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## RESEARCH ARTICLE

# THE PANTAWID PAMILYANG PILIPINO PROGRAM: ITS IMPACT ON SCHOOL PERFORMANCE AND QUALITY OF LIFE

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### Abstract

The study investigates impact of the Pantawid Pamilyang Program (4Ps) on school performance and quality of life. Specifically, this study aims to assess the extent of implementation of the program in terms of nutrition, health and education and identify the extent of contribution of the 4Ps program to the different indicators of school performance such as enrollment rate, completion rate, drop-out rate, survival cohort rate, and NAT performance. Using a descriptive research design, data was collected from 404 student-beneficiaries, 349 parent beneficiaries, and 32 teacher-advisers who were purposively chosen as they were the one primarily involved on the implementation of the program. Frequency count and percentage distribution, and weighted mean were used to analyze the data. Results showed that the respondents generally viewed the 4Ps implementation as "Very Satisfactory" in terms of Health and Education but emphasized the need for program improvement in nutrition. The program significantly enhanced the Quality of Life of beneficiaries in terms of nutrition, health, and education. While the program positively impacted school performance in terms of Access and Efficiency by increasing enrollment, completion, and cohort survival rates while reducing drop-out rates, its effect on Quality was deemed "Poor." Challenges hindering effective implementation included inadequate grant amounts and cash disbursement issues. Recommendations included strengthening partnerships, establishing oversight committees, involving teachers and leaders, monitoring academic performance, and conducting further related studies to enhance the program's effectiveness.

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## INTRODUCTION

Equal distribution of wealth remains a proverbial verse despite the declaration of the United Nations (UN) to have equal opportunities on the wealth and resources of the world. All member countries of the United Nations have been adhering to the organization's battle cry to alleviate poverty and address the need to provide a better quality of life to humans.

The Philippines being a member of the United Nations has set one of its Millennium Development Goals (MDGs) which is the Reduction of Poverty and the empowerment of the poor and the vulnerable. The government has mandated all its agencies to forge efforts in addressing this Key Reform Area (KRA) and ultimately achieve its goal of providing a decent life for the Filipinos. A large percentage of the Philippine population has been affected by poverty for many years (Reyes et al., 2014). As such, the government with an aim to at least minimize poverty prevalence has introduced various social programs and policies. However, because most are attached to single-focus solutions, they have proven to be ineffective and not sustainable (Son and Florentino, 2008).

The Department of Social Welfare and Development (DSWD) has been the government's arm in ensuring the welfare and condition of the Filipinos. The DSWD has been trying to patch-up the wide gap between the above average and below average living status of Filipinos where one of the policy actions being implemented is the Conditional Cash Transfer (CCT) Program called the Pantawid Pamilyang Pilipino Program (4Ps), one of the most popular social measures adopted by the country was implemented (Dungog-Cuizon and Cuizon, 2016).

The Philippine government, through the 4Ps, provides conditional cash grants to the marginalized or to the "poorest of the poor" to improve the health, nutrition, and the education of children aged 0 to 18 (Reyes et al., 2011). The program is patterned after the conditional cash transfer (CCT) schemes in Latin American and African countries, which have lifted millions of people around the world from poverty (Raquiza, 2018; Fiszbein, et al., 2009). Same with most of the Conditional Cash Transfer Programs being implemented in different countries, it is among the targets of the Philippine 4Ps to break the cycle of poverty and address the needs of the marginalized by supplementing the household beneficiaries' financial resource through the cash grant.

In addition, the 4Ps is considered as the largest social protection program in the Philippines with the widest coverage of the marginalized households (Department of Social Welfare and Development, 2009). The Department of Social Welfare and Development (DSWD) is the government agency tasked to spearhead the selection of the grantees and the provision of cash grants to eligible beneficiaries (Reyes et al., 2011) who have affirmed that they will abide to and satisfy all the conditions. These include regular health check-ups for pregnant women and children aged 0 to 5; deworming of school children aged 6 to 14 twice a year; enrolment of children in daycare, elementary, and secondary schools with at least 85% class attendance (Fernandez and Ofindo, 2011). Aside from these, the parent-beneficiaries are required to attend mother's class and family development sessions designed to enhance their skills and understanding on core family values and parental responsibly. To point, the program is a poverty reduction strategy that provides grants to extremely urban poor households to improve health, nutrition and education. With education as one of the targets of the 4Ps, the DSWD has tapped the Department of

Education as the partner-agency in its implementation aside from the Local Government Units (LGUs).

In as much that the main beneficiaries of the program are the school children, it is highly favorable to the Department of Education as it also tries to pursue its Education for All Program. The tandem of these two agencies in the implementation of the 4Ps creates a symbiotic partnership which both derive organizational benefits in the delivery of services. The Municipality of San Mariano despite being a first-class municipality is lucky to be a recipient of the 4Ps. The Municipal Social Welfare and Development (MSWD) has registered 3,473 beneficiaries of the program. With this number of household beneficiaries, 6,172 school children are also benefitted. Considering the educational implication of the program, the writer being a teacher-adviser of student-beneficiaries can provide proper guidance in finishing the required Basic Education which they can use in improving their lives. Furthermore, as a teacher who is the main contributory factor in improving school performance, the researcher believes that the participation of other stakeholders such as DSWD with their program on 4Ps proves that it takes the whole community to educate the child.

Thus, this study was conducted to assess the extent of implementation of the program in terms of nutrition, health and education as perceived by the three groups of respondents, evaluate if difference on the perception exist among them, identify the extent of contribution of the 4Ps program to the different indicators of school performance, and identify the challenges encountered by the four groups of respondents in the implementation of the 4Ps program.

## METHODOLOGY

The descriptive research method was utilized in this study. This method was deemed appropriate for it determines the extent of the implementation of 4Ps Program as perceived by the respondents and its impact on school performance and quality of life. This is also a documentary-based study as it utilized data on School Performance for the last five years. Out of the four schools covered, the three (3 groups) of respondents were considered in this study which include the 404 student-beneficiaries, 349 parent beneficiaries, and 32 teacher-advisers. They were purposively chosen as they were the one primarily involved on the implementation of the program.

Data collection relied upon a three data gathering instruments namely, questionnaire, documentary-based data, formal and informal interviews. The questionnaire for student-beneficiaries consists of two parts, the first part has items for the profile of the student-respondents and the second part consists of items pertaining to the benefits derived from the 4Ps in terms of education, nutrition and health. The questionnaire for the parent-beneficiaries, and teacher-advisers is like that of the second part of the students' questionnaire. The documentary-based data was requested from the files of the schools through the school heads. Formal interview was also conducted among to the parents using the questionnaire as guide which was translated in the vernacular. Informal interview and actual observation during the household visitation were also conducted.

The gathering of data for this study commenced with a request from the Municipal Social Welfare and Development (MSWD) of San Mariano, Isabela on the list of 4Ps beneficiaries to validate student-beneficiaries based on the listing of the school. After validating the list of beneficiaries, the writer sought the approval of the Schools Division Superintendent for

the conduct of the study particularly in floating the questionnaire to the respondents in the four schools. The writer personally asked the respondents to answer the questionnaire to elicit queries about it. For the parent-respondents, the answering of the questionnaire was done during the 3rd Quarter Meeting of Parents in the school. For parents do not present during the meeting, the writer conducted home visitation to interview the parents. Actual observations of the parent-respondents were also conducted. Retrieval of questionnaire was done immediately. For the documentary data needed for this study, a request letter to the school heads was made. Data on school performance like enrolment dropout, completion, cohort survival rate and NAT achievement of pupils were immediately provided by the school heads to the researcher. Informed consent from parents and assent from the learners were obtained prior to the conduct of the study. To ensure the accuracy and completeness of the data, the researcher administered and retrieved the questionnaires personally. The responses were then compiled, consolidated, and tabulated for further analysis.

SPSS tools were used to perform data entry and analyses. Weighted Arithmetic Mean was utilized to determine respondents' perceptions of implementing the 4Ps program. The 5-point Likert Scale was utilized. Meanwhile, the scale used was based on the Brigada Evaluation tool to determine the extent of the 4Ps' contribution to School Enrollment, Completion, and Cohort survival. The same tool has been used to determine the extent of the 4Ps on School Drop-out.

## RESULTS AND DISCUSSION

### Perception of the Respondents on the Implementation of the 4Ps Program

Table 1 shows the three groups of respondents' perceptions of the extent of 4Ps implementation in terms of nutrition.

It can be gleaned that the parent-beneficiaries have shown a very satisfactory perception of the overall extent of program implementation, as shown by the average weighted mean of 3.45. On the other hand, student-beneficiaries and teacher-adviser respondents have shown a satisfactory perception, as shown by the mean of 3.20 and 3.06, respectively.

This means that there is a satisfactory to very satisfactory implementation that the BHO promotes personal hygiene and sanitation, provides consultation and iron supplements or vitamins, conducts feeding programs for the beneficiaries, monitors health status, promotes accelerated hunger mitigation programs for severely underweight beneficiaries, promote backyard gardening, there are nutrition scholars and a provision of free, subsidized food to families.

**Table 1**

*Perception of the Respondents on the Extent of Implementation of 4Ps on Nutrition*

Nutrition	Student-beneficiaries		Parent-beneficiaries		Teacher-Adviser Respondents	
	Mean	D.E	Mean	D.E	Mean	D.E
Parents Barangay Health Officers promote personal hygiene and sanitation	3.53	VS	3.68	VS	3.5	S

Barangay Health Center provide free consultation and iron supplement/vitamins	3.03	S	3.79	VS	3.38	S
School and barangay health center conduct feeding program for the beneficiaries	2.99	S	3.26	S	2.91	S
DSWD workers monitor health status beneficiaries	3.58	VS	3.86	VS	3.25	S
DSWD workers promote accelerated hanger mitigation program for severely underweight beneficiaries.	3.12	S	3.54	VS	3.31	S
DSWD promote backyard gardening	3.33	S	3.58	VS	3.03	S
Presence of Barangay Nutrition Scholars	2.95	S	2.93	S	2.69	S
Provision of free subsidized food to families	3.04	S	2.96	S	2.44	F
<b>Average Weighted Mean</b>	<b>3.20</b>	<b>S</b>	<b>3.45</b>	<b>VS</b>	<b>3.06</b>	<b>S</b>

Legend: D.E- Descriptive Equivalent

VS- Very Satisfactory

S- Satisfactory

F-Fair

Cho et al. (2020) emphasized that the country's flagship safety net program, Pantawid Pamilyang Pilipino Program (4Ps), has great potential to improve the nutrition outcomes of children living in poverty by providing cash assistance conditional upon their health check-ups and growth monitoring and raising caregiver's knowledge and awareness on nutrition through family development sessions. The result of the study is parallel to the strong evidence of the effectiveness of the 4Ps on nutrition outcomes during the early stage of program implementation. Over time, however, the 4Ps' impact on nutrition faded for several reasons, most notably with the decreasing number of young children, who need nutrition the most, served by the program. This policy note proposes key areas where the 4Ps can be further strengthened to improve the nutrition outcomes among children in poor and vulnerable households.

This implies that, in practical terms, the findings suggest that interventions like the Pantawid Pamilyang Pilipino Program (4Ps) must be continuously monitored and adapted to improve the nutrition outcomes of children in poverty. Ensuring the program reaches the most vulnerable children and their caregivers is crucial. By focusing on key areas for enhancement, such as increasing coverage and targeting those most in need, implementers can maximize the impact of such programs on nutrition outcomes in disadvantaged households.

**Table 2**

*Perception of the Respondents on the Extent of Implementation of 4Ps on Health*

Health	Student-beneficiaries		Parent-beneficiaries		Teacher-Adviser Respondents	
	Mean	D.E	Mean	D.E	Mean	D.E
Parents attend to health needs of their children	4.36	O	3.74	VS	3.38	S
Deworming pills are given every five months	3.72	VS	3.23	S	3.09	S
Regular check-ups are conducted among 4Ps beneficiaries.	3.78	VS	3.46	VS	3.28	S

4Ps beneficiaries undergo immunization	2.66	S	3.61	VS	3.19	S
Barangay health workers monitor the weight and height of 4Ps beneficiaries	4.03	VS	3.91	VS	3.56	VS
Treated bed nets are provided	4.04	VS	3.7	VS	3.78	VS
Parents have health cards	4.37	O	4.02	VS	3.91	VS
Sanitary toilets are constructed in every household	3.75	VS	3.58	VS	3.16	S
Barangay Health center is functional	3.65	VS	3.66	VS	3.67	VS
<b>Average Weighed Mean</b>	<b>3.82</b>	<b>VS</b>	<b>3.66</b>	<b>VS</b>	<b>3.47</b>	<b>VS</b>

Legend: D.E- Descriptive Equivalent      O- Outstanding      VS- Very Satisfactory      S- Satisfactory      F-Fair

On the extent of implementation of 4Ps on health, a satisfactory to outstanding perception has been shown by the respondents as given by the means ranging from 3.09 to 4.37. However, all three groups of respondents have an equal average weighted mean of very satisfactory with means of 3.82, 3.66, and 3.47 for the student, parent, and teacher-respondents. This indicates high satisfaction with parents attending to the health needs of their children. Deworming pills are administered every five months, regular check-ups, immunizations, and height and weight measurements are conducted for the beneficiaries. Treated bed nets are supplied, healthcare is available, sanitary toilets are built for each household, and the center is operational.

On the impact evaluation of the Pantawid Pamilyang Pilipino Program on the Expanded Social Assistance Project (n.d), per capita spending on food increases by 12%, because of the 4Ps, and there is a major reduction in total incidence of reported hunger. Children reported eating more vegetables but less fish. However, there are significant negative impacts of the 4Ps program on anthropometry measurements for children under 6 years of age. The mean child's length for age z-score drops by 0.48, compared to children not in 4Ps households. A significant rise in stunting and severe stunting in children of 4Ps beneficiary households was detected, but this was not accompanied by significant changes in the child's weight for age z-scores. While the 4Ps program has positively impacted health service utilization and specific health outcomes, the effects on nutrition and maternal healthcare are mixed. Strengthening the health-specific components of the program, improving monitoring, and further research on the factors driving unexpected results may be needed to optimize the health outcomes for beneficiaries.

**Table 3**  
*Perception of the Respondents on the Extent of Implementation of 4Ps on Education*

Education	Student-beneficiaries		Parent-beneficiaries		Teacher-Adviser Respondents	
	Mean	D.E	Mean	D.E	Mean	D.E
School attendance is monitored monthly	4.08	VS	4.03	VS	4.03	VS
Home visitation is conducted regularly by the teachers and DSWD workers	2.78	S	3.36	VS	3.36	VS

Student-beneficiaries received an allowance monthly	3.75	VS	3.67	VS	3.67	VS
Parents participated in school and community activities	3.87	VS	3.83	VS	3.83	VS
Parents provide school needs of their children	4.31	O	3.99	VS	3.99	VS
Parents are informed of the performance of their children	3.52	VS	3.89	VS	3.89	VS
School conducts feeding program to student-beneficiaries	2.81	S	3.66	VS	3.66	VS
<b>Average Weighted Mean</b>	<b>3.59</b>	<b>VS</b>	<b>3.76</b>	<b>VS</b>	<b>3.73</b>	<b>VS</b>

Legend: D.E- Descriptive Equivalent O- Outstanding VS- Very Satisfactory S- Satisfactory F-Fair

As to the extent of implementation of 4Ps on education, there is also a very satisfactory result among the three groups of respondents as manifested by the means of 3.59 (student-beneficiaries), 3.76 (parent-beneficiaries), and 3.73 (teacher-advisers). This means that they are very satisfied with the monitoring of school attendance monthly, regular home visits by teachers and DSWD workers, receipt of monthly allowances, participation in school and community services, parents providing for their children's school needs, parents being informed of their children's performance, and the school conducting a feeding program for student-beneficiaries.

In the study of Organo (2023), it was found that the 4P's program has a positive impact on the educational outcomes of the beneficiaries, particularly on their GWA with higher rates of subject passing and school attendance. However, further analysis is needed to fully understand the impact of the program on the student's educational outcomes. In addition, Orbeta et al. (2021) on the third wave impact evaluation of the 4Ps program also found positive impacts on most of the target education outcomes of children. The program has been successful in keeping children healthy and in school. The 4Ps program has positively impacted the educational outcomes of its beneficiaries, particularly in improving school attendance and academic performance. The cash grants provided by the program have helped reduce financial barriers to education. However, more research is needed to fully understand the program's impact on education and identify areas for improvement.

**Table 4**

*Summary on the Perception of Respondents on Extent of Implementation of 4Ps*

4Ps Programs	Student Beneficiaries		Parent-Beneficiaries		Teacher-Advisers Respondents	
	Mean	D.E	Mean	D.E	Mean	D.E
Nutrition	3.20	Satisfactory	3.45	Very Satisfactory	3.06	Satisfactory
Health	3.82	Very Satisfactory	3.66	Very Satisfactory	3.47	Very Satisfactory
Education	3.59	Very Satisfactory	3.76	Very Satisfactory	3.73	Very Satisfactory
<b>Overall Perception</b>	<b>3.53</b>	<b>Very Satisfactory</b>	<b>3.63</b>	<b>Very Satisfactory</b>	<b>3.42</b>	<b>Very Satisfactory</b>

A very satisfactory perception has been shown by the three groups of respondents on the overall extent of implementation of 4Ps on the aspects of nutrition, health, and education. This indicates that the program is perceived positively across these key areas by the respondents, emphasizing its effectiveness and impact on these key aspects.

### The Extent of 4Ps Implementation on School Performance

**Table 5**

*Extent of 4Ps Implementation on School Enrolment*

School Year	Average Enrolment Rate	Rate of Increase	Description	GAP
2009-2010	83.09	-	-	-
2010-2011	87.6	4.51	Effective	12.4
2011-2012	91.03	3.43	Moderately Effective	8.97
2012-2013	94.78	3.75	Moderately Effective	5.22
2013-2014	97.98	3.2	Moderately Effective	2.02

Table 5 presents how the 4Ps has contributed to school performance in terms of enrolment. As shown in the table, the extent of 4Ps implementation on school enrollment is effective in 2010-2011 in San Mariano National High School and its three annexes and "Moderately Effective" on the succeeding years. The increase in school enrolment is attributed to the program as affirmed by the studies conducted by the Social Weather Stations (SWS) and Ateneo de Manila University as cited by Flores et al. (2019) in their study which reveals a high rate of enrolment (96%) of the beneficiaries.

**Table 6**

*Extent of 4Ps Implementation on School Drop-Out Rate*

School Year	Average Drop-Out Rate	Rate of Decrease	Description	GAP
2009-2010	3.08	-		-
2010-2011	1.52	1.56	Very Effective	1.52
2011-2012	.98	.54	Very Effective	.98
2012-2013	.525	.455	Very Effective	.525
2013-2014	.47	.055	Very Effective	.47

As shown in the table, 4Ps contributed to the reduction of student dropouts in the four schools covered in this study with a "Very Effective" impact for the last four years. This was also pointed out in the study of Orbeta (2005) where he found out that children in Pantawid barangays have higher school attendance (95-96 percent) as compared to children of non-Pantawid barangays.

The finding has aligned with the objective of the program. By providing financial assistance to family's conditional on their children's school attendance, the program has incentivized parents to keep their children in school. This has led to a decrease in dropout rates and an



increase in school retention among beneficiaries of the 4Ps. The program's focus on education has contributed significantly to addressing the issue of school dropout and promoting continuous learning among children from disadvantaged backgrounds.

**Table 7**

*Extent of 4Ps Implementation on School Completion Rate*

School Year	Average Completion Rate	Rate of Increase	Description	GAP
2009-2010	85.67	-		.
2010-2011	89.03	3.36	Moderately Effective	10.97
2011-2012	92.25	3.22	Moderately Effective	7.75
2012-2013	95.39	3.14	Moderately Effective	4.61
2013-2014	98.78	3.39	Moderately Effective	1.22

The table also reveals the significant contribution of 4Ps in improving completion rate which is "Moderately Effective." Significant increase on the number of students who completed a grade year level is pegged above 3 percent. The findings support the study of Manasan (2011) which pointed out that the 4Ps provides early indication of improving school attendance. This shows that the Pantawid Pamilyang Pilipino Program (4Ps) has positively affected education completion rates. The 4Ps have been instrumental in reducing dropout rates and promoting school retention, eventually contributing to improved completion rates among its beneficiaries.

**Table 8**

*Extent of 4Ps Implementation on School Cohort Survival*

School Year	Average Enrolment Rate	Rate of Increase	Description	GAP
2009-2010	76.45	-		-
2010-2011	80.9	4.45	Effective	19.1
2011-2012	84.07	3.17	Moderately Effective	15.93
2012-2013	89.04	4.97	Effective	10.96
2013-2014	92.76	3.72	Moderately Effective	7.24

Table 8 displays the rate of increase in Cohort Survival Rate in the schools under study because of the 4Ps implementation.

The 4Ps have considerably contributed to improving Cohort Survival, which indicates the percentage of students who could finish the required Basic Education. In SY 2010-2011 and 2012-2013, 4Ps have been effective in improving cohort survival and "Moderately effective"

in SY 2011-2012 and 2013-2014. This affirms the findings of the World Bank Social Protection through the DepEd that only 65 percent of pupils who completed grade 6 and 61 percent get a high school diploma at the secondary level. In 2010, when 4P's was implemented, studies showed improvement in the attendance rate for beneficiaries who are 6-14 years old at 96 percent, and compliance with the attendance of school-age beneficiaries is 88 percent ([www.worldbank.org](http://www.worldbank.org)).

With this, the Pantawid Pamilyang Pilipino Program (4Ps) has shown significant positive effects on educational outcomes, particularly in improving Cohort Survival in the schools where it has been implemented. These findings align with the program's goal of promoting academic success and progression among beneficiaries.

**Table 9**

*Extent of 4Ps Implementation on School's NAT Performance*

School Year	Average Enrolment Rate	Rate of Increase	Description	GAP
2009-2010	42.64	-		
2010-2011	38.13	(4.51)	Poor	36.87
2011-2012	35.92	(2.21)	Poor	39.08
2012-2013	37.60	1.68	Poor	37.4
2013-2014	38.43	.83	Poor	36.57

The data presented in the table indicates that the Pantawid Pamilyang Pilipino Program (4Ps) has not significantly contributed to improving student performance, as measured by the National Achievement Test (NAT), in the four schools studied. Despite the program's efforts, students' performance in the NAT has yet to show improvement over the last four years.

This aligns with the study of Fiszbein (2009) on conditional cash transfers, highlighting that while some education programs increase school enrollment, they may not enhance learning outcomes. However, these findings contradict the study of Pelariza (2010), which suggested that 4Ps beneficiaries excelled academically. This implies a need for further investigation into the effectiveness of the 4Ps in enhancing educational outcomes and addressing the discrepancy in academic performance among beneficiaries.

## CONCLUSION AND RECOMMENDATIONS

The study on the Pantawid Pamilyang Pilipino Program (4Ps) shows the importance of beneficiary selection based on specific guidelines to target families in below-average living conditions. The findings emphasize the significance of addressing the needs of vulnerable populations to enhance their quality of life in terms of nutrition, health, and education. Moreover, the study emphasizes the role of program improvement, especially in nutrition, to ensure holistic support for beneficiaries. The assessment of the program's impact on school performance reveals the complexities of balancing access and efficiency with quality in educational interventions, suggesting the need for a more comprehensive approach to address these aspects simultaneously.

On a practical level, the study provides valuable insights into beneficiaries' perceptions regarding the implementation of the 4Ps, emphasizing areas of strength and potential improvement. The emphasis on strengthening partnerships and implementing oversight mechanisms features the importance of joint efforts in program implementation. Addressing challenges such as inadequate grant amounts and cash disbursement issues is crucial for ensuring the effective delivery of social welfare programs. The recommendations put forth in the study, including involving teachers and leaders, monitoring academic performance, and conducting further research, offer practical strategies for enhancing the program's impact on beneficiaries and addressing key areas for development. Overall, the study serves as a practical guide to optimize the effectiveness of social assistance programs like the 4Ps in improving the well-being of disadvantaged communities.

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