is achieved.
2. The academic performance of the learner 4Ps beneficiaries is overall satisfactory as shown by the result herein. Therefore it can be concluded that the 4Ps program has a positive effect on the learner's performance in school.

3. It can be inferred that overall, the subject learners are on the average. They were able to perform satisfactorily in their academics. It can also be seen that most of them were able to perform satisfactorily and above the latter. 18.00 percent were able to perform very satisfactorily which means that they were able to perform very good academically and even 6.00% were able to have outstanding performance therefore it can be concluded that they performed with excellence academically with the 4Ps program intervention.

The good thing about the result of the data is that only a lesser percentage shows that the said learners performed below good academically which is only 16.00% and zero percent did not perform academically. This shows that so far, the 4Ps program has benefited positively the academic performance of the learner beneficiaries.

Recommendations

Based on the research gathered and conclusions made in the study, the following recommendations may be considered.

1. 4Ps learners beneficiaries may be honed more holistically, not just academically. Given the results of the study that indeed 4Ps impacts their academic performance, these learners may be given more opportunities to develop their full potential like giving them college scholarship grants, vocational training and even spiritual and moral development seminars and workshops.
2. The school and teachers may give attention to these 4Ps learner beneficiaries. They serve as guide and they have a big part in the implementation of the 4Ps program. Their active participation, making sure that these learners are given the benefits they should receive, enjoying the rights given to them by law and making sure that these learners' performance are good in school by making some follow ups and home visits if possible to also help in ensuring that the learners who are not very much performing are given assistance and help.
3. The parents may ensure that the goals of the law are implemented well in their own homes. Parents should give their children what is due them. The assistance given by the government may be used for the education health and nutrition of the learner beneficiaries and the government must do an action to make sure that this is handled well and correctly. That the money will not be used for unnecessary endeavors.
4. The community may consider taking part in the implementation of the law. The people may encourage one another to use the assistance given by the government for the benefit of the learner beneficiaries. One way of doing this is by the intervention of the barangay leaders and through seminars educating people of the proper use of the assistance from the government. The community may develop plans that will encourage, counsel people to make the future of their children as the priority.

5. The government, especially the DSWD may consider ensuring that the assistance given to the beneficiaries are really used for the beneficiaries. Stricter home visitations and penalties may be imposed for those caught using the money for other things unnecessary. This is why they may partner with the community, the leaders and the schools in making sure that the assistance is used properly for learner beneficiaries.
6. The guidance counselors of the schools may promote programs that will guide and aid the learners in handling problems they encounter at home. This way, the learners will be able to open up and help will be given to them. The guidance can also help them be informed that certain individuals are there to help them; this will also help them know their rights and privileges given to them by the government through 4Ps. This way, they will be able to ask and demand for what is rightfully theirs and open up so that they will be assisted and the 4Ps program will be better implemented.
7. Replication of the study is also recommended in order to evaluate the consistency of the results and recheck whether the 4Ps learner beneficiaries were continuously given advantage of the said program. Further research could identify other factors in conducting another study that may be done relating to the relationship of 4Ps to its beneficiaries academic performance.

References

- Agbon, A.B., Nolasco, F.A., Aguilar, E.J.T, Abellanosa, R.J., Ligaton, L, (2013). Pantawid Pamilyang Pilipino Program (4Ps): Examining Gaps and Enhancing Strategies in Cebu City, Philippines.
- Baltar, F., Brunet, I. (2012). *Social research 2.0: virtual snowball sampling method using Facebook*. Internet Research. 22 (1): 55–74. Published in Internet Res. 2012.
DOI:10.1108/10662241211199960
- Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook 1: The Cognitive Domain*. New York: Longman.
- Brown, J. L., Beardslee, W. H., & Prothrow-Stith, D. (2008). *Impact of school breakfast on children's health and learning: An analysis of the scientific research*. Retrieved from the Sodexo Foundation website: http://www.sodexofoundation.org/hunger_us/Images/Impact%20of%20School%20Breakfast%20Study_tcm150-212606.pdf
- Chaudhury, N., Okamura, Y. (2012). *Conditional cash transfers and school enrolment: Impact of the Conditional Cash Transfer program in the Philippines*. Philippine Social Protection Note No. 6 (July). Washington, D.C.: The World Bank.
- Cecchini, S., Madariaga, A. (2011). *Conditional Cash Transfer programmes: The recent experience in Latin America and the Caribbean Cuadernos de la CEPAL No. 95 (September)*. Santiago, Chile: Unidad de Distribución de la CEPAL.
- Conchada, M.I.P, Tiongco, M. (2014). *Optimal Allocation of School and Health Resources for Effective Delivery of the Conditional Cash Transfer Program in Bagac, Bataan*, DLSU Research Congress 2014.

- Daz, A.M, Dela Cruz, K, Ferrer J.B, Gonzales, E. (2016). Impact of Scholarship Program to the Grade 11 students of University of The East – Caloocan. De La Salle, University, Manila, Philippines
- County Welfare Directors Association of America (CWDA). (2010). *Oportunidades: Mexico's Conditional Cash Transfer Program (October 28)*. Available online at http://www.cwda.org/downloads/tools/americanpoverty/OPORTU_NIDADES.pdf. Retrieved on March 7, 2015
- Dela Torre, B.O. (2016). *Financing Education through the Pantawid Pamilyang Pilipino Program (4Ps)*. International Journal of Humanities and Social Science Vol. 6, No. 5; May 2016.
- DepED Memorandum No. 110, s. 2009 (2009). The National Implementation of the Pantawid Pamilyang Pilipino Program (4Ps). Available at https://www.deped.gov.ph/wp-content/uploads/2018/10/DM_s2009_110.pdf. Retrieved March 10, 2020.
- Department of Social Welfare and Development. Pantawid Pamilyang Pilipino Program Briefer. Available online at <http://pantawid.dswd.gov.ph/images/stories/briefernew>. Retrieved February 18, 2020.
- Department of Social Welfare and Development (DSWD). n.d. Pantawid Pamilyang Pilipino Program Briefer [online]. <http://pantawid.dswd.gov.ph/images/stories/briefernew.pdf> Accessed February 18, 2020.
- Department of Social Welfare and Development. December 2011. Pantawid Pamilya Registers 2.3 Millionth Household Beneficiary. DSWD Social Marketing Service. Available online at <http://www.dswd.gov.ph/index.php/component/content/article/1-latest-news/2461--pantawid-pamilya-registers-23-millionth-household-beneficiary>. Retrieved February 19, 2020
- DSWD Survey: Beneficiaries Spend P200 in food daily (2014). Retrieved February 6, 2015 from <http://www.rappler.com/move-ph/41793-pantawid-program-working-well>.
- Erickson, K., Drevets, W., & Schulkin, J. (2003). Glucocorticoid regulation of diverse cognitive functions in normal and pathological emotional states. *Neuroscience and Biobehavioral Reviews*, 27, 233–246.
- International Covenant on Economic, Social, and Cultural Rights (1976) . Artcles 11 and 24. <https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>
- Johnston-Brooks, C. H., Lewis, M. A., Evans, G. W., & Whalen, C. K. (1998, Sep-Oct). Chronic stress and illness in children: The role of allostatic load. *Psychosomatic Medicine*, 60(5):597-603.
- Maslow, A. H. (1970a). *Motivation and personality*. New York: Harper & Row.
- Maslow, A.H. (1943). "A theory of human motivation". *Psychological Review*. 50 (4): 370–96. CiteSeerX 10.1.1.334.7586.doi:10.1037/h0054346 – viapsychclassics.yorku.ca.
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50(4),370-96.
- Matingwina, T. (2018). Health, Academic Achievement and School-Based Interventions. DOI: 10.5772/intechopen.76431
- McCoy, M.G, Loney, B.R., Frick, P.J., & Ellis, M. (1998). Intelligence, psychopathy, and antisocial behavior. *Journal of Psychopathology and Behavioral Assessment*, 20, 231–247.

- Miller, R. G. (1997). *Beyond ANOVA: Basics of Applied Statistics*. Boca Raton, FL: Chapman & Hall, 1997.
- Montilla, M.M, Delavin, E. A., Villanueva, R. M. & Turco, R. A. (2015). Pantawid pamilyang Pilipino program (4Ps): Assistance to pupil's education. *Asia Pacific Journal of Education, Arts, and Sciences*, 2(3), 1-5.
- Montilla-Martinez M., Beck S., Klümper J., Meinecke M., Schliebs W., Wagner R., Erdmann R. (2015). Distinct Pores for Peroxisomal Import of PTS1 and PTS Proteins. *Cell Rep* 13(10):2126-34.
- Nemenzo, N. (2018). *Problems Encountered by Teachers in the Teaching-Learning Process: A Basis of an Action Plan*.
- Nihalani, M. (2011). *Quality of School Education: A Case Study of Impact of School Education on Student Development in the city of Jodhpur*, Munich, GRIN Verlag, <https://www.grin.com/document/184323>
- Pantawid Pamilyang Pilipino Program (4Ps) DSWD(2006). National Sector Support for Social Welfare and Development Reform Project (NSS-SWDRP). Retrieved February 28, 2020. worldbank.org/INTPHILIPPINES/Resources/4PsDSWD.
- Reblin, Maija , and Bert N. Uchino,(2009) PhD Social and Emotional Support and its Implication for Health Department of Psychology, University of Utah
- Republic Act 11310. The Pantawid Pamilyang Pilipino Program (4Ps) Act (2019). Available at https://lawphil.net/statutes/repacts/ra2019/ra_11310_2019.html.Retrived February 20, 2020.
- Reyes, C. & Tabuga, A. (2012). *Conditional cash transfer program in the Philippines: Is it reaching the extremely poor?* Available: <http://dirp4.pids.gov.ph/ris/dps/pidsdps1242>. Retrieved: February 15, 2020.
- Reyes, C., Tabuga, A., Mina C., Asis R., Datu, M. (2011). *Dynamics of poverty in the Philippines: Distinguishing the chronic from the transient poor*. PIDS Discussion Paper Series No. 2011-31. Makati City: Philippine Institute for Development Studies.
- Senator Miriam Defensor Santiago. Explanatory Note. The Constitution, Article 2, Section 9, Fifteenth Congress of the Republic of the Philippines. First Regular Session, Senate S. No. 92
- Steere, B. F. (1988). *Becoming an effective classroom manager: A resource for teachers*. Albany, NY: SUNY Press. ISBN 978-0-88706-620-7.
- Steinmayr, R., Meißner A., Weidinger AF, Wirthwein L. (2014). *Adolescents' academic achievement and life satisfaction: the role of parents' education*. DOI: 10.1093/OBO/9780199756810-0108
- The Philippine EFA 2015 Final Plan(2005). Available at <https://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/07/JEF-E7-12>.
- Universal Declaration of Human Rights (1948). Articles 28 and 29. https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.
- Verba, S., Schlozman, K.L., Brady, H.E., (2017). *Voice and Equality. Civic Voluntarism in American Politics*. London:Harvard UP. 1995World Bank. <http://pubdocs.worldbank.org/en/908481507403754670/Annual-Report-2017-WBG.pdf>
- Ward, A., Stoker, H.W., Murray-Ward, M. (1996). *Achievement and Ability Tests - Definition of the Domain*. Educational Measurement, 2, University Press of America, pp. 2-5, ISBN 978-0-7618-

0385-0

World Bank (2017). FAQs about the Pantawid Pamilyang Pilipino Program (4Ps). Available at <https://www.worldbank.org/en/country/philippines/brief/faqs-about-the-pantawid-pamilyang-pilipino-program>. Retrieved February 21, 2020.

© GSJ