



Evaluation of the implementation of Pantawid Pamilyang Pilipino Program (4Ps) to student-beneficiaries in the secondary schools of San Isidro, Nueva Ecija

Mark Ren D. Villaflor¹, Krissina F. Posadas¹, Jeffrey B. Mallari², Dr. Rowena C. Villamayor³, Beverly Ann F. Dela Cruz⁴

¹ Nueva Ecija University of Science and Technology, San Isidro Campus, College of Education, Philippines

² T.A. Dionisio National High School, Department of Education, San Isidro District, Philippines

³ Calaba National High School, San Isidro District, Philippines

⁴ Pulo National High School, San Isidro District, Philippines

Correspondence Author: Mark Ren D. Villaflor

Received 19 Aug 2022; Accepted 4 Oct 2022; Published 24 Oct 2022

Abstract

This study aimed to assert the advantages, disadvantages and effectiveness of the *Pantawid Pamilyang Pilipino Program (4Ps)*, the conditional cash transfer program in three (3) Secondary Schools in the Municipality of San Isidro, Nueva Ecija, in addressing the poverty health care and basic education problems in the Philippines. It involved a total of 1128 student-beneficiaries, 793 parent-beneficiaries, and 69 teachers from the three secondary schools. It explored (a) the level of attainment of the expected outcomes of 4ps along the areas of education, health and nutrition, and (b) the difference between the respondents' evaluation of the level of attainment of the expected outcomes of 4ps along the areas of education, health and nutrition using the descriptive-correlational design.

The study found that 4Ps have positive impact in increasing attendance of students to school and increasing motivation to complete basic education, as well as in improving the health and nutrition of the student-beneficiaries as the cash grant was able to aid in providing these students with diverse healthy and nutritious meals regularly. Statistical analysis revealed that in terms of education outcomes, there was a significant difference between the evaluation of the student-beneficiaries and their teacher-advisers, and between the evaluation of the parent-beneficiaries and the teacher-advisers. However, in terms of health and nutrition outcomes, no significant difference was found between the evaluation of the student and parent-beneficiaries.

Keywords: pantawid pamilyang pilipino program (4Ps), beneficiaries, education, health and nutrition

Introduction

Poverty is a universal problem. In every society, where there are successful and rich individuals, there are also struggling and poor citizens. Those who suffer from poverty are mostly the unemployed, the elderly, the uneducated, and the minimum wage earners.

In an attempt to alleviate the problem of poverty in the country, the Philippine government, through the Department of Social Welfare and Development (DSWD) launched their version of the Conditional Cash Transfer (CCT) program, which was a program that originated in Latin America and the Caribbean in as early as the 1990s. The large-scale CCT program launched in Mexico in 1997 became the blueprint of similar programs currently implemented in other parts of the world (Millan *et al.*, 2019) [5].

The Philippines' version of CCT, known as *Pantawid Pamilyang Pilipino Program (4Ps)*, was launched in 2008, which is aimed at both poverty-reduction and social development by providing cash transfers to impoverished families in order to improve their health, nutrition, and education (Reyes *et al.*, 2014) [7]. Included in the provision for cash grants for education and health activities, is compliance to a set of conditionalities such as ensuring school attendance of

children aged 0 to 18, regular visit to health centers for immunization preventive health checkups and maternal care. The program lasts for 5 years household-beneficiaries.

This means that 4Ps is more than a welfare program. It is the government's strategy to promote human capital development of the poor by improving their health, nutrition, and education, thereby breaking the intergenerational cycle of poverty and improving the country's economy. To continue receiving the benefits of the program, the beneficiary households must satisfy set conditions, which include enrolment of children in daycare, elementary, and secondary schools with at least 85% class attendance (Fernandez and Olfindo, 2011) [1], and for parent-beneficiaries to attend class and family development sessions to hone their skills and understanding of core family values and parental and community responsibilities (Mangahas *et al.*, 2018) [3].

The *Pantawid Pamilyang Pilipino Program (4Ps)* is an important and beneficial program, which can yield positive results that would not only help individual families, but also the entire nation's standing and economy. With billions of pesos invested in the implementation and sustenance of the program, evaluating and analyzing its effectiveness has sparked the interests of researchers.

It is in this light that the researchers conducted this study, which aimed assert the advantages, disadvantages and effectiveness of the *Pantawid Pamilyang Pilipino Program* (4Ps), the conditional cash transfer program in three (3) Secondary Schools in the Municipality of San Isidro, Nueva Ecija, in addressing the poverty health care and basic education problems in the Philippines.

Statement of the Problem

This study aimed to assert the advantages, disadvantages and effectiveness of the *Pantawid Pamilyang Pilipino Program* (4Ps), the conditional cash transfer program in three (3) Secondary Schools in the Municipality of San Isidro, Nueva Ecija, in addressing the poverty health care and basic education problems in the Philippines.

Specifically, it seeks to answer the following questions:

1. How may the profile of the student-beneficiaries and parent-beneficiaries be described?
2. How may the level of attainment of the expected outcomes of 4ps be described in terms of:
 - 2.1. Education; and
 - 2.2. Health and nutrition?
3. Is there significant difference among the student-beneficiaries, parent-beneficiaries, and teacher adviser's evaluation of the level of attainment of the expected outcomes of 4ps along the areas of education, health and nutrition?

Null Hypothesis

There is no significant difference among the student-beneficiaries, parent-beneficiaries, and teacher adviser's evaluation of the level of attainment of the expected outcomes of 4ps along the areas of education, health and nutrition.

Materials and Methods

Research Design

The researchers used the descriptive-correlation design to assert the advantages, disadvantages and effectiveness of the *Pantawid Pamilyang Pilipino Program* (4Ps) in three (3) Secondary Schools in the Municipality of San Isidro, Nueva Ecija, in addressing the poverty health care and basic education problems in the Philippines.

Respondents of the Study

This study involved a total of 1128 4Ps student-beneficiaries, 793 4Ps parent-beneficiaries, and 69 teachers from the three secondary schools of San Isidro, Nueva Ecija, School Year 2021-2022 as well as their parents, and teacher-advisers.

Instrumentation

The questionnaires used in this study was developed based on the statement of the problem and drawn after a review of literatures related to the study. Three questionnaires were designed to address the research questions. For student-beneficiaries and parent-beneficiaries, the questionnaire was divided into two parts - the first part was to draw data related to their demographic profile, while the second part was to get

information pertaining to the level of attainment of the Expected Outcomes of 4Ps along the areas of Health and Nutrition, and Education. The questionnaire for teacher-advisers was a one-part questionnaire designed to get information pertaining to the level of attainment of the Expected Outcomes of 4Ps along the area of Education.

The instruments' face and content validity were evaluated by experts. It was pilot tested to secondary students, teacher-advisers and parents who were not respondents to this study. Changes recommended by the validation experts, when appropriate, and those identified as needed during the pilot test were incorporated into the instrument.

Procedure

After a series of evaluation, pilot-testing and validation of the instrument, the researchers distributed them to the respondents by sending the link to the google form via the FB messenger app. This is to gather data faster, observing health and safety protocols.

Statistical Treatment

Frequency count and percentage were used in determining the profile variables of the respondents, while weighted mean was used to describe the level of attainment of the expected outcomes of 4ps along the areas of education, and health and nutrition. Analysis of Variance (ANOVA) post-hoc analysis and t-test were used in determining the difference among the respondents' evaluation of the level of attainment of the expected outcomes of 4ps along the areas of education, and health and nutrition.

Results

This section presents the analysis and interpretation of the data gathered from the participants of the study.

1. Profile of the Respondents

1.1 Student-Beneficiaries

Table 1 presents the profile of the 1128 student-beneficiaries from three public secondary schools in San Isidro, Nueva Ecija.

Table 1: Profile of Student-Beneficiaries of 4Ps

Variables	Categories	No. of Respondents	Percentage
School	Calaba NHS	366	32.40%
	Pulo NHS	317	28.10%
	TA Dionisio NHS	445	39.50%
Year Level	Grade 7	287	25.40%
	Grade 8	236	20.90%
	Grade 9	203	18.00%
	Grade 10	212	18.80%
	Grade 11	97	8.60%
	Grade 12	93	8.20%
Family Size	less than 5 members	491	43.50%
	5 to 8 members	568	50.40%
	more than 8 members	69	6.10%

1.2 Parent-Beneficiaries

Table 2 presents the profile of the 793 parent-beneficiaries of

students from three public secondary schools in San Isidro, Nueva Ecija.

Table 2: Profile of Parent-Beneficiaries of 4Ps

Variables	Categories	No. of Respondents	Percentage
Sex	Male	186	23.50%
	Female	607	76.50%
Number of children covered by 4Ps	1	286	36.10%
	2	308	38.80%
	3	162	20.40%
	4	37	4.70%
Occupation	None	417	52.60%
	Vending	124	15.60%
	Farming	101	12.70%
	Private Company	22	2.80%
	Government Employee	11	1.40%
	Others (Maid, Driver, Construction Worker, etc.)	118	14.90%
Family's Monthly Income exclusive of 4Ps Cash Allowance	Not Applicable	218	27.50%
	less than 5,000	330	41.60%
	5,001-10,000	208	26.20%
	10,001-15,000	27	3.40%
	15,001-20,000	7	0.90%

2. Level of attainment of the expected outcomes of 4Ps

outcomes of 4Ps in the area of education as asserted by student-beneficiaries, parent-beneficiaries, and teacher advisers.

2.1 Education

Table 3 presents the level of attainment of the expected

Table 3: Level of attainment of the expected outcomes of 4Ps in Education

Item Statements I/my child/the student-beneficiary of 4ps...	Students		Parents		Teachers	
	WM	VI	WM	VI	WM	VI
1. attend school every day.	3.59	Strongly Agree	3.59	Strongly Agree	2.94	Agree
2. submit projects and requirements.	3.49	Agree	3.52	Strongly Agree	3.06	Agree
3. pay any school contributions.	3.53	Strongly Agree	3.52	Strongly Agree	2.67	Agree
4. buy needed school supplies and uniform.	3.54	Strongly Agree	3.59	Strongly Agree	3.28	Agree
5. have a parent/guardian attending PTA meetings or other school events.	3.53	Strongly Agree	3.53	Strongly Agree	3	Agree
6. motivated to finish their studies.	3.59	Strongly Agree	3.61	Strongly Agree	3.17	Agree
7. are encouraged/motivated to attend school every day.	3.61	Strongly Agree	3.64	Strongly Agree	2.94	Agree
Over All Mean	3.55	Strongly Agree	3.57	Strongly Agree	3.01	Agree

2.2 Health and Nutrition

outcomes of 4Ps in the area of health and nutrition as asserted by student-beneficiaries and parent-beneficiaries.

Table 4 presents the level of attainment of the expected

Table 4: Level of attainment of the expected outcomes of 4Ps in Health and Nutrition

Item Statements I/My child...	Students		Parents	
	WM	VI	WM	VI
1. receive/d deworming pills at least twice a year.	3.18	Agree	3.04	Agree
2. eat/s meal three (3) times a day.	3.5	Agree	3.54	Strongly Agree
3. eat/s healthy and nutritious food like meat, fish, fruits, and vegetables.	3.54	Strongly Agree	3.56	Strongly Agree
4. receive/s daily school allowance.	3.43	Agree	3.45	Agree
5. eat/s breakfast before going to school every day.	3.53	Strongly Agree	3.55	Strongly Agree
6. get/s medical check-ups when sick.	3.37	Agree	3.42	Agree
7. get/s food supply and other necessities bought with the 4Ps cash allowance.	3.57	Strongly Agree	3.6	Strongly Agree
8. take/s vitamins or food supplement.	3.41	Agree	3.45	Agree
Over All Mean	3.44	Agree	3.45	Agree

3. Difference between the respondents' evaluation of the level of attainment of the expected outcomes of 4ps along the areas of education, and health and nutrition

3.1 Difference among the respondents' evaluation of the level of attainment of the expected outcomes of 4ps along the area of Education

Table 5: ANOVA Result of Test of Difference among the Evaluation of Respondents on the level of attainment of the expected outcomes of 4Ps in Education

Source of Variation	SS	df	MS	F	P-value	Decision	Interpretation
Between Groups	1.434781	2	0.7173905	51.335302	3.66E-08	Reject Ho	Significant Difference
Within Groups	0.2515429	18	0.0139746				
Total	1.6863238	20	-				

Table 6: Anova – Post-Hoc analysis of the differences among the evaluation of respondents on the level of attainment of the expected outcomes of 4Ps in education

Group	Group	Mean Difference	Computed t	Critical value	P-value
Student-Beneficiaries	Parent-Beneficiaries	-0.017	-0.702	2.179	0.496
	Teacher-Advisers	0.546*	7.255	2.365	0.0002
Parent-Beneficiaries	Student-Beneficiaries	0.017	0.702	2.179	0.496
	Teacher-Advisers	0.563*	7.44	2.365	0.0001
Teacher-Advisers	Student-Beneficiaries	-0.546*	-7.255	2.365	0.0002
	Parent-Beneficiaries	-0.563*	-7.44	2.365	0.0001

*The mean difference is significant at 0.05 level.

3.2 Difference among the respondents' evaluation of the level of attainment of the expected outcomes of 4ps along the area of Health and Nutrition

Table 7: Anova result of test of difference among the evaluation of respondents on the level of attainment of the expected outcomes of 4Ps in health and nutrition

Group	Mean	Mean Difference	Computed t	Critical value	P-value	Decision	Interpretation
Student-Beneficiaries	3.441	-0.01	-0.459	2.365	0.66	Accept Ho	No Significant Difference
Parent-Beneficiaries	3.451						

Discussion

The results showed that of the 1128 student-beneficiaries of 4Ps enrolled in three public secondary schools in San Isidro District, majority (568 or 50.40%) were from a family of five to eight members (Table 1). The parent-beneficiaries were mostly unemployed (417 or 52.60%), which, expectedly, resulted to very low family income of not more than PhP10,000 (excluding the cash transfer) monthly (Table 2). These 4Ps beneficiaries were among the 26.14 million Filipinos who lived below the poverty threshold estimated at PhP12,082, which is not sufficient to meet their basic food and non-food needs of a family of five (Mapa, 2021) ^[4].

Overall, the respondents had positive assertion on the level of attainment of the education outcomes of 4Ps, with both student and parent-beneficiaries strongly agreeing (WM 3.55 and WM 3.57, respectively) and with the teacher advisers agreeing (WM 3.01) to the attainment of the education outcomes of 4Ps. Both the parents and the student-beneficiaries claimed that the cash transfer is beneficial in encouraging students to attend school every day and to finish their studies (Table 3). This indicates that the cash transfer in 4Ps is being utilized for the education of the student-beneficiaries and therefore attains the desired outcome of increasing the attendance and graduates in school. This is consistent with the findings of Flores, *et al.* (2019) ^[2]

wherein they found that the educational cash grant was used to sustain the students' school needs and other expenses as well as encourage these students to attend school and participate in the class activities.

In terms of the level of attainment of the health and nutrition outcomes of 4Ps, both the student and parent-beneficiaries agree with a weighted mean of 3.44 and 3.45, respectively (Table 4). Responses made by both the students and parents support the idea that 4Ps helped in improving health and nutrition of the beneficiaries, especially in allowing them to afford food supply and other necessities; and affording them to eat healthy and nutritious food like meat, fish, fruits, and vegetables. This coincides with the study of Vigilla-Montecillo, *et al.* (2017) ^[8] where they found out that beneficiary households had the economic ability to access a variety of foods.

The results showed that there are statistically significant differences in the means of the evaluation on the level of attainment of the education outcomes of 4Ps implementation among the student-beneficiaries, parent-beneficiaries, and the teacher advisers involved, hence the null hypothesis is rejected (Table 5). Using the post-hoc analysis for multiple comparisons to determine which groups have means that are significantly different and which do not, the data revealed that

there are four mean differences marked as significant, but they are in two similar differences in reverse order. This means that there are only two significant differences, which are (1) between student-beneficiaries and teacher advisers; and (2) between parent-beneficiaries and teacher advisers (Table 6). In other words, there is significant difference between the level of implementation of 4Ps in the attainment of expected education outcomes as evaluated by the student-beneficiaries and their teacher-advisers, as well as between the evaluations of the parent-beneficiaries and their child's teacher-advisers. However, when comparing the evaluation made by the student-beneficiaries and their parents, no significant difference was found.

When comparing the evaluation made by the student-beneficiaries and their parents on the attainment of the health and nutrition outcomes of 4Ps, no significant difference was found, hence the null hypothesis is accepted (Table 7).

Overall, the results showed that the *Pantawid Pamilyang Pilipino* Program (4Ps) is serving its purpose in attaining the expected outcomes of education, health, and nutrition. This is in congruent to the findings of Pelota (2019)^[6] where she found the country's cash grant and health care commitments are successful in meeting its objective of improving the human capital through education, good health, and nutrition.

Conclusion and Recommendations

The beneficiaries of the *Pantawid Pamilyang Pilipino* Program (4Ps) and teacher-advisers of the three public secondary schools in San Isidro District, San Isidro, Nueva Ecija evaluated the implementation of the program positively. While there were differences in their evaluation of the attainment of the education outcomes of the program, the difference did not affect their assertion on the effectivity of the program implementation in the district. Therefore, it is recommended that the government continue implementing and supporting the 4Ps in order to alleviate the poverty problem in the country.

However, while teacher-advisers agree that 4Ps has helped students afford payment for any school contributions and increase their school attendance, this is lower than the strong agreement of both the student-beneficiaries and their parents. To address this gap, the DSWD and teachers may impose and stricter monitoring of the school attendance and academic performance of the student-beneficiaries. This way, not only will they be encouraged to attend school regularly, they will also be motivated to study to learn. Further research related to the study may be conducted by future researchers.

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