

# IMPLEMENTATION OF 4PS CONDITIONAL CASH TRANSFER AND ITS EFFECT TO LEARNERS' SCHOOL PERFORMANCE

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## ABSTRACT

The Conditional Cash Transfer program of Pantawid Pamilyang Pilipino Program (4Ps) is a social program that entails monetary assistance that contributes to the education of beneficiaries. The purpose of this study was to determine if the implementation of the 4Ps conditional cash transfer program in terms of health and education is connected to students' school performance. The respondents of this study were 4Ps recipient learners of Cabangkalan Integrated School. A descriptive-correlational analysis was conducted using a universal sample of all 4Ps recipients from Grade 1 to Grade 10. The findings indicated that the implementation of 4Ps Conditional Cash Transfer programs in terms of health and education grants is high. Findings also revealed that learners' percentage of school attendance was 92.78 percent and described as very high. It met the standard requirements of 4Ps and DepEd policy, which is 80 percent of the total number of days. Further, it revealed that learners' percentage of academic achievement was 84.76 percent and described as very satisfactory. The null hypotheses were tested at 0.05 level of significance to test the correlation of variables. Results show that there is a significant low positive correlation between health grants and education grants and learners' school attendance reflecting from its Pearson's  $r$  which has 0.396 and  $p$ -value of 0.000. Also, the result for Health Grants and Education Grants are found to have a significant moderate positive correlation with the learners' academic achievement. Reflecting from its Correlation coefficient which has 0.503 which is  $p < .05$  and  $p$ -value of 0.000. In conclusion, the Implementation of CCT programs in terms of Health and Education is high. This means that all indicators of the independent variable are perceived and observed very well by the respondents, implying that respondents lead to replicating the behaviors observed. It is then recommended that the Philippine Government continue the implementation of 4Ps and design additional programs for beneficiaries who graduated through the CCT.

**Keywords:** Pantawid Pamilyang Pilipino Program, Conditional Cash Transfer, Health Grants, Education Grants, school attendance, academic achievement, Descriptive Correlational Research

## 1. INTRODUCTION

The right to education has been hampered by poverty. Poverty has been one of the country's key challenges and societal concerns. It is a state in which individuals lack fundamental necessities for survival such as food, housing, water, clothing, and education. According to Dr. Jose Rizal's well-known quote, "Children are the hope of our nation," it is just appropriate to assist the needs of children in order to help them develop into the greatest people they can be in the future. But how can the children help the nation if they themselves cannot afford a good education? Many unfortunate families are unable to provide an education for their children. Some parents can only afford one meal a day for their families and cannot even send their children to school (Jacobsen et al., 2016).

In over thirty countries worldwide, Conditional Cash Transfer (CCT) programs are also implemented. Some of them are Colombia, Brazil, Mexico, and Nicaragua are examples of developing countries. CCT is "regular income transfers to poor household's contingent on specific activities and/or behavioral adjustments" as part of the social safety net. This program began as poverty reduction initiatives in several of these nations (UNICEF, 2012). Brazil has made great educational improvement since the CCT program was established. For example, its enrolment

percentage for children aged 8 to 11 increased from 86% in 1990 to 97% in 2001. Yet further improvement is still feasible. In the case of Brazil, there are substantial evidences on educational results (PNAD, 2001).

Poverty has long plagued a significant portion of the Philippine people (Reyes et al., 2013). In order to at least minimize the occurrence of poverty, the government has therefore implemented a number of social initiatives and policies. However, the majority are bound to single-focus methods, which have been found to be ineffective and unsustainable (Son and Florentino, 2008). Not until the Pantawid Pamilyang Pilipino Program (4Ps), one of the most well-liked social programs approved by the nation was implemented (Dungog-Cuizon & Cuizon, 2016).

In Esperanza and Sibagat, Agusan del Sur, for instance, in two of the 4Ps trial areas, primary school enrolment has increased by fifteen percent (15%). When compared to the overall population of children in school, children covered by the 4Ps had higher attendance. Given the far-reaching implications of this program in empowering the poor to transition from a life of poverty to a better future, there is a need to assure the Program's sustainability from one administration to the next. This bill's approval is fervently desired (Santiago, 2010).

Some learners from the Cabangkalan Integrated School in Brgy. Casoon, Monkayo, Davao de Oro, Philippines, pleasantly qualified for the grant. In fact, for School Year 2022-2023 alone, 112 learners were included to the list. Cash grants are provided to beneficiaries in two ways: 1) a health grant of ₱500 per household per month, or a total of ₱6,000 per year; 2) an education grant of ₱300 per kid per month for ten months, or a total of ₱3,000 per year. Up to three kids may be registered by a qualified household. The government spent billions to support the program and give financial assistance to the qualified learners from unfortunate families. This situation sparked my interest to study to determine whether the implementation of the 4Ps Conditional Cash Transfer Program has a significant relationship to the learners' school performance in Cabangkalan Integrated School.

## 2. METHODOLOGY

### 2.1 Research Design

This study used a quantitative, descriptive-correlational approach. A method was utilized to examine the situation, as it exists in its current state. The descriptive-correlational research technique entails identifying qualities of a specific phenomenon based on observation, or exploring the correlation between two or more phenomena (Creswell, 2012). Moreover, this method also determines the significant relationship between the Conditional Cash Transfer (CCT) to the School Attendance of the learners in Cabangkalan Integrated School. This research work entails obtaining data in order to test hypotheses or answer questions about the present research problem.

### 2.2 Research Locale

The study was conducted at Cabangkalan Integrated School, Casoon, Monkayo, West District. The Municipality of Monkayo is the 1st class municipality in Davao de Oro, Philippines. Cabangkalan Integrated School is located at Cabangkalan, Casoon, Monkayo. This school is composed of eleven teachers from kindergarten to Grade 10 with one School Head Teacher.

### 2.3 Research Respondents

The respondents of this study were the Grade 1 to Grade 10 4Ps learner-beneficiaries in Cabangkalan Integrated School for the school year 2022-2023, located at Cabangkalan, Casoon, Monkayo, Davao de Oro. This study was used universal sampling.

**Table 1:** The distribution of respondents from the Grade 1 to Grade 10.

Grade level	No. of Respondents
1	7
2	7

3	11
4	16
5	17
6	10
7	14
8	12
9	8
10	10
Total	112

## 2.4 Research Instruments

The data needed for this research will be gathered through the use of a researcher-made questionnaire that was adapted from the study of Arcayna et al., (2021). Several references were read thoroughly to come up with rich details of literature which enlightened the researcher to come up with the survey questionnaire using the Five-point Likert Scale. The questionnaire has two parts. The first part is the profile of the respondents. The second part generates information on health and nutrition and education. The first component consists of 11 item statements and the second part consists of 11 item statements, yielding to a total of 22 items.

In evaluating the implementation of CCT programs, the following with their perspective range of means and descriptions are considered:

Range of Means	Descriptive Equivalent	Interpretation
4.5 - 5.0	Very High (VH)	The item embodied is observed at all times
3.5 - 4.49	High (H)	The item embodied is observed most of the times
2.5 - 3.49	Average (A)	The item is embodied in an interval occasion
1.5 - 2.49	Below Average (BA)	The item is embodied is almost not observed
1.0 - 1.49	Poor (P)	The item is never observed

In determining the status of school attendance of the 4Ps beneficiaries, the following will use:

Range of Means	Descriptive Equivalent	Interpretation
90 - 100	Very High (VH)	Exceeds the minimum requirement as mandated by the CCT Program
80 - 89	High (H)	The minimum requirement as mandated by the CCT Program
70 - 79	Average (A)	The average requirement as mandated by the CCT Program
60 - 69	Below Average (BA)	The below average requirement as mandated by the CCT Program
59 and below	Poor (P)	The poor requirement as mandated by DepEd the CCT Program

In determining the status of academic achievement of the 4Ps beneficiaries, the following will use:

Range of Means	Descriptive Equivalent	Remarks
90-100	Outstanding (OS)	Passed
85-89	Very Satisfactory (VS)	Passed
80-84	Satisfactory (S)	Passed
75-79	Fairly Satisfactory (FS)	Passed
Below 75	Did not meet the expectation	Failed

## 2.5 Data Collection Procedure

In gathering the data for this study, a letter was sent to the Department of Education Division of Davao de Oro for the approval of the conduct of the study to the identified school in the district. The approved letter from the division was attached to the letter which was sent to the identified school to request approval for the distribution of the questionnaire.

Panels of external and internal validators were assigned to check the instrument before it was administered to the respondents. To test the validity of the instrument, a group of learners in Moria Elementary School who were not involved in the study were asked to answer the instrument to determine if the questions would really ask what was intended to measure. Should any problems arise, the researcher would look into it and made some revisions on the instrument.

During the distribution, the researcher explained the reason for the conduct of the study. The researcher was personally administering the questionnaire. Instructions as to the mechanics were given. The respondents were given enough time to answer, so the questionnaire was retrieved after 1 hour. When the respondents already finish answering, the researcher asked the attendance of the respondents as well as their general average from their respective adviser. The attendance and the general average were from the first quarter and the second quarter of the school year 2022-2023.

The responses were tallied, tabulated, and subjected to statistical treatment. The following statistical tools were used in the study:

*Mean.* This tool will use to determine the significant relationship of implementing 4Ps conditional cash grants of the 4Ps student-beneficiaries in Cabangkalan Integrated School and learners' school attendance.

*Pearson r.* This tool will use to determine the significant relationship between the implementation of conditional cash transfer and learner's school attendance of 4Ps student-beneficiaries in Cabangkalan Integrated School.

Findings were analyzed and interpreted to provide answers to the research questions asked in the previous section.

## 3. RESULTS

This chapter presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

### 4Ps Conditional Cash Transfer (CCT) Grants in terms of Health

The implementation of Conditional Cash Transfer (CCT) Grants was evaluated in terms of Education Grants and Health Grants. Table 2 shows the implementation of CCT programs in terms of Health grants.

Table 2  
4Ps Conditional Cash Transfer (CCT) Grants in terms of Health

Item	Mean	Descriptive Rating
<b><i>With the other 4ps health benefits I was able to:</i></b>		
1. Receive de-worming pills.	4.93	Very High
2. Receive vaccines.	3.33	Average
3. Avail medical assistance.	4.31	High
4. Avail of medical check-ups.	3.71	High
5. Avail of a dental check-up.	3.38	Average
6. Attend Family Development Sessions on health and nutrition every month.	2.55	Average
7. Get monitored in terms of my weight every month.	4.95	Very High
<b><i>With the cash grants given for health I was able to:</i></b>		
8. Buy some food for meals.	5.00	Very High
9. Receive attention to my physical problems.	4.61	Very High
10. Eat meals three times a day.	5.00	Very High
11. Buy snacks during recess time in the school.	4.82	Very High
<b>Overall Mean</b>	<b>4.24</b>	<b>High</b>

Based on the result, among the indicators of health, being able to buy food for meals and eating meals three times a day got the highest rating of 5.00 with the description of very high. This means that this condition was observed at all times. The result implies that the health program gave respondents the chance to lead healthy living and become productive in terms of school performance. This shows that the CCT Grants in terms of health are substantial. The student-beneficiaries also believed that they should accept without questions about their rules and standards.

The other indicators with the same description and observed at all times are getting monitored in terms of my weight every month with the mean of 4.95; receiving de-worming pills with 4.93; buying snacks during recess time in the school with the mean of 4.82 and receiving attention to my physical problems, 4.61. The results also generated the conditions that were observed most of the time with the respective means as being able to avail medical assistance, 4.31 and being able to avail of medical check-ups, 3.71. The results also generated the conditions that were embodied in an interval occasion with the receptive means are availing of a dental check-up, 3.38; receiving vaccines, 3.33 and attending Family Development Sessions on health and nutrition every month, 2.55.

The overall mean of the Implementation of CCT in terms of Health is 4.24 which is perceived as high among the 4Ps recipients. The result implies that the impact of medical checkups, diet, and nutrition in Cabangkalan Integrated School manifested behaviors that can interfere with better learning and students' attendance whose participation in physical activity tends to perform better on various measures of cognitive performance.

#### **4Ps Conditional Cash Transfer (CCT) Grants in terms of Education**

Determining the implementation of Conditional Cash Transfer Programs in Cabangkalan Integrated School was one of the objectives of this research. Table 3 shows the Implementation of CCT programs in terms of Education. The indicators of Implementation of CCT programs in education reflected an overall mean of 3.40 which

indicates an average descriptive equivalent. The result signifies that the implementation of a Conditional Cash Grant in Education is average.

Table 3  
4Ps Conditional Cash Transfer (CCT) Grants in terms of Education

<b>Item</b>	<b>Mean</b>	<b>Descriptive Rating</b>
<b><i>With the cash grants given for education I was able to:</i></b>		
Receive daily school allowances.	4.72	Very High
Attend classes every day.	4.20	High
Provide with school requirements and projects.	4.59	Very High
Pay school contribution/obligations.	4.59	Very High
Buy some clothes and shoes.	4.66	Very High
Buy school supplies and school projects.	4.96	Very High
Pay traveling expenses.	4.97	Very High
Encourage to avoid cutting classes.	4.83	Very High
Attend the Sustainable Livelihood Program (SLP).	1.00	Poor
Attend any training programs for livelihood provided by DSWD.	1.00	Poor
Avail any livelihood materials provided from the training.	1.00	Poor
<b>Overall Mean</b>	<b>3.68</b>	<b>High</b>

The result indicates that 4Ps recipients are being able to pay traveling expenses as shown by the mean score of 4.97 reflected by very high description. This is followed by being able to buy school supplies and school projects with a mean score of 4.96 described as very high. This implies that the Conditional Cash Transfer program was strictly manifested and implemented. These results are manifested as having the courage to avoid cutting classes with a mean of 4.83; having daily allowances with a mean of 4.72; being able to buy some clothes and shoes with 4.66; having paid the school contribution/obligation with a mean of 4.59; being provided with school requirements and projects with a mean of 4.59 and attending classes every day with a mean of 4.20 respectively. Meanwhile, items on other items include: have attended the sustainable livelihood program, have attended any training programs provided by the DSWD and have availed any livelihood materials provided from the training with a 1.00 mean. This is the manifestation that 4Ps conditional cash transfer guarantees the accessibility of education grants to enhanced students' attendance through increased coordination of 4Ps recipients.

The overall mean of the implementation of CCT in terms of Education is 3.68 which is perceived as high among the 4Ps recipients. This result implies that the student's support through daily allowances has helped them grow and develop with shared responsibilities from parents and teachers. They are expected to become responsible persons in their specific community.

### **Learners' School Attendance of 4Ps Beneficiaries**

Table 4 shows the status of attendance of the 4Ps student-beneficiaries in Cabangkalan Integrated School, SY 2022 – 2023. As shown, it has an overall mean of 92.78% with a very high description.

Table 4  
Status of School Attendance of the 4Ps Beneficiaries

Range of Mean	Frequency	Percentage	Descriptor
90-100	81	72.32	Very High
80-89	30	26.79	High
70-79	1	0.89	Average
60-69	0	0.00	Below average
59 and below	0	0.00	Poor
<b>Total</b>		<b>92.78</b>	<b>Very High</b>

As shown in the table, 81 or 72.32 percent of the respondents got a very high level in attendance, 30 or 26.79 percent were high, 1 or 0.89 percent were average, and there were no respondents got attendance below average and poor indicators. The overall mean of the respondent's level of Learners' school attendance was 4.71 or 92.78 percent and described as very high. The result suggests that 4Ps Learner-beneficiaries were able to satisfy the school's attendance expectations. It has also complied with what is asked of them by the government as part of the requirement for them to continue as beneficiaries in the cash grant.

### Academic Achievement of 4Ps Beneficiaries

Table 5 shows the status of academic achievement of the 4Ps learner-beneficiaries in Cabangkalan Integrated School, SY 2022 – 2023. As shown, it has an overall mean of 3.63 Or 84.76% with a *very satisfactory* description.

Table 5  
Academic Achievement of the 4Ps Beneficiaries

Range of Grades	Frequency	Percentage	Descriptor
90-100	23	20.54	Outstanding
85-89	38	33.93	Very Satisfactory
80-84	38	33.93	Satisfactory
75-79	13	11.61	Fairly Satisfactory
Below 75	0	0.00	Did not meet the Expectation
<b>Total</b>		<b>84.76</b>	<b>Very Satisfactory</b>

Table 5 presents the level of learners' academic achievement in terms of grade in the first and second quarter. Grades ranging 90 to 100 are outstanding, 85 to 89 very satisfactory, 80 to 84 satisfactory, 75 to 79 fairly satisfactory, and below 75 did not meet expectations (DepEd Order no. 8, s. 2015).

As shown in the table, 23 or 20.54 percent of the respondents got outstanding grades, 38 or 33.93 percent were very satisfactory, 38 or 33.93 percent were satisfactory, 13 or 11.61 percent were fairly satisfactory, and there were no respondents got grades below 75. The overall mean of the respondent's level of academic performance was 3.63 or 84.76 percent and described as very satisfactory. This finding manifested that the performance level of the respondents in terms of grade in the first and second quarter was very satisfactory.

### Relationship between Implementation of CCT Grants and Learners' School Attendance of the 4Ps Beneficiaries

Shown in Table 6 are the results in the relationship between the implementation of Conditional Cash Transfer (CCT) Programs and learners' school attendance.

Table 6

Relationship between Implementation of CCT Grants and Learners' School Attendance of the 4Ps Beneficiaries

Variables	p-value	Correlation coefficient	Remarks
CCT	0.000	0.396	Significant
Attendance			

Shown in Table 6 are the results in the relationship between the implementation of Conditional Cash Transfer (CCT) Programs and learners' school attendance. Variables posted the following p-value and correlational coefficient results. The p-value is 0.000 which is less than .05, significant and the Correlation coefficient is 0.396. The result implies that the Health Grants and Education Grants are found to have a significant low positive correlation with the learners' school attendance. Conditional cash grants helped increase the percentage of attendance of learners with more mixed evidence on the effects on learning and quality. If parents and students would cooperate, students would have better remarks and contribute to decreasing the number of drop-outs. Thus, the constant support of the Government makes the students' progress and improve their standard of living.

**Relationship between Implementation of CCT Grants and Learners' Academic Achievement of the 4Ps Beneficiaries**

Shown in Table 7 are the results in the relationship between the implementation of Conditional Cash Transfer (CCT) Programs and learners' academic achievement.

Table 7

Relationship between Implementation of CCT Grants and Learners' Academic Achievement of the 4Ps Beneficiaries

Variables	p-value	Correlation coefficient	Remarks
CCT	0.000	0.503	Significant
Grades			

It can be gleaned from the table that the Health Grants and Education Grants are found to have a significant moderate positive correlation with the learners' academic achievement. The p-value is 0.000 which is less than .05, significant and the Correlation coefficient is 0.503. This implies that the higher implementation of Conditional Cash Transfer will also result a higher students' academic achievement. Since, positive correlation is a relationship between two variables that move in tandem—that is, in the same direction. When one variable increases as the other increases or when one variable decreases while the other decreases, there is a positive correlation.

#### 4. DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussions, conclusions and recommendations.

##### Discussions

**4Ps Conditional Cash Transfer (CCT) Grants in terms of Health.** The overall mean of the Implementation of CCT in terms of Health is 4.24 which is perceived as high among the 4Ps recipients. The result implies that the impact of medical checkups, diet, and nutrition in Cabangkalan Integrated School manifested behaviors that can interfere with better learning and students' attendance whose participation in physical activity tends to perform better on various measures of cognitive performance. This is in connection with the idea of Taras and Potts-Datema (2005) that building a strong connection in health grants leads to students' favorable performance.



Sigfúsdóttir (2007) indicated that children and adolescents with healthy meals and high levels of physical activity likely to do better on a variety of cognitive performance and student attendance procedures. Furthermore, it is anticipated that the implementation of CCT ensures the concept that Health Grants are crucial to 4Ps beneficiaries.

**4Ps Conditional Cash Transfer (CCT) Grants in terms of Education.** The overall mean of the implementation of CCT in terms of Education is 3.68 which is perceived as high among the 4Ps recipients. This result implies that the student's support through daily allowances has helped them grow and develop with shared responsibilities from parents and teachers. They are expected to become responsible persons in their specific community. This is in congruence to the idea of Coispeau and Lou (2015) That collaboration is critical to increasing each party's livelihood and fulfilling their objective to achieve their common interests.

Crawford (2016) confirms the results that monetary transfers in education have statistically significant benefits in keeping more students in regular lessons. With this, the adoption of conditional cash transfers in education was required for the receivers to attain the best proportion of student attendance.

More so, Cruz (2015) states that DSWD has the right to condition cash transfers, according to reports. As a result, the gross enrollment rate for high school pupils aged 12 to 15 was higher for Pantawid Pamilya children living near the poverty line. This necessitates DSWD employees with specific activities aimed specifically at improving student attendance. They are especially entrusted with overseeing and implementing the whole program on a regular basis. Furthermore, the results are consistent with Department of Education Order No. 11, s. Section 157.1 of the 2010 Revised Manual titled "Students Attendance and Punctuality" stated that students' absences shall not exceed 20% of the prescribed number of class or laboratory times during the school year. As a result, children's attendance at school was tightly regulated. Indeed, the DSWD placed a great value on learner's school attendance, which served as the foundation for receiving monetary payments. As a result, beneficiary pupils are more encouraged to attend class on a regular basis.

**Learners' School Attendance of 4Ps Beneficiaries.** It shows the status of attendance of the 4Ps learner-beneficiaries in Cabangkalan Integrated School, SY 2022 – 2023. As shown, it has an overall mean of 92.78% with a very high description.

It is supported by Manasan (2011) that there is a considerable improvement in school attendance and is already visible in regions covered by the program. This indicates that the number of children enrolled in public schools has grown. In connection, (Naylor, 2016) noted that consistent assistance makes pupils active in their classroom participation. (Velarde and Fernandez, 2011) also mentioned that the influence of CCT might help and support recipients in attending school on a regular basis.

**Academic Achievement of 4Ps Beneficiaries.** It shows the status of academic achievement of the 4Ps learner-beneficiaries in Cabangkalan Integrated School, SY 2022 – 2023. As shown, it has an overall mean of 3.63 Or 84.76% with a very satisfactory description. The result is supported by the findings of (Sasaki et al., 2018) that level of academic achievement of 4P's students got very satisfactory with the average grades of 85-89 for SY 2016-2017.

**Relationship between Implementation of CCT Grants and Learners' School Attendance of the 4Ps Beneficiaries.** The result shows that there is a significant relationship between the implementation of Conditional Cash Transfer and Learners' school attendance which shows a correlation value of 0.396 which is  $p < .05$  and p-value of 0.000. This indicates a significant low positive correlation of the implementation of Conditional Cash Transfer and the Learners' School Attendance.

In support, Saavedra (2016) reported that there was substantial evidence that conditional grants helped improve student attendance, with conflicting findings on the benefits on learning and quality. Students would have better grades if parents and students worked together, which would help to reduce the number of dropouts. In addition, the school would be compelled to tell parents about school events and initiatives. As previously stated, the capacity of school employees to demonstrate respect and genuine concern for learners boosts students' support for school events and correlates to an increase in school attendance.

Das (2013) agrees, citing research that indicated school funds enhance student attendance. As a result, research demonstrated that pupils gain greatly from the 4Ps in terms of health and education, with a beneficial impact on school attendance.

This also coincides with Benhassine et al., (2010); Garcia & Hill (2009) that Conditional Cash Transfer programs (CCTs) have influenced household education investment decisions and boosted student school attendance.

Bukoye & Shegunshi (2016) also indicated that student absences reduce when schools and communities actively and regularly interact with all children and their parents. It is critical to reach out to families when their children begin to exhibit patterns of excessive absenteeism. This would at least assist to reduce student dropout rates.

The result is explained by the theory of Skinner (1948) It asserts that a person's conduct is expressed as a result of the interaction between stimulus and response. Stimuli such as Education Grants and Health Grants provided to 4Ps student-beneficiaries elicit responses such as being consistently present in their courses. This concurs with the Operant Conditioning theory of Thorndike (1905), it includes the concept of rewarding a certain conduct or withholding a reward for undesired behavior. In this scenario, the conduct of attending school is rewarded by maintaining these student-beneficiaries in the CCT Grant Program. Further, McLeod (2015) supports Skinner's Theory by describing complicated human behavior and believes that the best method to understand behavior is to look at the causes and consequences of an action. This approach entails the adoption of 4Ps conditional cash transfer, which include grants for health and education. It is characterized by the directness or conceptual closeness of its relationship to pupils' attendance at school.

**Relationship between Implementation of CCT Grants and Learners' School Academic Achievement of the 4Ps Beneficiaries.** The result shows that there is a significant relationship between the implementation of Conditional Cash Transfer and learners' academic achievement which shows a correlation value of 0.503 which is  $p < .05$  and p-value of 0.000. This indicates a significant moderate positive correlation of the implementation of Conditional Cash Transfer and the Learners' Academic Achievement.

The students' responses therefore support the idea that the 4Ps did contribute to boosting the pupils' academic performance. The results support the work of Reyes et al. (2013) in which the percentage of child school participation climbed by 3 to 4.6 percent, and academic achievement was approximately 96.3.

Another study conducted by (dela Torre, 2016) demonstrated that the 4Ps had a significant impact on the school's performance indicators. This study also increased school personnel and beneficiaries' understanding of the program's strengths, limitations, possibilities, and dangers. Furthermore, the study shows that 4Ps improved its receivers as well as the school with 4Ps students. It is thus advised that the program be sustained but upgraded in order to ensure that its objectives are met. Furthermore, this method not only increases enrollment and attendance but also creates learners with great academic achievement.

## Conclusion

Based on the results, the Implementation of CCT programs in terms of Health and Education are perceived and observed very well by the respondents, insinuating that consistent encouragement and giving monetary assistance for their health and for their daily allowance motivate them to attend regularly on class and help them to have a good grade. Indeed, all indicators of 4Ps Conditional Cash Transfer significantly influenced Learners' School Performance.

## Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. The government may consider maintaining and continuing the implementation of 4Ps. It is highly recommended to design an additional program for the beneficiaries who graduated from the CCT. Nonetheless, recipients will resume their previous state of existence. The goal of CCT in the Philippines will be lost in the lack of a follow-up program.

2. Being the lead agency in promoting social welfare and development to the community, the DSWD needs to continue and maintain the program and find another source of allocations to increase the conditional cash grants. This is because the funding was not enough for the monthly budget, especially in providing education for the recipients in far-flung areas. It is also recommended to have an open forum and dialogue with beneficiaries for every block monthly. The DSWD may also initiate seminars and consultations for the beneficiaries.

3. In line with the significant contributions of learners' school performance, the DepEd personnel may consider allocating extra funds for the effective instructional implementation process. Also, educational programs which promote strong relationships between schools and linkages be included.

4. The community has a greater gain on this program since it will help address the individual needs and cater to the learner in education. The community members have to be continuously involved in sustaining the vital role of secondary schools through increased participation in school activities, particularly in the students' attendance. Strong linkage between school and community is highly recommended since it has a big impact on the learners' school performance.

5. School administrators may consider initiating efforts in acquiring additional learning facilities by tapping the LGUs and NGOs. Further, this may identify the strengths and weaknesses in parental involvement, thus, providing tips on how they can encourage parents to participate actively in the parent-teacher association activities. This is a support to the of the learners' school performance.

6. The teachers may check the attendance of the learners regularly. This is helping them to strengthen their linkage with parents and the community in the actualization of the identified program for learners. Teachers should be challenged to design an alternative program to help parents get involved with the school community. Teachers may resort to positive reinforcements to encourage the students to come to school regularly.

7. Parents may consider providing the actual assessment of the status of the learners' school performance. This helps them realize the involvement and participation of 4Ps students.

8. Students, since they are the main focus of the program, they may consider continuing and striving harder in their studies for the improvement of their lives. Students must also have community involvement at least once a month as the counterpart of the government assistance to feel the essence of receiving the cash grant. This is to ensure that student beneficiaries give the value of what they received.

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