

## Pantawid Pamilyang Pilipino Program Support and Its Implication to School Performance



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**ABSTRACT:** The Pantawid Pamilyang Pilipino Program (4Ps) is a crucial social assistance effort in the Philippines designed to alleviate poverty by providing specific financial aid to families in need. This study was conducted to determine the Pantawid Pamilyang Pilipino Program (4Ps) support and its implication to school performance in Opol West District, Division of Misamis Oriental during the School Year 2022-2023. Specifically, it sought to: 1.) assess the respondents' level of 4P's support in terms of education, health, and nutrition; 2.) find the program support implication to school performance during the School Year 2019 to 2022 considering the enrolment rate, dropout rate, and graduation rate; and 3.) determine the significant relationship between the level of 4Ps support and its implication to school performance. The respondents were the one hundred fifty (150) Pantawid Pamilyang Pilipino Program beneficiaries in Opol West District, Opol, Misamis Oriental. The study employed the descriptive correlation method of research, which was essentially a quantitative description of the overall features of a selected group. The questionnaires were modified to match the demands of the study and to get the intended outcome. Moreover, descriptive statistics such as frequency, percentage, mean and standard deviation were used to describe the variables in the study. A Pearson Product Moment Correlation Coefficient (  $r$  ) was also used to determine a significant relationship between the level of 4Ps support and its implication for school performance. The findings revealed that the respondents' level of 4Ps support in terms of education, health, and nutrition is high. As to the program support implication to school performance, on average, the enrolment rate stands at 19.80 %, the dropout rate at 0.03%, and the graduation rate at 10.18%. There have been effective measures implemented in the 4Ps to better support students, resulting in improved educational programs. There is a significant relationship between the level of 4P support and its implications for school performance. Most of the respondents prioritize nutrition over education due to the immediate and tangible impact on their well-being, where basic needs are a daily struggle. It is recommended that school heads should encourage their subordinates to strive hard in their areas of responsibility for quality education. Efficient classroom management can bolster students' motivation to attend school regularly, therefore enhancing their academic performance. This study investigated the degree to which teachers' classroom management in terms of modeling behavior, assessment practices, and learning atmosphere. Furthermore, it investigated the relationship between teachers' ability to manage their classrooms and students' academic performance. This study employed a descriptive-correlational research methodology, which involved analyzing documents and administering a questionnaire designed by the researcher. The study was conducted with a sample size of 143 teachers from the East 2 District in the Cagayan de Oro City Division. The teachers were selected by the use of the Stratified Random Sampling approach, which involved the application of Slovin's Formula. The students' grades for the first and second quarters of the School Year 2023-2024 were also considered. Evidence suggests that teachers routinely apply classroom management techniques. The modeling behavior and learning atmosphere are extensively nurtured and given priority. Most students are at the level of Very Satisfactory in their academic performance. There exists a moderate positive correlation between the effectiveness of teachers' classroom management and the academic performance of students. Teachers can act as good role models for students in a supportive learning environment, which can help to cultivate students' motivation to attend school and improve their academic performance.

**KEYWORDS:** Pantawid Pamilyang Pilipino Program, School Performance

### I. INTRODUCTION

The Pantawid Pamilyang Pilipino Program (4Ps) is one of the social welfare programs designed to address poverty and promote human development in marginalized communities. It has been a key initiative aimed at reducing poverty and improving

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the well-being of disadvantaged Filipino families. However, the 4Ps support encountered limited access to quality education, inadequate healthcare facilities, and insufficient nutritional support for eligible families. These problems have resulted in low enrollment rates, high drop-out rates, and low graduation rates among beneficiaries of the 4Ps in school. The study seeks to shed light on this critical support and its implications to improve the program's effectiveness in addressing the education, health, and nutritional needs of vulnerable families, ultimately fostering better outcomes for the beneficiaries.

RA 11310, also known as the Pantawid Pamilyang Pilipino Program (4Ps) Act, addresses three critical program issues: education, health, and nutrition. The legislation emphasizes the importance of providing support to beneficiaries in these key areas. Under the education component, the program aims to enhance access to and completion of quality education for children and youth. It promotes regular school attendance, monitors performance in school, and provides financial assistance to cover educational expenses. In terms of health, the program seeks to improve the overall well-being of beneficiaries by ensuring access to healthcare services, including immunization, regular check-ups, and nutrition support.

Several studies have explored the positive outcomes of the Pantawid Pamilyang Pilipino Program. For instance, a study by Acosta, De La Cruz, and Francisco (2018) found that the program has contributed to increased school enrollment and attendance rates among beneficiary children, leading to improved educational outcomes. Additionally, Alviola, Antonio, and Mapa (2017) observed a positive effect of the program on household consumption expenditure and food security, indicating improved economic well-being among beneficiary households.

In terms of health and nutrition, previous research has highlighted the positive effects of the program. Santos (2019) found that beneficiaries of the Pantawid Pamilyang Pilipino Program showed improved access to healthcare services, increased utilization of preventive care, and enhanced nutritional outcomes, such as higher rates of immunization and improved child growth indicators. These findings suggest that the program has been successful in addressing health and nutrition needs among beneficiary households.

In the realm of education, several studies have examined the impact of the program on school enrollment and attendance. Research by Balbin, Miguel, and Ramos (2018) and Diamante and Panganiban (2020) revealed that the Pantawid Pamilyang Pilipino Program has contributed to increased school participation rates, reduced drop-out rates, and improved educational outcomes, such as higher grade completion and academic performance among beneficiary children. These findings highlight the program's effectiveness in promoting access to education and enhancing educational opportunities for disadvantaged families.

As the Millennium Development Goals (MDGs) are exemplified through this program. Recipients are anticipated to utilize the support, particularly for educational and healthcare needs. The 4Ps serve as a strategy for alleviating poverty by offering grants to households facing extreme poverty, aiming to enhance their well-being in terms of health, nutrition, and education. It is in this context that this study is conducted to determine the level of 4Ps support and its implication to school performance in Opol West District, Division of Misamis Oriental.

This research was anchored from the study of Acupido et al. (2020), entitled *Analysis on the Implementation of the Pantawid Pamilyang Pilipino Program: A Research Review* stated that the assessment conducted by the beneficiaries themselves plays a crucial role in determining the effectiveness and impacts of the Pantawid Pamilyang Pilipino Program (4Ps) implemented across the Philippines. The findings of various studies indicate that the program has successfully achieved its goals in terms of improving health and education outcomes for the beneficiaries. However, challenges such as difficulties in accessing assistance, lack of financial literacy among beneficiaries, discrepancies in meeting program criteria, and limited understanding of the concept of 4Ps have also been observed during the implementation process.

According to Busaing (2020), entitled *Assessment on the Outcome of the Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga* stated that the objectives of the Pantawid Pamilya Program in Tabuk City, Kalinga have been largely achieved, as the majority of program beneficiaries demonstrate high levels of compliance with the program's conditionalities. Since the program's full implementation, there have been no instances of maternal complications during pregnancies among pregnant members of Pantawid Pamilya households. Additionally, nearly all beneficiaries' children have received full immunizations, demonstrating improved healthcare access and adherence. The program has also contributed to an increase in enrollment rates and maintained consistent attendance rates exceeding 85% among the beneficiaries. Furthermore, there have been no recorded cases of child labor, highlighting the program's impact in protecting children's rights.

Another study conducted by Flores and Miraña (2019), the effects of the 4Ps program on educational outcomes, such as enrollment, attendance, and completion rates, were examined. The findings revealed a positive influence of the program on these educational indicators, as beneficiaries displayed higher enrollment rates, improved attendance, and an increased probability of successfully completing their education.

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In this study, the researcher has considered the enrolment rate, drop-out rate, and graduation rate as dependent variables. The data involve three years, from 2019 to 2022, capturing trends over time. The enrolment rate indicates the percentage of eligible children in beneficiary households who are attending school, providing insights into the program's impact on improving educational access. The drop-out rate measures the percentage of students who discontinue their education prematurely, offering valuable information about the program's effectiveness in preventing early school withdrawal. Lastly, the graduation rate represents the percentage of students successfully completing their education within the expected time-frame, serving as an indicator of the program's influence on educational attainment among beneficiary households. By analyzing these variables over the specified period, the study aims to assess the program's overall support and its contribution to educational outcomes among the target population.

Data collection methods such as surveys and analysis of educational records can be employed to assess these dependent variables. Additionally, comparing the education outcomes from the enrolment up to the finish of their studies after the implementation has taken. The data can help determine the program's specific impact on school performance.

The independent variables encompass aspects related to education, health, and nutrition, which were evaluated in the context of the Pantawid Pamilyang Pilipino Program (4Ps) implementation in the Opol District. Under education, specific aspects were considered to gain insights into how the program influences educational outcomes and access to education. The health variable involves measurable indicators that assess health outcomes, healthcare utilization, and health practices, providing a comprehensive understanding of the program's impact on the health status and well-being of beneficiary households. Lastly, the nutrition variable focuses on factors related to the nutritional status and well-being of beneficiary households, allowing an assessment of how the program affects access to nutritious food, promotes healthy eating habits, and addresses issues of malnutrition. By considering these independent variables, the study aims to analyze the level of the 4Ps support on education, health, and nutrition outcomes to school performance. By examining these variables, researchers can gain insights into the program's support in improving nutritional status, enhancing educational opportunities, and promoting better health outcomes among the targeted households.

## II. METHODOLOGY

The study employed the descriptive correlation method of research, which was essentially a quantitative description of the overall features of a selected group. It enabled the researcher to collect data through the use of a survey questionnaire. It could also employ a wide range of quantitative and qualitative methods to investigate one or more variables that could not be manipulated or controlled but instead had to be observed and measured. The respondents were the Pantawid Pamilyang Pilipino Program beneficiaries in Opol West District, Opol, Misamis Oriental. This study determined the Pantawid Pamilyang Pilipino Program (4Ps) support and its implication to school performance in Opol West District, Opol, Misamis Oriental. After collecting and recording the data gathered in this study, the following statistical tools were used. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables in the study. Pearson Product Moment Correlation Coefficient ( $r$ ) was employed to determine the significant relationship between the 4Ps support and its implication to school performance.

## III. RESULTS AND DISCUSSION

**Problem 1:** How do the respondents assess the level of Pantawid Pamilyang Pilipino Program support in terms of Education, Health, and Nutrition?

**Table 1: Summary of Respondents' Assessment Level of 4Ps Support**

Variables	Mean	SD	Description
Education	3.4	0.671	Most of the time
Health	3.41	0.657	Most of the time
Nutrition	3.45	0.633	Most of the time
Overall	<b>3.42</b>	<b>0.654</b>	<b>Most of the Time</b>

**Legend:** 3.51 - 4.00 At all times/Very High

2.51- 3.00 Most of the time/High

1.51 - 2.50 Sometimes/Low

1.00 -1.50 Never/Very Low

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Table 1 confirms the summary of respondents' assessment level of 4Ps support on the three variables. Overall, results show that respondents' assessment level of 4Ps support in terms of education, health, and nutrition was high, as indicated by the overall mean of 3.42 (SD=0.654) described as **Most of the Time**. This indicates that the respondents hold a highly favorable perception of the Pantawid Pamilyang Pilipino Program support. Furthermore, it suggests that the program is widely regarded as effective and successful in addressing the specified issues, reflecting a broad consensus among respondents regarding its positive impact and effectiveness in achieving its objectives. Additionally, this reveals that the Pantawid Pamilyang Pilipino Program in Opol West District has received overwhelmingly positive feedback, particularly for its profound impact on education, health, and nutrition among learners and their families. Beneficiaries in Opol West District have reported significant improvements in educational outcomes, attributing increased school attendance and better access to educational resources, including textbooks and school supplies, to the financial support provided by 4Ps. In summary, the 4Ps program in Opol West District has played a pivotal role in fostering a healthier, better-educated, and more nourished generation, offering a promising future for learners and their families.

As asserted by Kura (2017), the program significantly improved the beneficiaries' quality of life, notably in terms of their health, education, and living conditions. The lives of people from impoverished households in the Philippines have been improved by the program, which has been determined to be an effective social protection tool in combating poverty.

Moreover, the variable **Nutrition** obtained the highest overall mean rating of 3.45 (SD=0.633), described as **Most of the Time**. It reveals a significant and consistently positive assessment among the respondents. This implies and signifies that, within the framework of the evaluation or survey, the nutrition aspect garnered a considerable level of endorsement. Furthermore, according to respondents, the Pantawid Pamilyang Pilipino Program has proven effective in enhancing and maintaining nutritional conditions among its beneficiaries. The elevated rating strongly suggests that the program's initiatives and support in the realm of nutrition have consistently yielded success, promoting healthier dietary practices and improved nutritional outcomes for the recipients. This emphasizes the program's substantial impact in addressing nutrition-related challenges encountered by the target beneficiaries, highlighting its effectiveness in this critical aspect. According to the World Bank (2017), adequate nutrition is crucial for the physical and cognitive development of children. Through the 4Ps, parents are encouraged to provide their children with proper nutrition, which can lead to better growth, development, and cognitive abilities. As posited by Reyes et al. (2017), the impact of the 4Ps program on the dietary practices and nutritional status of children was investigated. The research revealed that the program had a positive effect on improving dietary practices and reducing the prevalence of undernutrition among children.

However, the variable **Education** got the lowest overall mean rating of 3.40 (SD=0.671) described as **Most of the Time**. This means that there are challenges or shortcomings in the program's effectiveness in addressing certain aspects of educational support. This result underscores the importance of a comprehensive examination of program components to identify areas requiring targeted improvements. It signals an opportunity for the 4Ps program to address specific challenges within the education domain, ensuring a more impactful and well-rounded support system for the learners. This suggests that the program has had a positive impact on educational access and opportunities, but there could be variations or gaps in the consistency and quality of this support. Additionally, it reveals that some beneficiaries may prioritize meeting attendance requirements to secure cash transfers, potentially overlooking the overall quality of their education. This emphasizes the importance of continuous evaluation and improvement efforts to ensure the ongoing effectiveness of the 4Ps program in addressing educational needs and, if necessary, further improving its influence in this crucial domain. As posited by Baird et al. (2017), the beneficiaries of the 4Ps face various barriers to accessing education. These barriers may include long distances to schools, lack of transportation, and insufficient school supplies.

Hence, the Pantawid Pamilyang Pilipino Program has been successful in achieving its objectives, particularly in the education sector, according to several studies. Dela Torre (2017) found that the program's beneficiaries were supported in meeting their educational needs, leading to improved school performance indicators. Flores et al. (2019) reported that the cash grants provided by the program alleviated financial burdens for beneficiaries, allowing them to purchase school supplies and improve their academic performance.

**Problem 2:** What is the program support implication to school performance during the School Year 2019 to 2022, considering the Enrolment Rate, Drop-out Rate, and Graduation Rate?

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**Table 2: Distribution of the Program Support Implication to School Performance during School Year 2019-2022 Considering the Enrolment Rate**

School Year	Total Number of Enrollees	4Ps Enrollees	Enrolment Rate
2019-2020	5131	1036	20.19%
2020-2021	5560	1040	18.71%
2021-2022	5623	1153	20.51%
<b>Total</b>	<b>16314</b>	<b>3229</b>	<b>59.41%</b>

Table 2 discloses the program support implication to school performance during School Year 2019-2022, considering the enrolment rate. Overall, the highest enrollment rate was incurred during the School Year 2021-2022 as indicated by the enrollment rate of 20.51% with a total of 4Ps enrollees of 1,153. This means that a significant number of 4Ps beneficiaries were successfully enrolled in schools during this academic year, potentially reaping the intended benefits of the program, such as financial assistance for education-related expenses. This increase in enrollment signifies positive developments in education accessibility, outreach efforts, or economic conditions that encourage more students to enroll. This implies a potential correlation between social welfare programs and higher education enrollment, suggesting that targeted interventions can positively impact educational outcomes.

According to Dacuycuy et al. (2020), the 4Ps initiative yielded positive outcomes on the educational performance of its participants, including their academic achievements. The beneficiaries who participated in the program obtained higher grades, as reported. As posited by Fiszbein et al. (2019), the study found that conditional cash transfer programs like Bolsa Escola significantly increased school enrollment rates among beneficiary households. Families were more inclined to send their children to school because of the financial incentives.

Conversely, the lowest enrollment rate within this time frame occurred during the School Year of school attendance. Moreover, this data highlights the importance of considering external factors and contextual nuances in program design and implementation to address and mitigate barriers to education effectively.

On the other hand, the data reflects a dynamic educational landscape influenced by various factors, including economic conditions and external disruptions like the pandemic. This suggests continued program adaptation and support mechanisms to ensure consistent access to education for marginalized families. According to Lluz (2020), Despite the presence of financial aid, the persistent issue of substandard quality of life remains a significant challenge that can compel students to abandon their education. This connection to poverty continues to be an underlying factor influencing the decision to drop out of school.

Moreover, Mamerto et al. (2017) state that enhancing the educational outcomes of 4Ps beneficiaries in the Philippines can be achieved through the provision of supplementary assistance. This assistance may encompass diverse forms such as tutoring, mentorship initiatives, the provision of educational materials, and specialized training for teachers and school administrators, all contributing to the enhancement of academic performance and enrollment status.

**Table 3: Distribution of the Program Support Implication to School Performance during School Year 2019-2022 Considering the Dropout Rate**

School Year	Overall Number of Dropouts	4Ps Number of Dropouts	Dropout Rate
2019-2020	58	0	0%
2020-2021	7	0	0%
2021-2022	9	1	0.09%
<b>Total</b>	<b>74</b>	<b>1</b>	<b>0.09%</b>

As shown in Table 3, the program support implication during School Year 2019-2022 considering the dropout rate. Overall, the highest dropout rate was incurred during the School Year 2021-2022, as indicated by the dropout rate of 0.09%. The data reveal that out of 9 students, only one is a beneficiary of the 4Ps program and is leaving school. It suggests that even with targeted assistance programs, there can be challenges in preventing all instances of student disengagement. It is crucial for education authorities to closely examine the specific circumstances leading to these dropouts, whether related to socio-economic factors,

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academic challenges, or other issues, to tailor interventions and maintain the generally positive trend observed in previous years. This implies that despite the program's overall success in reducing dropout rates, there may be specific cases where students still face challenges leading to discontinuation.

In 2019-2020 and 2020-2021, no 4Ps dropout was reported. This means during the first two school years; there were reported instances of students participating in 4Ps dropping out of school. This implies that the program effectively supported and motivated these students to stay in school during those periods. Furthermore, it highlights that the schools in Opol West District maintained an overall low dropout rate throughout the three-year period. Nevertheless, it is crucial for the school to vigilantly monitor and address any specific issues related to the 4Ps program to prevent a future increase in dropout rates. As posited by Ledesma and Rodriguez (2021), the Pantawid Pamilyang Pilipino Program (4Ps) has had a beneficial impact on the academic success of its beneficiaries in the Philippines. The program's conditional cash transfers have led to increased school attendance, enhanced examination scores, and a decrease in school dropout rates among underprivileged children.

Table 4 shows the program support implication during the School Year 2019-2022, considering the graduation rate. Overall, the highest graduation rate was incurred during the School Year 2021-2022, as indicated by the graduation rate of 11.27%. This means a positive trend in graduation rates among 4Ps enrollees over the three School Years. This indicates that a greater proportion of students enrolled in the 4Ps program successfully finished their studies compared to previous years. This also implies that the rise in the graduation rate during this period may suggest the implementation of specific measures or enhancements aimed at improving the program's support for students, ultimately resulting in better educational outcomes. The data emphasizes the significance of monitoring graduation rates in relation to the 4Ps program. This could potentially signify positive changes in program implementation or other factors contributing to improved educational outcomes for students participating in the 4Ps program.

**Table 4: Distribution of the Program Support Implication to School Performance during School Year 2019-2022 Considering the Graduation Rate**

School Year	Number of 4Ps Enrollees	Number of 4Ps Graduates	Graduation Rate
2019-2020	1036	93	8.98%
2020-2021	1040	107	10.29%
2021-2022	1153	130	11.27%
Total	3229	330	30.54%

According to World Bank (2017), by encouraging school attendance and enrollment, the 4Ps program can contribute to improved educational outcomes. Children who stay in school longer are more likely to acquire valuable knowledge and skills, which can lead to higher graduation rates is a general statement summarizing the potential impact of conditional cash transfer programs like the 4Ps on education.

In contrast, the School Year 2019-2020 incurred the lowest graduation rate of 8.98%. The low graduation rate in 2019-2020 could suggest potential challenges faced by the 4Ps beneficiaries during this period. Insights into the circumstances surrounding this specific academic year are essential for a nuanced understanding. The implication is that targeted interventions and tailored support mechanisms may be required to address specific barriers affecting graduation rates, ensuring that the program continues to enhance educational outcomes for all participants.

As posited by Sasaki et al. (2019), the academic achievements of 4Ps beneficiaries decline as they progress to higher grades, impacting the program's Promotion Rate. The Average Attendance rate also tends to decrease as students advance to higher grades. Additionally, there is an increase in the number of retained/dropped students in Grade 10, contributing to a reduction in the overall completion or graduation rate.

**Table 5: Summary of the Program Support Implication to School Performance during School Year 2019-2022**

School Year	Enrollment Rate	Dropout Rate	Graduation Rate
2019-2020	20.19%	0.00%	8.98%
2020-2021	18.71%	0.00%	10.29%
2021-2022	20.51%	0.09%	11.27%

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<b>Total</b>	<b>59.41%</b>	<b>0.09%</b>	<b>30.54%</b>
<b>Average</b>	<b>19.80%</b>	<b>0.03%</b>	<b>10.18%</b>

Examining the cumulative data, the total enrollment rate over the three years is 59.41%, the total dropout rate is 0.09%, and the total graduation rate is 30.54%. On average, the enrollment rate stands at 19.80%, the dropout rate at 0.03%, and the graduation rate at 10.18%. Notably, there is an evident trend of improvement in graduation rates over the years, with the most recent year reflecting the highest graduation rate. This suggests that effective measures or enhancements have been implemented in the 4Ps program to support students better, resulting in improved educational outcomes.

The Pantawid Pamilyang Pilipino Program has been successful in achieving its objectives, particularly in the education sector, according to several studies. Dela Torre (2017) found that the program's beneficiaries were supported in meeting their educational needs, leading to improved school performance indicators. Flores et al. (2019) reported that the cash grants provided by the program alleviated financial burdens for beneficiaries, allowing them to purchase school supplies and improve their academic performance.

Additional studies by Montilla et al. (2017) and Balacuit Jr. (2018) demonstrated that 4Ps students performed well academically, with high rates of satisfactory grades and no failures. These findings were consistent with the study of Flores et al. (2019), where the majority of respondents reported improved academic performance after receiving cash grants from 4Ps.

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Overall, the findings indicate that the Pantawid Pamilyang Pilipino Program has positively impacted education outcomes, including improved school performance, increased attendance, reduced drop-out rates, and a decrease in child labor. The program has also fostered parent involvement and support for their children's education. However, challenges remain in ensuring equitable access to the program for all deserving individuals.

**Problem 3:** Is there a significant relationship between the level of Pantawid Pamilyang Pilipino Program (4Ps) support and its implication to school performance?

**Table 6: Result of the Test on Relationship between the Level of 4Ps Support and its Implication to School Performance**

4Ps Support	Program Support Implication to School Performance			OVERALL/ INTERPRETATION
	Enrolment Rate	Dropout Rate	Graduation Rate	
	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	
Education	0.1 (WPR) 0.025*	0.359 (WPR) 0.001*	0.177 (WPR) 0.030*	0.32 (WPR) 0.001*
	S	S	S	S
	0.236 (WPR) 0.045*	0.134 (WPR) 0.012	0.208 (WPR) 0.011*	0.147 (WPR) 0.027*
Health	0.137 (WPR) 0.035*	0.181 (WPR) 0.026*	0.257 (WPR) 0.048*	0.185 (WPR) 0.024*
	S	S	S	S

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

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Data in Table 10 displays the result of the test on the relationship between the level of 4Ps support and its implications on school performance. Overall, the respondent's level of assessment of 4Ps support showed a weak but significant relationship on its program implication as indicated by **the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis**. This implies respondents' level of assessment of 4Ps issues and its program implications are related to each other. The analysis of the data revealed that respondents' level of assessments of 4Ps program-related support was associated with its program implications, despite the relationship being characterized as weak. This association was statistically significant, as indicated by both **the correlation coefficient (r-value) and the probability value being less than 0.05**, which is typically considered the alpha level for statistical significance. In practical terms, this means that there is a discernible but not particularly strong link between how respondents view different aspects of the 4Ps program and the expected outcomes or implications of the program. The null hypothesis, which likely stated that there was no relationship between respondents' assessments and program implications, was rejected. Therefore, it can be inferred that there is indeed a relationship between how respondents perceive 4Ps program-related support and the expected consequences or effects of its implication to school performance.

**Education Support:** The table indicates a significant positive relationship between respondents' assessments of 4Ps education-related support and program implications for enrolment rate, dropout rate, and graduation rate in Opol West District. The positive r-values suggest that as respondents perceive the education-related aspects of the 4Ps program more favorably, positive program implications follow. This implies that the program's focus on education is associated with higher enrolment rates, reduced dropout rates, and increased graduation rates in the district.

**Health Support:** Similarly, respondents' level of assessment of health-related within the 4Ps program showed a significant positive relationship with program implications. This suggests that as respondents hold more positive views about health-related aspects of the program, positive outcomes are observed in terms of health indicators. The program's emphasis on health is associated with improved health indicators such as better enrolment rates, reduced dropout rates, and higher graduation rates among participants in Opol District.

**Nutrition Support:** The relationship between respondents' level of assessments of nutrition-related support and program implications is also notable. Positive r-values for nutrition-related issues indicate that when respondents have a more positive outlook on the 4Ps program's nutrition component, it correlates with positive implications in terms of enrolment rates, dropout rates, and graduation rates. This suggests that the 4Ps program's nutrition interventions are associated with better educational outcomes in Opol District. The further reveals that respondents' perceptions of various 4Ps program issues, including education, health, and nutrition, are linked to program implications in terms of enrolment, dropout, and graduation rates in Opol District. Positive evaluations of these program aspects are associated with favorable outcomes in education, health, and nutrition, ultimately contributing to improved well-being and educational achievements among the program beneficiaries. According to Acupido, the evaluation made by beneficiaries regarding the execution of the 4Ps plays a critical role in determining the degree of effectiveness and the influence of the policy on their lives. Based on the examined studies, it can be deduced that the impact of the 4Ps on health is substantial, successfully fulfilling its intended objectives. The program has effectively reached its targets in health and nutrition, although there is a lack of evidence supporting an enhancement in skilled birth attendance. Concerning education, the 4Ps also fulfills its objectives for the beneficiaries. Beneficiaries exhibit commendable performance in academic endeavors, and various aspects of education, including improved access, heightened attendance, and enhanced grades, represent notable improvements among the beneficiaries.

As posited by Aguado (2021), program beneficiaries successfully fulfilled the program's requirements and were deemed eligible. Regarding the assistance provided by 4Ps to its beneficiaries in areas such as parenting, household management, health, nutrition, and education, it was found to be extensive and aligned with the program's objectives. The implementation of these aspects of health and nutrition, and education was found to be highly effective. This underscores that the 4Ps program is successful in promoting social welfare and development a commendable performance in school among its beneficiaries.

## IV. CONCLUSIONS

The following conclusions are hereby drawn for the study:

The 4Ps support increased the availability of fresh and nutritious food options for their family and most of the respondents prioritize nutrition over education due to the immediate and tangible impact on their well-being, where basic needs are a daily struggle. Moreover, it can be said that the School Year 2021-2022 is the highest in school performance on the program support implication, which is attributed to targeted program interventions and focused efforts to support students, resulting in heightened enrollment, reduced dropout rates, and increased successful completions during that academic year. Thus, there is a significant relationship between 4Ps support and its implication to school performance.



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### V. RECOMMENDATIONS

On the basis of the findings and conclusions of the study, the following recommendations are hereby forwarded:

1. School leaders should encourage their subordinates to strive hard in their areas of responsibility for quality education.
2. The Department of Social Welfare and Development and other government entities should monitor the efficiency, effectiveness, and sustainability of the 4Ps to support school performance.
3. Future research on 4Ps should be conducted by teachers in other places, considering other variables to validate the result.

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