Assessment on the Effectiveness of Pantawid Pamilyang Pilipino Program(4Ps) Among Students-Beneficiaries: Basis for IEC Campaign

Carl Jared B. Libay[1], Marian M. Blase[2], Jade Andrew G. Unabia[3], Elleser B. Oposa[4], Zhillian Salvaloza[5], Janel S. Noguerra[6], Oscar S. Recto, Jr.[7]

[1,2,3,4,5,6]Senior High School Student, Dapa National High School, Dapa Surigao del Norte, Philippines

[7]Teacher, Dapa National High School, Dapa, Surigao del Norte, Philippines

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ABSTRACT

This study examined the benefits of the Pantawid Pamilyang Pilipino Program (4Ps) for student-beneficiaries of Dapa National High School, focusing on how the program supported their education and health. A quantitative-descriptive research design was used, and data were gathered from 359 Grades 7–12 student-beneficiaries through a validated survey questionnaire. Results showed that students viewed the program as moderately effective (M = 3.13, SD = 0.67), in helping them attend school, participate in class, and lessen financial problems related to education. They also agreed that the health component of 4Ps was helpful (M = 3.17, SD = 0.67), especially in encouraging regular check-ups, providing health information, and improving nutrition. Findings revealed that age had a significant effect on educational outcomes ($F = 3.43$, $p = 0.001$), while sex showed a significant effect on health outcomes ($F = 7.54$, $p = 0.01$). Grade level and number of siblings did not show notable differences ($p > 0.05$). The relationship between perceived health benefits and educational benefits was positive but not significant ($r = 0.091$, $p = 0.150$), meaning improvements in one area did not automatically improve the other. This means that 4Ps supports student-beneficiaries in meaningful ways, but the program's impact can be strengthened by connecting its health and education components more clearly. Thus, it is imperative to conduct an IEC (Information, Education, and Communication) campaign to help students better understand the program, improve their study habits, and practice healthier routines.

Keywords- 4Ps Beneficiaries, Educational Outcomes, Health Outcomes, IEC Campaign, Conditional Cash Transfer

INTRODUCTION

Social welfare programs have long been used to reduce poverty and support community development. For students, conditional cash transfers like the 4Ps helped them meet their school and health needs. Their understanding of these benefits depended on their personal experiences, family situation, and community environment. Adding an IEC campaign could also increase students' awareness and encourage more active participation. This study was conducted to understand how well the 4Ps supported students' learning and well-being.

Previous studies have shown that social protection programs like the 4Ps contribute to improved school attendance and increased use of health services among beneficiaries (Lagarde et al., 1996; Garcia & Moore, 2012). In the Philippine context, research has largely focused on household-level outcomes, such as income support and parental compliance with program conditions. While these studies confirm the positive effects of the 4Ps, fewer have examined how student-beneficiaries themselves perceive and experience the program, particularly in relation to their learning and well-being. Understanding students' perspectives is essential because they are the direct recipients of the program's education and health interventions.

This study addresses this gap by focusing on the experiences of Grades 7 to 12 student-beneficiaries and examining how the 4Ps influences their educational and health outcomes. By incorporating the concept of an IEC campaign, the study highlights the importance of clear information and awareness activities in helping students make better use of program benefits. Overall, the research aims to provide insights that can support teachers, school administrators, and policymakers in strengthening program implementation, reducing school dropout risks, and promoting healthier and more engaged student behaviour.

THEORETICAL AND EMPIRICAL BACKROUND

This study is anchored on Social Support Theory (Cobb, 1976), which explains that access to external support systems such as financial assistance, health services, and educational opportunities plays a crucial role in improving individuals' well-being, particularly among those facing economic and social difficulties. In the context of student-beneficiaries, the Pantawid Pamilyang Pilipino Program (4Ps) functions as a structured support mechanism that helps reduce stress caused by poverty by assisting students in meeting their basic health and educational needs. The program's conditions on school attendance and health compliance encourage consistent school participation and preventive health practices, which are essential for academic engagement and overall development. Guided by this theory, the study views the 4Ps not merely as financial aid but as a support system linking students, families, and institutions. The inclusion of an Information, Education, and Communication (IEC) campaign further strengthens this support by improving students' understanding of the program and encouraging effective use of its benefits. Social Support Theory therefore provides a strong foundation for assessing how the 4Ps contributes to students' educational and health outcomes based on their lived experiences

Statement Of the Problem

This study aims to assess the effective benefits of the 4Ps Conditional Cash Transfer Program among Grades 7–12 student-beneficiaries of Dapa National High School in relation to their health and educational outcomes. Specifically, it seeks to answer the following questions: (1) What is the demographic profile of the respondents as to the following: 1.1 Age, 1.2 Sex, 1.3 Grade Level, 1.4 Number of siblings, (2) What are the influencing factors that affect the effectiveness of the 4Ps program, specifically in terms of: 2.1 Educational Outcome factors, 2.2 Health Outcome factors (3) Is there a significant difference between the influencing factors when grouped according to the students' demographic profile? (4) Is there a significant relationship between the effective health benefits and perceived educational benefits of the 4Ps Conditional Cash Transfer Program among student-beneficiaries?

METHODOLOGY

This study employed a quantitative-descriptive research design to collect numerical data and describe student-beneficiaries' perceptions of the educational and health benefits of the Pantawid Pamilyang Pilipino Program (4Ps). This design is appropriate for presenting existing conditions and patterns using surveys without manipulating variables (McCombes, 2023) In education and social research, this design is commonly used to collect measurable data through surveys and questionnaires, allowing researchers to summarize responses, identify patterns, and present findings objectively to support planning and decision-making (Siedlecki, 2016). It also provides baseline information that helps explain current trends and distributions before more complex research is conducted (Slater, 2024).

Data were collected using a modified questionnaire adapted from Javier (2023) and revised to align with the study's objectives. Content validation was conducted by experts from the Department of Education and the Department of Social Welfare and Development to ensure clarity and relevance. Reliability testing using Cronbach's Alpha showed acceptable internal consistency for the instrument (overall $\alpha = 0.878$), with reliable subscales for educational benefits ($\alpha = 0.791$) and health benefits ($\alpha = 0.744$), all exceeding the 0.70 threshold.

Before conducting the survey, permission was secured from school authorities, and the researchers coordinated with teachers to administer the questionnaire in person. Students were informed about the purpose of the study, assured of confidentiality, and allowed to participate voluntarily. Consent was obtained for minors, and all

responses were coded for anonymity. Ethical guidelines were strictly followed, ensuring honesty, safety, and respect for participants. The IEC component also helped students understand the study better and increased awareness of the 4Ps program and its benefits.

RESULT AND DISCUSSION

Table 1: Profile of Respondents as to the Age

Age	Frequency	Percentage
12	24	6.7%
13	54	15.0%
14	61	17.0%
15	136	37.9%
16	45	12.5%
Total	359	100%

The table shows that out of 359 respondents, most are 15 years old (136 or 37.9%). This is followed by those aged 14 (17.0%) and 13 (15.0%), while the youngest (12 years old) and the oldest (17 years old) make up only small parts of the group. The common age in the group is 15, the middle age is also 15, and the average age is about 14.67. This means the group is mostly made up of students in their early to mid-teen years, especially those who are 15.

This pattern is important because it shows that the results mainly represent the experiences of mid-adolescents rather than older teens. Since many students are 15, the findings likely reflect what learners at that school level think or experience. If this data comes from a school or grade level where most students are around this age, then the conclusions mostly apply to them. Because there are fewer students aged 16–17, we must be careful when applying the results to older teens, as their situation or needs might be different.

Research also supports why understanding this age group matters, especially for creating an IEC (Information, Education, and Communication) campaign. The World Health Organization explains that ages 10–19 are a key stage of development, so clear and age-appropriate messages are important for guiding young people. Salam (2016) shows that mid-adolescence is a period when health, learning, and behavior are strongly shaped by proper information and support. In the Philippines, Albert (2018) found that many out-of-school youth are between 12 and 15, meaning this age needs focused guidance and awareness activities. These studies show that an IEC campaign aimed at this age group can help them make better choices, stay in school, and build healthier habits because they are at a stage where information has a strong impact.

Table 2: Profile of Respondents as to the Sex

Sex	Frequency	Percentage
Male	172	47.9%
Female	187	52.1%
Total	359	100%

The table shows the sex distribution of the 359 respondents. Out of the total, 172 are male (47.9%) and 187 are female (52.1%). This means the group has slightly more females than males, but overall, both sexes are almost

equally represented. The data clearly presents the ratio between male and female respondents and gives a picture of how balanced the sample is in terms of sex.

Analyzing the data, the difference between male and female respondents is small, with only a 4.2% gap. Because of this, the sample can be considered gender-balanced, which is helpful in studies that need fair representation from both sexes. A balanced sample reduces the chance of bias and allows more accurate comparisons between male and female groups. This means the findings of the study can reflect the views and experiences of both sexes without one group being strongly over-represented.

Research supports the importance of sex-balanced data in adolescent studies. The World Health Organization (WHO, 2023) highlights that sex is a key factor affecting adolescent development and health outcomes, emphasizing the need for balanced representation. The SAGER Guidelines (Heidari, 2016) recommend reporting and analyzing sex differences to improve research accuracy. In the Philippine context, the Philippine Statistics Authority (PSA, 2022) notes differences in school participation rates between boys and girls, showing why including both sexes is critical for understanding youth trends. These sources support the idea that the small difference in this sample still allows reliable insights into both male and female adolescents.

Table 3: Profile of Respondents as to the Grade Level

Grade Level	Frequency	Percentage
Gr 7	44	12.3%
Gr 8	56	15.6%
Gr 9	53	14.8%
Gr 10	142	39.6%
Gr 11	27	7.5%
Gr 12	37	10.3%
Total	359	100**%**

The table presents the grade level of 359 students. It shows that 44 students (12.3%) are in Grade 7, 56 (15.6%) in Grade 8, 53 (14.8%) in Grade 9, 142 (39.6%) in Grade 10, 27 (7.5%) in Grade 11, and 37 (10.3%) in Grade 12. Grade 10 has the biggest number of learners, making up almost four out of every ten students, while the lower and higher grade levels have noticeably fewer students.

Looking at the pattern, the high number of Grade 10 students means the group is mostly made up of learners in the middle part of high school. Students in Grades 7–9 together form about 42.7% of the group, while Grades 11–12 make up only 17.8%. This means the data mostly reflects the experiences of those in the middle grades, who are often dealing with important school tasks, changing routines, and early decisions about future tracks or career plans.

Because of this concentration, most results of the study will mainly describe the situation of Grade 10 students. This means that results may not fully represent junior high or senior high students, who often face different challenges and needs. For an IEC campaign, this matter because the information, messages, or activities must match the age group that forms the majority. Since most are in Grade 10, the IEC should be designed in a way that fits their interests, learning level, and current concerns.

Research also highlights how grade level affects educational findings. Baucas (2024) showed that Grade 10 students in a Philippine school have unique learning patterns, especially in mathematics and track decisions. Mengullo (2025) found that Grade 10 achievement is influenced by factors like parental education, gender, and student attitudes. Dimatacot and Parangat (2023) also showed that certain teaching strategies can greatly improve

performance among junior high learners (Grades 9–10). These studies support the idea that understanding which grade level forms the largest group is important when planning programs such as an IEC campaign, as it helps ensure the content fits the needs of the students who will benefit from it the most.

Table 4: Profile of Respondents as to the Number of Siblings

Number of siblings	Frequency	Percentage
1-4	209	58.2%
5-8	134	37.3%
9-12	9	2.5%
13 or more	7	1.9%
Total	359	100**%**

The table shows the number of siblings among the 359 respondents. Most students, 209 (58.2%), come from families with 1–4 siblings, while 134 students (37.3%) have 5–8 siblings. Very large families are uncommon, with only 9 students (2.5%) reporting 9–12 siblings and 7 students (1.9%) having 13 or more siblings. This indicates that most students belong to small or medium-sized families, and only a few grow up in very large households.

The data suggests that family size can affect how children share resources and responsibilities at home. Students from smaller families may get more attention and support from their parents, while those from larger families might have fewer resources and more household duties. These differences can influence school performance, daily routines, and stress levels. For an IEC (Information, Education, and Communication) campaign, understanding family size is important because it helps in creating messages and activities that fit students' home situations. For example, students with many siblings might need reminders or strategies to manage their time and focus on learning, while smaller-family students might need guidance on sharing knowledge or helping others.

Research shows that family size affects children's outcomes. Blake (1989) found that children from smaller families often receive more parental support and educational resources. Marteleto (2023) explained that adolescents in larger families may experience "resource dilution," which can affect schooling and well-being. Zheng (2015) found that the number and mix of siblings affects how families share resources, including for education. These studies support the idea that knowing the number of siblings is important for understanding students' home lives and for designing an IEC campaign that fits their real needs and situations.

Table 5: Educational outcome on assessment of the effectiveness of 4Ps

Indicators	MEAN	SD	VI	QD
1. The program motivates beneficiaries to attend classes consistently and on time.	3.11	0.643	Agree	Moderately Effective
2. The program provides financial support for purchasing school supplies and uniforms.	3.16	0.646	Agree	Moderately Effective
3. The program encourages beneficiaries to continue and complete their studies.	3.15	0.675	Agree	Moderately Effective
3. The program enhances students' participation in academic and school-related	3.15	0.671	Agree	Moderately Effective

activities.				
4. The program contributes to reducing student dropout rates.	3.11	0.709	Agree	Moderately Effective
Average	3.13	0.67	Agree	Moderately Effective

Legend: SD-Standard Deviation, VI- Verbal Interpretation, QD- Qualitative Description

Table 5 presents how the program affects students' education, including motivation, financial help, enrollment, and staying in school. The overall mean score of 3.13 with a standard deviation of 0.67 shows that students generally agree that the program is moderately effective. Among the measures, the highest mean (3.16) was for financial support to buy school materials and uniforms, while the lowest mean (3.11) was for encouraging regular attendance and reducing dropouts. This suggests the program is fairly effective in helping students with the costs of education, but less so in fully motivating attendance and preventing dropouts.

The analysis shows that financial support is key to keeping students in school. The moderately high scores across all indicators indicate the program positively influences attendance, class participation, and commitment to finishing school. However, the moderate perception also suggests that support alone cannot completely overcome other challenges, such as family duties, transportation issues, or other economic difficulties, which may limit its full impact on student participation and performance. For an IEC (Information, Education, and Communication) campaign, this means that besides providing financial help, it is important to include information and guidance to raise awareness, encourage consistent attendance, and strengthen motivation. Messages can teach students and families how to use the program effectively and overcome obstacles that may affect schooling.

Research supports the importance of combining financial and motivational support. Baconguis and Acevedo (2024) found that higher levels of financial aid are linked to stronger student motivation, with students attending classes more regularly and participating actively in school. Soth (2024) highlighted that financial constraints and socioeconomic issues are major factors affecting student retention, showing that continuous support helps reduce dropout rates. In addition, the study on the Free Higher Education Retention Policy in the Philippines (2024) showed that while financial aid relieves economic burdens, students also need psychological, academic, and social support to stay motivated and engaged. These findings indicate that programs like this one significantly improve students' motivation and persistence, and when combined with an IEC campaign, they can more effectively help students understand, access, and benefit from the support offered.

Table 6: Health Outcome on assessment of the effectiveness of 4Ps

Indicators	MEAN	SD	VI	QD
1. The program promotes regular attendance in health and wellness check-ups among beneficiaries.	3.17	0.682	Agree	Moderately Effective
2. The program raises awareness among beneficiaries about personal hygiene and health practices.	3.11	0.656	Agree	Moderately Effective
3. The program improves access to health information through seminars or community activities.	3.21	0.645	Agree	Moderately Effective
4. The program's health interventions lead to improved nutrition for beneficiaries	3.17	0.650	Agree	Moderately Effective
5. The program ensures regular medical monitoring,	3.18	0.701	Agree	Moderately Effective

which helps prevent illnesses among beneficiaries.				
Average	3.17	0.67	Agree	Moderately Effective

Legend: SD-Standard Deviation, VI- Verbal Interpretation, QD- Qualitative Description

Table 6 presents how respondents perceive the program's effect on health outcomes. All indicators received a rating of "Agree" and were described as "Moderately Effective." The overall mean of 3.17 with a standard deviation of 0.67 shows that the program is considered moderately effective in improving health and well-being. The highest score (3.21) was for "The program enhances access to health information through seminars or community activities," while the lowest (3.11) was for "The program increases awareness about personal hygiene and health habits." This suggests that the program successfully provides health resources, but more work is needed to change personal habits and increase awareness.

The findings indicate that participants see the program as helpful but not fully effective. High scores for encouraging health checkups (3.17) and maintaining regular medical visits (3.18) show that preventive health actions are promoted successfully. However, the slightly lower score for hygiene awareness indicates that while information is provided, it does not always result in consistent personal health practices. The moderate overall mean suggests that the program works, but it could be improved with more personalized health education, structured health activities, and wellness programs designed for the specific needs of beneficiaries. For an IEC (Information, Education, and Communication) campaign, this highlights the importance of clear, targeted messages that teach students practical health habits and motivate them to apply what they learn in daily life.

Research supports the value of combining health education with accessible services. Alotaibi et al. (2022) found that continuous health education and awareness campaigns improve hygiene and prevent diseases. Espinoza et al. (2021) showed that local seminars with accurate health information encourage participants to adopt healthier behaviors and support long-term well-being. In the Philippine context, De Leon and Torres (2020) emphasized that regular health monitoring and nutrition programs reduce illness and improve students' overall performance. These studies confirm that programs integrating education, preventive care, and regular monitoring like the one in this study can significantly improve health outcomes, and including an IEC campaign can further strengthen awareness, habits, and engagement.

Table 7: Significant difference between the factors that contributes to helping the beneficiaries improve when grouped according to their profile

Factors	**Profile**	**F**	**p-value**	**Interpretation**	**Decision**
Educational Outcomes	Age	3.43	0.001	Significant	Reject H_o
Health Outcomes		0.66	0.65	Not Significant	Do not reject H_o
Educational Outcomes	Sex	0.96	0.33	Not Significant	Do not reject H_o
Health Outcomes		7.54	0.01	Significant	Reject H_o
Educational Outcomes	Grade Level	1.48	0.20	Not Significant	Do not rejectH_o
Health Outcomes		1.12	0.35	Not Significant	Do not reject H_o
Educational Outcomes	Number of siblings	0.33	0.72	Not Significant	Do not reject H_o
Health Outcomes		3.02	0.06	Not Significant	Do not rejectH_o

Table 8 shows the results of one-way analyses (F-tests) examining whether different profile factors—age, sex, grade level, and number of siblings—affect beneficiaries' educational and health outcomes. For age, educational outcomes were significant ($F = 3.43$, $p = 0.001$), meaning that students' academic gains differ by age. However, health outcomes for age were not significant ($F = 0.66$, $p = 0.65$). For sex, health outcomes were significant ($F = 7.54$, $p = 0.01$), but educational outcomes were not ($F = 0.96$, $p = 0.33$). Both grade level and number of siblings did not show significant differences in either educational or health outcomes. This indicates that age matters for education, sex matters for health, and the other factors do not significantly influence these outcomes in this data-set.

The results suggest different patterns for different types of outcomes. Educational gains vary by age, implying that younger and older students respond differently to interventions. Health gains vary by sex, suggesting that male and female students may have different health needs or access. The non-significant results for grade level and number of siblings indicate that these factors do not strongly differentiate outcomes, although the number of siblings may show a slight trend for health outcomes ($p = 0.06$). This highlights that programs aiming to improve education should consider the students' age, perhaps tailoring support based on developmental level, while health programs should consider sex differences, possibly addressing physiological or behavioral factors. For an IEC (Information, Education, and Communication) campaign, this means messages and interventions can be customized: educational guidance can be age-appropriate, and health messages can target the specific needs of males and females.

Research supports these findings. Angeles-Agdeppa et al. (2022) showed that dietary patterns and health indicators differ between men and women in the Philippines, reflecting gender-related health inequalities. Javillonar et al. (2023) found that older adolescents faced unique barriers to accessing health services, while younger students were more engaged in school-based health programs, highlighting how age affects program participation. Regarding family size, Maralani (2015) and Soriano and Vergara (2023) showed that children from larger families often face more challenges in educational progress due to shared responsibilities and limited resources. Together, these studies confirm that age and sex have significant effects on education and health outcomes, and that family structure may indirectly influence educational performance. Incorporating these insights into an IEC campaign can help design tailored messages that account for age, sex, and family background, ensuring students understand and benefit from the program effectively.

Table 8: Significant relationship between the effective health benefits and effective educational benefits of the 4Ps Conditional Cash Transfer Program among student-beneficiaries

Factors		r	P- value	Interpretation	Decision
Educational Outcome	Health Outcome	0.128	0.06	Not significant	$Do\ not\ reject\ H_o$

Table 8 shows the relationship between health benefits and educational benefits among student beneficiaries of the 4Ps Conditional Cash Transfer (CCT) Program. The correlation coefficient ($r = 0.128$) and p-value (0.06) indicate a positive but not significant relationship. Since the p-value is higher than 0.05, we do not reject the null hypothesis. This means that while students who benefit more from health programs may also show slightly higher educational gains, the connection is weak and not statistically significant in this sample.

The result suggests that improvements in health outcomes do not automatically lead to better educational performance. Although the 4Ps program provides both educational and health support, these benefits seem to operate independently. The weak correlation implies that other factors such as family income, parental involvement, or school resources may influence the link between health and education. The non-significant p-value also indicates that stronger interventions or longer-term support may be needed to create a clear connection between the two outcomes. For an IEC (Information, Education, and Communication) campaign, this highlights the importance of integrating messages and activities that connect health and education. For example, the campaign can teach students how good health practices, like proper nutrition and regular check-ups, can support better learning and attendance, helping to strengthen the overall impact of the program.

Recent studies support these findings. David et al. (2022) reported that while the 4Ps program improved school attendance and learning outcomes, its effect on health was less clear, showing that gains in one area do not automatically produce gains in the other. Delima and Ng (2023) found that CCT programs increased household health awareness, but this was not strongly linked to academic performance, highlighting the role of external factors. Garcia and Duaso (2021) observed that while educational spending increased among beneficiaries, health service use changed little, showing uneven effects. Reyes and Tabuga (2020) emphasized that better coordination between education and health interventions is necessary to achieve holistic development. These studies support the idea that while both health and educational components are beneficial, integrating them through strategies such as an IEC campaign can help ensure that health improvements also contribute to educational success.

CONCLUSION

Based on the study's findings, the Pantawid Pamilyang Pilipino Program (4Ps) is moderately effective in improving both the education and health of student-beneficiaries at Dapa National High School. The program helps students engage in school by reducing financial obstacles, supporting regular attendance, and encouraging participation in class. At the same time, it promotes preventive health practices and regular medical checkups.

The results also show that the connection between educational and health benefits is positive but not statistically significant, meaning that improvements in one area do not automatically lead to improvements in the other. Age was found to significantly influence educational outcomes, and sex significantly affected health outcomes, while grade level and number of siblings did not show a notable effect. This suggests that the program works consistently across most demographic groups but certain aspects may need targeted attention.

Overall, while 4Ps provides important support for disadvantaged students, the program could be more effective if its health and education components were better integrated. An IEC (Information, Education, and Communication) campaign can help achieve this by teaching students and families how health practices, nutrition, and wellness activities can support learning, attendance, and overall school performance. Strengthening coordination among schools, health centers, and program implementers, together with IEC strategies, can help ensure that health improvements contribute directly to better educational outcomes, maximizing the program's impact on student development and well-being.

RECOMMENDATIONS

Based on the results of the study, several steps were suggested to improve how the 4Ps program supports students. First, DSWD and DepEd were encouraged to work more closely in linking the health and education parts of the program. This includes adding regular health awareness activities in school and strengthening the monitoring of student compliance. By connecting these efforts with an IEC campaign, students would receive clearer and more consistent messages about how health habits directly support their school performance.

Schools were also advised to provide more structured support by offering health and nutrition lessons together with programs that help 4Ps beneficiaries who struggle in class. An IEC approach can make these efforts more effective by using simple sessions, visual materials, and peer educators to help students better understand the value of good health, proper routines, and active participation in learning. Through these school-based IEC strategies, students can receive practical guidance that reinforces both wellness and academic readiness.

Local government units, parents, and future researchers were likewise encouraged to take active roles. LGUs

were asked to improve access to health services and ensure that checkups and wellness activities are available, especially for adolescents. Parents were encouraged to stay engaged through Family Development Sessions to maintain awareness of how health and education work together. All of these can be strengthened through IEC reminder cards and community sessions that reinforce key program messages at home and in the community. Finally, researchers were advised to widen the study in the future to gain a deeper understanding of how 4Ps benefits change over time. Incorporating IEC in future studies may also reveal how consistent communication can improve both health and educational outcomes.

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