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Implementation, Educational Outcomes and Satisfaction of Pantawid Pamilyang Pilipino Program (4Ps) Student-Grantees Across Geographical Locations in Sultan

Carlos Depedran Suyod, MPM^{1*}, Alicia L. Manondog, PhD²

¹DSWD XII, Pantawid Pamilyang Pilipino Program

²Sultan Kudarat State University

*Corresponding author

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Abstract

This mixed-methods study presents a comprehensive analysis of the Pantawid Pamilyang Pilipino Program (4Ps) in Sultan Kudarat, Philippines, examining its implementation, educational outcomes, and grantee satisfaction across diverse geographical locations. The study's findings indicate that the 4Ps program excels in providing educational assistance (mean score: 4.36), empowering parents (mean score: 4.05), and monitoring and evaluation (mean score: 4.58). However, challenges persist in selecting household beneficiaries, particularly in supporting vulnerable populations. Despite these challenges, the program yields improved educational outcomes, including enhanced self-efficacy (mean score: 4.35) and moderate academic achievement (mean score: 3.23) among student grantees. Grantees express satisfaction with the program, highlighting its positive impact on their lives. Hence, underscore the program's potential in promoting educational development and improving the lives of disadvantaged families by Improving awareness and education among beneficiaries, Increasing cash grant amounts; Promoting self-sufficiency and Addressing logistical challenges. Finally, this study contributes to the understanding of the 4Ps program's impact and effectiveness, providing insights for policymakers, program implementers, and stakeholders seeking to improve the lives of disadvantaged families in Sultan Kudarat and beyond.

Keywords: Educational Outcomes; Educational Assistance; Satisfaction; impact and effectiveness; Implementation; Pantawid Pamilyang Pilipino Program; Monitoring; Academic achievement

1. Introduction

Poverty remains one of the most pressing challenges in the Philippines, yet the government has demonstrated a strong commitment to addressing this through transformative programs such as the Pantawid Pamilyang Pilipino Program (4Ps). Institutionalized under Republic Act No. 11310 in 2019, the 4Ps serves as the country's flagship poverty reduction strategy, designed to empower low-income families by investing in

human capital—particularly in education, health, and gender equality (Congress of the Philippines, 2019; DSWD, 2021). Spearheaded by the Department of Social Welfare and Development (DSWD), the program has reached millions of households nationwide, breaking barriers and opening pathways toward a more sustainable and equitable future (DSWD, 2022).

In Sultan Kudarat—one of the provinces with broad 4Ps coverage—the program has contributed to a modest yet meaningful decline in poverty incidence (Philippine Statistics Authority [PSA], 2023). However, to ensure the continued success and relevance of 4Ps, it is crucial to examine how effectively it is being implemented on the ground, particularly in terms of its impact on students' educational outcomes and the overall satisfaction of its beneficiaries. This study seeks to generate valuable insights that can inform policy decisions, enhance program delivery, and ultimately strengthen the role of 4Ps in transforming lives and communities across Sultan Kudarat. The respondents of the study are senior high school student-beneficiaries of the 4Ps who have been in the program for at least five years.

This study is anchored on three key theories that provide a comprehensive lens for analyzing the 4Ps program. The Social Exchange Theory (SET) posits that beneficiaries participate in the program based on perceived rewards such as cash grants, health services, and educational support (Emerson, 1976). Human Capital Theory (HCT), as proposed by Becker (1993), emphasizes the value of investments in education and health to improve individual productivity and long-term economic potential. Lastly, Institutional Theory (IT) suggests that government institutions, norms, and policies shape the behavior of program implementers and beneficiaries, thereby influencing the program's overall effectiveness (Scott, 2001). Together, these theories form a robust framework for understanding the dynamic interactions between program implementation, educational outcomes, and beneficiary satisfaction in Sultan Kudarat.

The study answers the following objectives:

1. What was the profile of 4Ps student grantees:
 - 1.1 age;
 - 1.2. sex;
 - 1.3. educational attainment /completed level of education;
 - 1.4. number of children in the household;
 - 1.5. amount of monthly grants received;
 - 1.6. parents' occupation;
 - 1.7. ethnic origin;
 - 1.8. academic and non-academic awards; and
 - 1.9 leadership role?
2. What was the level of implementation of 4Ps objectives and policies across geographical locations in Sultan Kudarat, specifically on:
 - 2.1. selection of household beneficiaries;
 - 2.2. efficiency and effectiveness of the cash grant transfer remittance scheme;
 - 2.3. empowerment of parents;
 - 2.4. provision of educational assistance/grants;
 - 2.5. monitoring and evaluation; and
 - 2.6. transparency?
3. What was the level of educational outcomes of 4Ps implementation on student grantees across geographical locations in Sultan Kudarat in terms of;
 - 3.1. Self-efficacy; and

32. Academic achievement?
4. What was the level of satisfaction of student grantees with the implementation of 4Ps and the usability of cash grants across geographical locations in Sultan Kudarat in terms of:
 - 4.1. education aspect; and
 - 4.2. socio-economic aspect?
5. Was there a significant difference in the level of implementation of 4Ps objectives and policies across geographical locations in Sultan Kudarat in terms of:
 - 5.1. selection of household beneficiaries;
 - 5.2. efficiency and effectiveness of the cash grant transfer remittance scheme;
 - 5.3. empowerment of parents;
 - 5.4. provision of educational assistance/grants;
 - 5.5. monitoring and evaluation; and
 - 5.6. transparency?

Findings

Objective 1. Profile of 4Ps student grantees

DEMOGRAPHIC PROFILES OF RESPONDENTS

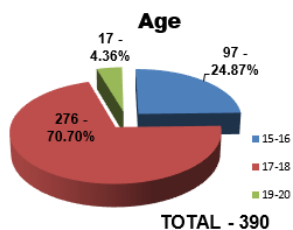


Figure 1

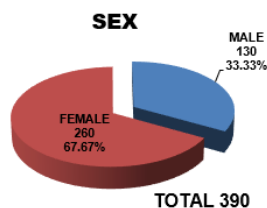


Figure 2

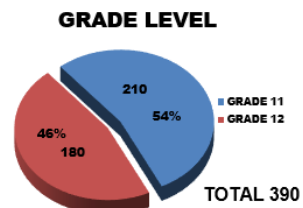


Figure 3

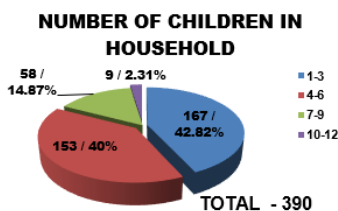


Figure 4

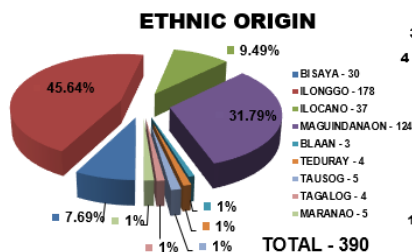


Figure 5

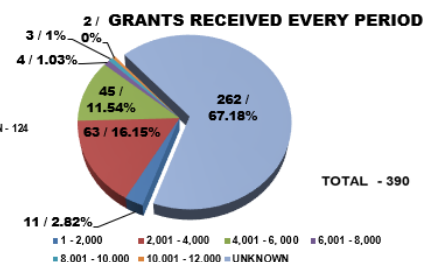


Figure 6

Figure 1 reveals that the majority of respondents (70.70%) are aged 17 to 18, which aligns with the program's objective of supporting the educational needs of youth from economically disadvantaged households—an age group typically within the senior high school bracket. As shown in **Figure 2**, female beneficiaries outnumber males, highlighting the program's potential to provide crucial support to girls who often face greater educational barriers.

Furthermore, **Figure 4** illustrates that most 4Ps households belong to moderately large families, with 82.82% having between 1 to 6 children—emphasizing the need for consistent support in managing family welfare. While the program caters to a diverse demographic, **Figure 5** shows that the majority of beneficiaries identify as Ilonggo (45.64%) and Maguindanaon (31.79%), reflecting its strong presence in specific ethnolinguistic communities. However, **Figure 6** presents a significant insight: 67.18% of respondents were uncertain about the exact amount of grants their households received, indicating a gap in awareness or communication regarding the financial aspects of the program

DEMOGRAPHIC PROFILES OF RESPONDENTS

Table 1. Frequency and Percentage Distribution of Respondent 4Ps Grantees in Terms of Parents Occupation

Occupation	Father	%	Mother	%
1 Farmers/ fisher man	207	53.08%	32	8.21%
2 House wife			249	63.04%
3 Labadora / House keeping/ House maid			19	4.87%
4 Crew/ Restaurant staff/ Sales Lady	2	0.51%	6	1.54%
5 Business/ Store/ Self- employed/ Vendor	5	1.28%	21	5.38%
6 Construction Worker/ Laborer/ Carpentry/ Driver/ Tailor/ Skilled Worker/ Plantation Worker	106	27.18%	4	1.03%
7 OFW	1	0.26%	38	9.74%
8 None/ Wala	42	10.77%	4	1.03%
9 Govt. Employee/ Professional	6	1.54%	3	0.77%
10 Deceased	13	3.33%	3	0.77%
11 Private Employee	8	2.05%	7	1.79%
12 Volunteer Worker			4	1.03%
TOTAL	390	100%	390	100%

ACADEMIC ACHIEVEMENT

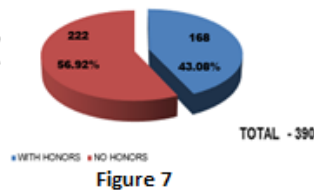


Figure 7

CLASS OFFICER

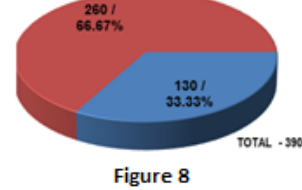


Figure 8

AWARDS RECEIVED

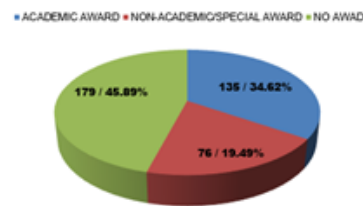


Figure 9

Table 1 reveals that more than half of the respondents' fathers work as fishermen or farmers (53%), while the majority of mothers are housewives. This indicates limited economic opportunities available to these families. Despite these constraints, **Figure 7** shows that 43.08% of student grantees are academic achievers—demonstrating the positive impact of the 4Ps program in supporting their educational pursuits. Moreover, **Figure 8** highlights that one-third of the respondents hold leadership roles in their schools, reflecting their active engagement and potential for personal development. In addition, **Figure 9** shows that 45% of respondents perceive increased opportunities for growth, suggesting that the program not only addresses immediate needs but also fosters long-term empowerment among its beneficiaries.

Objective 2. The level of implementation of 4Ps objectives and policies across geographical locations in Sultan Kudarat.

Table 2

	Indicator	Section Mean	Description
1	Selection of household beneficiaries	3.23	<i>Moderately Implemented</i>
2	Efficiency and effectiveness of 4Ps Cash Grant Transfer Remittance Scheme	3.55	<i>Highly Implemented</i>
3	Empowerment of Parents	4.05	<i>Highly Implemented</i>
4	Provision of Educational Assistance	4.36	<i>Very High Implemented</i>
5	Monitoring and evaluation.	4.58	<i>Very High Implemented</i>
6	Transparency	3.85	<i>Highly Implemented</i>
	Grand Mean	3.94	<i>Highly Implemented</i>

The implementation of the 4Ps program demonstrates commendable effectiveness across its key components, reflecting its strong commitment to improving the lives of beneficiary households. The selection of household beneficiaries is moderately effective (mean score: 3.23), showing particular strength in identifying families with children and those in high-need areas—laying a solid foundation for inclusive support. The cash grant transfer and remittance scheme is highly efficient, offering convenient and accessible financial aid to beneficiaries, with ongoing efforts aimed at further enhancing timeliness and minimizing transaction costs. Parental empowerment is another strong area (mean score: 4.05), especially in fostering awareness of human rights and encouraging active community participation, with promising opportunities to build capacity in disaster preparedness and financial literacy. Educational assistance and grants are a key success of the program (mean score: 4.36), significantly contributing to closing educational gaps and expanding access to learning for students. The monitoring and evaluation system is exceptionally implemented (mean score: 4.58), ensuring accountability through consistent tracking of attendance, academic performance, and overall well-being. Furthermore, the program upholds a high level of transparency (mean score: 3.85), with beneficiaries expressing confidence and awareness in the program's objectives and conditionalities. Overall, these results underscore the 4Ps program's positive and transformative role in empowering families and supporting human development in the region.

Objective 3. The level of educational outcomes of 4Ps implementation on student grantees across geographical locations in Sultan Kudarat.

Table 3

	Indicator	Section Mean	Description
1	Self-efficacy	4.35	<i>Very High Implemented</i>
2	Academic achievement	3.23	<i>Moderately Implemented</i>
	Grand Mean	3.79	<i>Highly Implemented</i>

The implementation of the Pantawid Pamilyang Pilipino Program (4Ps) in Sultan Kudarat has produced encouraging outcomes, particularly in fostering self-efficacy and supporting the academic achievement of student grantees. Data shows that student beneficiaries exhibit a strong sense of self-belief and confidence in their abilities, reflected in a high mean score of 4.35. This suggests that the program has been instrumental in empowering students to take charge of their educational journey. Meanwhile, academic achievement also shows promising progress, with a mean score of 3.23, indicating that many students are on a steady path toward success. While this highlights a solid foundation, it also presents an opportunity to further strengthen academic support and interventions to help students reach their full potential.

Objective 4. The level of satisfaction of student grantees with the implementation of 4Ps and the usability of cash grants across geographical locations in Sultan Kudarat in terms of educational aspect and socio-economic aspect

Table 4. Level of Student Grantees' Level of Satisfaction with 4Ps Program Implementation and Cash Grant Utilization in Enhancing Educational Aspect

	Indicator	Mean	SD	Description
1	I am provided a decent school uniform	4.50	0.88	<i>Very High Level</i>
2	I am provided materials for school project and other school needs	4.33	0.94	<i>Very High Level</i>
3	I am well provided a <u>daily</u> school allowance for food and snacks	4.22	0.98	<i>Very High Level</i>
4	I am provided a sufficient daily transportation allowance for school	4.14	1.38	<i>High Level</i>
5	I am able to pay school fees/ and other school-related contribution on time	4.11	0.99	<i>High Level</i>
6	I am <u>able to</u> eat in restaurants/ school canteen	3.92	1.20	<i>High Level</i>
	Section Mean	4.20		<i>High Level</i>

Student grantees expressed high satisfaction with the 4Ps program, particularly in providing basic **educational needs** such as school uniforms, materials, and daily allowances, with mean scores ranging from 4.22 to 4.50. However, moderate mean scores for transportation allowance and school fees suggest room for improvement, highlighting the need for continued monitoring and evaluation to ensure the program's effectiveness.

Table 5. Level of Student Grantees Satisfaction with 4Ps Program Implementation and Usability of Cash Grants on Socio-economic Aspect

Indicator	Mean	SD	Description
1 I am able to eat three meals a day	4.56	0.81	Very High Level
2 I am provided a daily allowance for school needs	4.28	0.93	Very High Level
3 I am able to buy new clothes	3.52	1.12	High Level
4 My family is able to pay other bills like: cellular load	3.55	1.18	High Level
5 My family is able to afford outings and vacation	2.92	1.26	Moderate Level
6 I am able to participate in community activities	3.83	1.08	High Level
Section Mean	3.78		High Level

The 4Ps program has been effective in addressing basic **economic needs**, such as food and education-related expenses, with student grantees reporting high satisfaction levels (mean scores of 4.56 and 4.28, respectively). However, there is room for improvement in terms of supporting discretionary spending and economic stability, as indicated by moderate to low satisfaction levels (mean scores ranging from 2.92 to 3.55) for luxuries and non-essential expenses.

Objective 5. significant difference in the level of implementation of 4Ps objectives and policies across geographical locations in Sultan Kudarat in terms of **selection of household beneficiaries; efficiency and effectiveness of the cash grant transfer remittance scheme; empowerment of parents; provision of educational assistance/grants; monitoring and evaluation; and transparency.**

Table 6. Analysis on the Level of implementation of 4Ps objectives and policies on selection of household beneficiaries classified according to geographical locations.

Source of Variation	df	Sum of square	Mean Square	F-comp	p-value
Between	2	15.59	7.79	29.40	<0.0001
Within	388	102.87	0.26		
TOTAL	390	118.49			

$\alpha=0.05$ level of significance

Table 7. Separation of Means by Multiple Comparison Test for Selection of Household Beneficiaries.

Location	Mean
Lowland	3.45 ^a
Coastal	3.14 ^b
Highland	3.00 ^b

The implementation of 4Ps objectives and policies on household beneficiary selection shows significant variation across geographical locations, with geographical factors accounting for 15.59% of the observed differences in implementation. This suggests that regional disparities influence how effectively the program reaches its intended beneficiaries. To address these gaps, the program should consider adopting region-specific strategies and strengthening localized monitoring and evaluation mechanisms to ensure more equitable implementation. Furthermore, test underscore these disparities, revealing that lowland areas exhibit the highest implementation level (mean score: 3.45), while coastal and highland areas lag with mean scores of 3.14 and 3.00, respectively. These findings emphasize the importance of tailored interventions that consider the distinct socio-economic and geographical challenges of each area, thereby promoting more inclusive and effective delivery of 4Ps services across all regions.

Table 8. Analysis of the Implementation of 4Ps Objectives and Policies on Efficiency and Effectiveness of Cash Grant Transfer Scheme Classified According to Geographical Locations

Source of Variation	Df	Sum of square	Mean square	F-comp	p-value
Between	2	0.28	0.14	0.24	0.79
Within	388	226.87	0.58		
TOTAL	390				

$\alpha=0.05$ level of significance

Efficiency and Effectiveness of the Cash Grant Transfer Remittance Scheme. The ANOVA results indicate that geographical location does not significantly affect the efficiency and effectiveness of the 4Ps cash grant transfer scheme. Rather, the observed variation in implementation appears to stem from internal factors within each locality. This suggests that elements such as the quality of local governance, availability of infrastructure, administrative capacity, and socio-economic conditions play a more critical role in shaping the delivery and performance of the cash grant system. Recognizing and addressing these localized challenges is essential to further enhance the responsiveness and reliability of the remittance process.

Table 9. Analysis on the implementation of 4Ps objectives and policies on empowerment of parents classified according to geographical locations.

Source of Variation	Df	Sum of square	Mean square	F-comp	p-value
Between	2	8.17	4.09	6.98	0.001
Within	388	227.30	0.58		
TOTAL	390				

$\alpha=0.05$ level of significance

Table 10. Geographical Disparities in Parental Empowerment: Findings from Turkey-Kramer Multiple Comparison Test

Location	Mean
Lowland	4.08 ^a
Coastal	4.24 ^a
Highland	3.86 ^b

Empowerment of Parents. The 4Ps program demonstrates varying levels of effectiveness in empowering parents across different geographical locations, with geographical factors accounting for 3.5% of the total variation in parental empowerment. Notably, parents residing in Coastal and Lowland areas report higher levels of empowerment, while those in Highland communities face distinct challenges that may hinder their active participation and capacity-building opportunities. These geographical disparities highlight the need for a more context-specific approach. To enhance the program's overall impact, policymakers and implementers should explore the underlying causes of these differences—such as access to resources, education, and community support systems—and develop tailored interventions that address the unique needs of each area. Such efforts will ensure that all parents, regardless of location, are equally empowered to contribute to their families' well-being and to the success of the 4Ps program.

Table 11. Analysis on the implementation of 4Ps objectives and policies On Provision of Educational Assistance Classified According to Geographical Locations.

Source of Variation	Df	Sum of square	Mean square	F-comp	p-value
Between	2	3.80	1.90	4.32	0.01
Within	388	171.78	0.44		
TOTAL	390	175.58			

$\alpha=0.05$ level of significance

Table 12. Geographical Variations in Educational Assistance: Findings From Tukey-Kramer Multiple Comparison Test

Location	Mean
Lowland	4.26 ^b
Coastal	4.40 ^a
Highland	4.49 ^a

Note: means with the same superscript are comparable (coastal and highland)
While lowland is really different from coastal and highland

Provision of Educational Assistance/Grants. The implementation of the 4Ps program's educational assistance component shows significant variation across geographical locations, with location accounting for 2.2% of the total variation ($F\text{-comp} = 4.32$, $p\text{-value} = 0.01$). This indicates that students in different regions experience varying levels of access to educational resources and support. Such disparities underscore the importance of adopting a more nuanced, location-specific approach to delivering educational assistance. Further analysis using the test reveals notable regional differences, with Highland areas recording the highest levels of support (mean score: 4.49), followed by Coastal areas, while Lowland areas report the lowest (mean score: 4.26). These findings highlight the need for targeted interventions aimed at addressing the specific challenges faced by students in Lowland areas, ensuring that all beneficiaries—regardless of location—receive equitable access to quality education and opportunities for academic success.

Table 13. Analysis on the Level of Implementation of 4Ps Objectives and Policies on Monitoring and Evaluation Classified According to Geographical Locations.

Source of Variation	Df	Sum of square	Mean Square	F-comp	p-value
Between	2	3.14	1.57	5.41	0.005
Within	388	113.63	0.29		
TOTAL	390	116.77			

$\alpha=0.05$ level of significance

Table 14. Monitoring and Evaluation Across Geographical Locations: A Tukey- Kramer Multiple Comparison Test

Location	Mean
Lowland	4.49 ^{bc}
Coastal	4.71 ^a
Highland	4.60 ^{ab}

Monitoring and Evaluation. The 4Ps program's monitoring and evaluation mechanisms exhibit notable variation across geographical locations, with regional differences accounting for 2.7% of the total variation ($F\text{-comp} = 5.41$, $p\text{-value} = 0.005$). These findings indicate that location-specific factors influence the effectiveness of monitoring efforts. To enhance program outcomes, policymakers and implementers must design and implement tailored strategies that respond to the unique conditions and challenges of each area. According to the Tukey-Kramer multiple comparison test, Coastal areas receive the highest rating for monitoring and evaluation (mean score: 4.71), followed by Highland (4.60) and Lowland (4.49) areas. The comparatively lower ratings in Lowland communities point to a need for strengthened oversight and capacity-building initiatives to ensure consistent and effective program monitoring across all regions.

Table 15. Analysis on the Level of Implementation of 4Ps Objectives and Policies Transparency Classified According to Geographical Locations.

Source of Variation	Df	Sum of square	Mean Square	F-comp	p-value
Between	2	1.28	0.64	0.86	0.42
Within	388	285.8	0.74		
TOTAL	390	287.08			

$\alpha=0.05$ level of significance

Transparency. The ANOVA results reveal that geographical location does not have a statistically significant impact on the implementation of the 4Ps program's transparency-related objectives and policies (F-comp = 0.86, p-value = 0.42). This suggests that the implementation of transparency measures is relatively consistent across various geographical areas, with no notable regional disparities. Such uniformity reflects the program's strength in maintaining clear communication, accountability, and openness regardless of location, an essential factor in fostering public trust and ensuring equitable service delivery.

Conclusion

The implementation of the Pantawid Pamilyang Pilipino Program (4Ps) in Sultan Kudarat demonstrates significant strengths, particularly in the areas of educational assistance, monitoring and evaluation, and transparency. The program has effectively supported student grantees by improving access to education, bridging learning gaps, and encouraging regular school attendance, as evidenced by a high mean score of 4.51 (DSWD, 2022). A robust monitoring and evaluation system ensures accountability by consistently tracking academic performance, attendance, and overall well-being (Philippine Institute for Development Studies [PIDS], 2021). The program's transparency—marked by open communication and a clear understanding of goals and conditionalities—has been uniformly implemented across different geographical locations, fostering trust and participation among beneficiaries (DSWD, 2022).

Moreover, the program has had a substantial impact on student grantees' lives. Many exhibit enhanced self-efficacy, motivation, and academic focus. They report improved outcomes and a stronger belief in their ability to overcome obstacles, driven by the program's assistance in meeting educational needs such as school uniforms, supplies, and daily allowances (Reyes et al., 2015). However, certain areas remain in need of improvement, including transportation allowances, school fees, discretionary spending, and financial literacy. In addition, while parents in Highland and Coastal areas report higher levels of empowerment, those in Lowland areas face unique challenges—highlighting the need for geographically targeted support (DSWD, 2022).

Although the efficiency of the cash grant remittance scheme appears consistent across locations, significant variations exist in other program components—such as household beneficiary selection, educational assistance, and parental empowerment—underscoring the influence of regional disparities. These findings reinforce the need to design and implement targeted interventions that address the specific needs of underserved areas (PIDS, 2021). To enhance overall program impact, it is recommended that cash grant allocations be adjusted to better cover essential educational expenses, and that regular monitoring be conducted to assess performance and refine strategies accordingly. Strengthening collaboration among stakeholders—including schools, government agencies, and local communities—will be vital in providing holistic support. With continued refinement and responsive program design, the 4Ps initiative can further empower student grantees, improve educational outcomes, and contribute meaningfully to poverty reduction and social development in Sultan Kudarat (Smith, 2020).

Recommendations

Based on the study's findings, several key recommendations are proposed to further strengthen the implementation and impact of the Pantawid Pamilyang Pilipino Program (4Ps) in Sultan Kudarat. First, enhancing the program's monitoring and evaluation systems is crucial to ensuring consistency and effectiveness across diverse geographical locations. Strengthened localized monitoring mechanisms can provide timely feedback and inform data-driven decisions (DSWD, 2022; PIDS, 2021). Additionally, sustained training and capacity-building programs for program implementers are essential to address implementation gaps and to empower field staff with the tools and skills necessary for efficient service delivery (Reyes et al., 2015). Targeted interventions should also be developed to enhance academic achievement and leadership potential among student-grantees. Structured programs such as youth leadership camps, mentoring sessions, and academic recognition initiatives can motivate and empower beneficiaries to reach their full potential (UNICEF, 2020).

Moreover, providing additional academic support services—such as tutoring, peer mentoring, and remedial instruction—can significantly help bridge learning gaps, especially among students at risk of falling behind (World Bank, 2019). Transparency and grantee satisfaction can be improved through better communication strategies that clearly outline program obligations and benefits, alongside strengthening accountability mechanisms within the implementation process (DSWD, 2022). There is also a need to address demographic disparities by increasing awareness of grant provisions and providing targeted support for female students and marginalized youth to promote inclusivity and equity in access to resources (Reyes et al., 2015).

The program's effectiveness could be further improved by refining the selection of household beneficiaries to better reach vulnerable populations—particularly pregnant women, children, and persons with special needs—while also enhancing the efficiency of cash transfers through timely disbursement and lower transaction costs (PIDS, 2021). To sustain self-efficacy and academic achievement among student-grantees, additional mentoring and recognition mechanisms should be institutionalized to nurture resilience, motivation, and long-term academic success (Bandura, 1997). Local government units (LGUs), in collaboration with DSWD, are encouraged to improve the provision of basic educational support such as transportation allowances and school-related fees, and to expand assistance that promotes economic stability at the household level (World Bank, 2019).

Furthermore, due to observed geographical variations in implementation outcomes, a context-sensitive approach should be adopted. Tailored strategies must be crafted to address the unique challenges of lowland, highland, and coastal communities, ensuring equitable delivery of services across all locations (DSWD, 2022). Finally, in response to the challenges experienced by many 4Ps beneficiaries, it is recommended that the program intensify education and awareness campaigns about program policies and benefits, consider adjusting cash grants to better reflect the current cost of living, and resolve logistical barriers such as long travel distances to schools and limited transportation access (UNICEF, 2020). By adopting these recommendations, the 4Ps program will not only enhance its operational effectiveness but also deepen its impact on educational and social outcomes for poor and marginalized families in Sultan Kudarat and similar contexts nationwide.

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Declaration of Conflicting Interests

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