

Implementation Of 4p's Cash Grant and Student-Beneficiaries Academic Performance

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Abstract

The study's objective was to determine the degree to which the 4Ps conditional cash awards were implemented and how it related to the academic achievement of the Junior High School student-beneficiaries in the South 2 District of the Division of Gingoog City this School Year 2022-20223. Specifically, this paper focuses on the demographic profile of 4P's student-beneficiaries, the extent of implementation of the 4Ps cash grant, and the degree of academic achievement among 4P's student recipients; the extent of the 4Ps cash grant's implementation in connection to academic achievement; and to determine which demographic profile, singly or in combination, affect their academic performance. The primary technique employed to gather data for this study was a survey questionnaire checklist. The following terms were used: mean, standard deviation, Pearson Correlation Coefficient (r), and linear regression. The findings showed that the sex distribution is almost equal, mostly Grade 10 with 4-6 range family members, and received cash grants. Students agree that their financial assistance has been implemented. The academic performance showed Satisfactory. The academic achievement of the student beneficiary is significantly correlated with education. Nevertheless, it was found that health and nutrition services is not significantly correlated with students' academic achievement. Instead, cash grants emerged as the strongest predictor of students' academic achievement. It is then recommended that schools and parents may work together to encourage beneficiaries of the 4Ps program to value education.

Keywords: beneficiaries, grants, academic performance, education, health

1. Introduction

The government's commitment to providing and promoting the right to education for every citizen is materialized through the 4Ps. The government's strategy is represented through this initiative to help the marginalized sector sustain education, in line with the DepEd's principle of "education for all." The legal and philosophical foundations established in section 1 of Article XIV of the Philippine Constitution. Accordingly, every person's right to high-quality education at every level must be protected and advanced by the state, and appropriate measures must be taken to guarantee that everyone has access to it. Furthermore, Republic Act 11310, also known as An Act Institutionalizing the 4Ps, offers measures to safeguard and improve individual rights, uphold human dignity, and lessen social, economic, and political inequalities through conditional cash grants.

The Philippines' 4Ps is a two-grant program for conditional cash transfers. The first is a P500 per family per month health grant for 12 months, and the second is a P300 per child, up to a maximum of three children, per month education award for the full 10 months of the school year. Healthcare obligations also apply to expectant mothers and young children (0–5). A recipient household that meets all the requirements will get an annual education grant of P3,000 and a maximum health grant of P6,000. The requirements include the following: (1) Pregnant women are required to receive natal care from a qualified medical officer present during childbirth; (2) Attendance to Family Development Sessions (FDS) monthly; (3) To receive routine preventive health checks and vaccinations for children aged 0 to 5; (4) Attendance to daycare centers

for children aged 3-5 are required or at least 85% attendance to preschool classes; and (5) Enrollment in elementary school among children aged 6 to 14 are also. If the family beneficiaries meet these requirements, they will be eligible to receive the stipend for five years.

According to Zarsuelo et al. (2019), sociodemographic and economic profiling, which includes evaluating the housing facilities of households, are among the bases of 4Ps recipients. The DSWD uses the NHTS-PR and a Proxy Means Test to find out the derving poorest families in various municipalities. In order to anticipate income, this evaluation looks at proxies including asset ownership, home type, the household head's work and educational status, and access to water and sanitary services.

The educational assistance provided through the 4Ps program has granted access to education for every Filipino child from preschool to secondary education, by providing them with a monthly allowance for food and personal expenses while they pursue their studies. Additionally, parents receive support for school projects, contributions, and their children's dietary needs (Dulliyao, 2019).

In a related study, Pelenio et al. (2019) found that the Pantawid Pamilyang Pilipino Program helps the community by giving disadvantaged families money for basic necessities. It encourages social development through investments in health, the alleviation of poverty, the education of underprivileged children, government assistance in accomplishing international development goals, and universal primary education. The initiative seeks to strengthen maternity healthcare, lessen the vulnerability of low-income families, and promote participation in Family Development Sessions.

Under the flagship of the 4Ps, health, and education are given primary concern and priority by the government. By giving them daily allowances as they continue their studies, the initiative seeks to provide educational help to numerous Filipino children, starting in preschool and continuing through secondary education. Additionally, the program significantly alleviates the financial burden on parents, covering education costs and other expenses while also providing assistance for the dietary and food needs of the children-beneficiaries.

However, Velarde et al. (2019) pointed out that despite the cash assistance from the Philippine government, students' participation in school remains a challenge in almost all public schools. The 4Ps assistance is insufficient to meet the beneficiaries' daily and school needs. Coupled with the parents' inability to provide the necessary home support system and the distance between home and school, students are unable to regularly attend classes.

Similarly, Mallucio et al. (2018) emphasized that a family's socioeconomic characteristics, parental support, and home-school distance affect the ability of 4Ps beneficiaries to actively participate in school and engage in academic activities.

Prior research has focused mostly on the academic outcomes of secondary school students who participate in the 4Ps, with little attention given to the participation of students in extracurricular activities. These factors served as motivation for the researcher to conduct a study on the utilization of the 4Ps conditional cash grants and their impact on the academic achievement of students in the South 2 District of the Division of Gingoog City during the School Year 2022–2023.

The basis for this work is the idea put out by Velarde et al. (2019), who emphasized that inadequate parental support, home environment, and home-school distance influence the school interest of 4P's beneficiaries, despite the cash assistance from the government. Similarly, Simillano (2019) highlighted how the implementation of cash grants, specifically financial assistance, educational grants, and healthcare among 4Ps recipients, may contribute to the low academic performance of student beneficiaries.

According to Flores et al. (2019), even though students receive financial aid from the government through conditional cash transfers, they still require parental support in terms of financial resources and guidance. These results are consistent with Vroom's Expectancy Theory, which contends that students' motivation to study, effort put forth in academic pursuits, performance, and learning style are all impacted by the value they place on attaining desired results. Fulfilling the conditions and continuing to be eligible for the cash award in this situation has a favorable effect on the socioeconomic level of their families.

It is advised to broaden the program's focus in light of these revelations, especially since that secondary education is two years longer. In order to provide beneficiaries' families with more money, it is also advised to step up livelihood programs. Relevant agencies and authorities should assess the current budget and disbursement mechanisms carefully to prevent any delays in the distribution of funds. The program's beneficial effects on participants' lives are evidenced by the rise in student attendance and the decline in dropout rates.

Academic success in children is thought to be influenced by both inner and external rewards. The need to act, the capacity to act, and the final aim of the action all serve as motivators, according to the majority of scholarly research currently available (Unamba, 2018).

To investigate the program's impact on recipients' academic achievement, this study adopts Vroom's Expectancy Motivation Theory, as discussed by Flores et al. (2019). This theory suggests that individuals' actions are the result of conscious choices made with the aim of maximizing happiness and minimizing suffering. Although performance, effort, and motivation all play a role in academic achievement, performance is frequently considered as being largely impacted by a person's personality, skills, knowledge, experience, and talents (Gbolli & Keamu, 2017).

2. Methodology

A descriptive-correlation research approach was used for the investigation, aiming to describe a population, circumstance, or event precisely and methodically, as highlighted by McCombes (2022). Descriptive research is particularly suited to answering questions about what, where, when, and how rather than why. It employs various research techniques to explore one or more variables. Furthermore, the descriptive design involves a thorough examination of the topic using data-collecting techniques such as survey questionnaires and others. This approach quantifies the problem by generating numerical data or data that can be transformed into useful statistics. The analysis is based on data obtained via statistical tools, and it permits the assessment of variables using measurable or finite data. This approach works effectively for studies involving sizable populations. Descriptive data-gathering procedures encompass various approaches, including the use of adapted survey questionnaires and similar techniques.

In this study, the data were collected, tabulated, analyzed, and interpreted using statistical tools. Descriptive statistics, such as percentages, means, and standard deviations, were employed. The significant relationship between the implementation of the 4Ps cash grant and students' performance was determined using Pearson *r*. Linear Regression Analysis was used to predict the relationship between two variables.

3. Results and Discussion

Problem 1. What is the profile of 4Ps beneficiaries in terms of:

- 1.1 sex;
- 1.2 grade level;
- 1.3 number of family members; and
- 1.4 cash grant received in a year?

The demographic profile of the student-beneficiaries encompasses various aspects, including their sex, grade level, number of family members, and cash grant received in a year. These variables provide valuable insights into the characteristics and circumstances of the beneficiaries. A table has been included below to present a clear representation of this demographic profile. The table demonstrates the frequency associated with each profile, enabling a comprehensive understanding of the distribution and patterns within the data.

Table 1**Student-beneficiaries Demographic Profile**

Profile	Number	%
Sex		
• Male	108	53.20
• Female	95	46.80
Grade Level		
• Grade 7	38	18.72
• Grade 8	48	23.65
• Grade 9	52	25.62
• Grade 10	65	32.02
No. of family members		
• 1 – 3	28	13.79
• 4 – 6	85	41.87
• 7 – 9	65	32.02
• Above 10	25	12.32
Cash grant received a year		
• 9,000	119	58.62%
• 18,000	47	23.15%
• 27,000	37	18.23%

The table shows the Student-beneficiaries' demographic profiles and their corresponding percentages. One aspect highlighted is the distribution of sex, with males accounting for 53.20% and females for 46.80%. This gender distribution suggests a slight imbalance in the sample or population under study. Grade 10 has the highest representation at 32.02%, followed by Grade 9 (25.62%), Grade 8 (23.65%), and Grade 7 (18.72%). This distribution indicates a progressive increase in student enrollment from lower to higher grades.

The table also sheds light on the number of family members of the students. The majority of students (41.87%) come from families with 4-6 members, followed by families with 7-9 members (32.02%). A smaller percentage of students come from families with 1-3 members (13.79%) or more than 10 members (12.32%). Lastly, the table presents data on the cash grants received by the students per year. The majority of students (58.62%) receive a cash grant of 9,000 pesos, while smaller percentages receive grants of 27,000 pesos (18.23%).

Problem 2. What is the level of implementation of the 4Ps cash grant in terms of the following:

- 2.1 education; and
- 2.2 health and nutrition?

Table 2 presents the level of implementation concerning health and nutrition, with an overall Mean of 4.08 and $SD=0.60$, indicating agreement and interpretation as "Implemented." This indicates that the participants generally agree that they have access to basic healthcare services. It implies that recipients of the 4Ps program have access to essential healthcare services such as deworming pills, adequate meals, healthy lifestyle practices, and nutritious food from their gardens. These findings align with the World Health Organization's (WHO) definition of basic healthcare, which includes preventive and curative services, as well as the promotion of healthy lifestyles (WHO, 2021). The results further suggest that 4Ps recipients have access to the necessary healthcare services for maintaining good health and well-being.

Table 2
 Level of Implementation in terms of Health and Nutrition

INDICATORS		Mean	SD	Description	Interpretation
1.	Receive deworming pills twice a year.	4.05	0.99	Agree	Implemented
2.	. Eat his/her meal three (3) times a day.	4.07	0.78	Agree	Implemented
3.	Have a healthy lifestyle.	4.07	0.83	Agree	Implemented
4.	Cannot be easily infected by diseases due to having a complete health service.	4.12	0.85	Agree	Implemented
5.	Eat nutritious foods from the available garden in their backyard.	4.08	0.80	Agree	Implemented
5.	Families can buy their basic needs (food, clothing, etc.)	4.30	0.82	Strongly Agree	Fully Implemented
6.	Parents/guardians are able to give them daily school allowance.				
Overall		4.08	0.60	Agree	Implemented

Note: 4.20-5.00 – Strongly Agree 3.41 – 4.20 – Agree 2.61 – 3.40 – Sometimes
 1.81 – 2.60 – Disagree 1.00 – 1.80 - Strongly Disagree

The indicator "Cannot be easily infected by diseases due to having a complete health service" obtained the highest mean of 4.12 with a standard deviation of 0.85. The respondents reported their agreement with this statement, and it is interpreted as "Implemented." It follows that 4Ps recipients are likely to experience better health outcomes. Adequate nutrition, regular deworming, and access to health services can help prevent or reduce the incidence of common illnesses such as diarrhea, malnutrition, and parasitic infections (UNICEF, 2019). In addition, having access to medical care can help to lower the incidence of chronic illnesses including hypertension, diabetes, and cardiovascular disease, which are widespread in many developing nations (WHO, 2021). The results show that the neighborhood has access to medical services that can aid in the prevention and management of common illnesses and chronic conditions.

The indicator Receive deworming tablets twice a year, on the other hand, had the lowest mean of 4.05 with an SD of 0.99, which was regarded as Agree and implemented. This suggests that there may be some issues or challenges in ensuring that students receive deworming treatment regularly. Deworming is crucial to lowering the incidence and severity of soil-transmitted helminth infections, which can harm school-aged children's cognitive development, anemia, and malnutrition (WHO, 2021). According to research conducted at the University of Sumatera Utara in Indonesia, school-based deworming programs were successful in lowering the prevalence of these illnesses among school-aged children, which improved academic results (Ramayani et al., 2020). Therefore, it is crucial for schools to prioritize deworming programs and ensure that all students receive this important treatment regularly.

Another implication of the low mean score for deworming is that it can be indicative of more general difficulties in ensuring pupils have access to healthcare services. This may be caused by elements like a lack of finances or restricted access to healthcare facilities in the neighborhood. The World Health Organization (WHO) asserts that in order to ensure children's health and welfare, especially those who reside in impoverished or rural regions, access to healthcare services is essential (WHO, 2021). Therefore, it is important for schools and communities to collaborate in identifying and addressing barriers to healthcare access, ensuring that all students have the necessary healthcare services to thrive.

Finally, the low mean score for deworming also suggests opportunities for collaboration between schools and healthcare providers to improve student access to healthcare services. For example, local health clinics or hospitals can be schools that can partner to provide students with deworming treatments and other basic healthcare services. This collaboration can help ensure that students receive the care they need to stay

healthy and succeed in school. A study conducted in Nepal found that school-based healthcare programs, offering services such as deworming, dental care, and health education, effectively enhanced students' health and well-being (Bhandari et al., 2020). Therefore, schools should explore opportunities for collaboration with healthcare providers to improve access to healthcare services for their learners.

Table 3
Level of Implementation in terms of Education

INDICATORS	Mean	SD	Description	Interpretation
1. Able to attend classes every day.	4.07	0.87	Agree	Implemented
1. Interested to study every day.	4.08	0.87	Agree	Implemented
2. Are socially active physically and mentally.	4.09	0.87	Agree	Implemented
3. Motivated in going to school.	4.08	0.67	Agree	Implemented
4. Are active in school activities.	4.08	0.76	Agree	Implemented
5. Can immediately pay their school obligation.	3.81	0.75	Agree	Implemented
6. Parents/guardians can give them daily school allowance.	4.35	0.81	Strongly Agree	Fully Implemented
7. Have confidence in going to school with his/her complete school supplies.	4.08	0.79	Agree	Implemented
8. Can immediately pay their school obligation.	3.81	0.75	Agree	Implemented
Overall	4.05	0.55	Agree	Implemented

Note: 4.20-5.00 – Strongly Agree 3.41 – 4.20 – Agree .61 – 3.40 – Sometimes 1.81 – 2.60 – Disagree
1.0 – 1.80 – Strongly Disagree

Table 3 shows the implementation level in terms of education, with a mean score overall of 4.08 and a standard deviation of 0.55, described as "Agree" and interpreted as "Implemented." This indicates that the parents are aware of their children's education. They supported their children's schooling by way of checking if they were attending their classes. This also includes giving the children's allowance in school, which in one way or another, can motivate the children to go to school. Upon further observation, it was noticed that parents actively involved themselves in their children's studies, dedicating time for tutorial activities at home and providing additional coaching on the lessons given by their teachers. Additionally, parents exhibited more enthusiasm in their children's learning process, assisting them in reviewing their lessons and completing their homework and assignments.

According to Flores et al. (2019), respondents acknowledged that they have become more enthusiastic about attending school now that they are receiving grants. Furthermore, they asserted that they can complete their assignments and other obligations on time, as they are now able to afford the necessary school materials.

The indicator "Are socially active physically and mentally" obtained the highest mean of 4.09 with a standard deviation of 0.87, described as "Agree," and interpreted as "Implemented." This suggests that the respondents actively engage in various physical and mental activities in school. Participation in physical and mental activities can significantly improve academic performance, as well as social and emotional well-being while reducing the risk of unhealthy behavior among students (Fernandez-Bustos et al., 2018; Hillman et al., 2018). Therefore, schools should encourage students to engage in a variety of physical and mental activities to promote their overall well-being.

On the other hand, the indicator "Able to attend classes every day" received the lowest mean of 4.07 with a standard deviation of 0.87, described as "Agree," and interpreted as "Implemented." This suggests that some respondents lack the motivation to attend school regularly. There are various reasons why students can not go to school. These reasons might be about finances where their parents can not give them the support in

their everyday “baon” in school. Some children help their parents make a living just to augment their day-to-day sustenance. Another to consider is the distance to the school from the house. This hinders the interest of the students to be present in school as well.

As observed, if there is a lack of motivation in school, it can have negative effects on academic performance and increase school dropout. Thus, the support of the parents is needed, also the school to foster a friendly environment to convince the children to go to school in spite of their difficulties. According to Flores et al. (2019), the 4Ps help in improving their learning interest as manifested in their academic performance. The school participation rate and academic outcomes of children-beneficiaries remarkably increased when supported.

Table 4

The Overall Level of Implementation of the 4Ps Cash Grant

Variable	Mean	SD	Description	Interpretation
Health and Nutrition	4.10	0.57	Agree	Implemented
Education	4.08	0.55	Agree	Implemented
Overall	4.09	0.57	Agree	Implemented

Note: 4.20-5.00 – Strongly Agree 3.41 – 4.20 – Agree 2.61 – 3.40 – Sometimes 1.81 – 2.60 – Disagree
 1.00 – 1.80 – Strongly Disagree

With an overall mean of 4.09 and a standard deviation of 0.57, Table 4 shows the overall degree of implementation of the 4Ps Cash Grant described as "Agree," and interpreted as "Implemented." This indicates that the respondents generally agree with the statements regarding their access to these basic needs. It may be inferred from this that the participants are content with the degree of help they are getting in these areas. The findings suggest that there may be a positive relationship between health and nutrition, education, and the overall well-being of the individuals in the study. Literature supports the notion that access to basic needs is essential to maintaining one's overall health and well-being. For example, a study by Bhutta et al. (2021) found that investing in basic needs, such as healthcare, nutrition, and education, can lead to improved health outcomes, particularly in children.

The highest variable is Health and Nutrition, with a mean of 4.10 and a standard deviation of 0.57, described as "Agree," and interpreted as "Implemented." This suggests that the respondents feel they have adequate support in terms of financial assistance. This is an encouraging finding, as financial assistance is crucial in ensuring access to basic needs such as food, shelter, and education. The literature supports the importance of financial assistance in improving the quality of life of individuals living in poverty. For example, a study by Anand and Ravallion (2021) found that financial assistance programs can have significant positive impacts on reducing poverty and improving access to basic needs.

The lowest variable is Education, with a standard deviation of 0.55, described as "Agree," and interpreted as "Implemented." Although the respondents still agree with the statement, this may suggest that there is room for improvement in terms of access to education. The literature supports the importance of education in reducing poverty and improving overall well-being. For instance, a study by Patrinos and Psacharopoulos (2021) found that education can significantly increase the earning potential of individuals and improve their quality of life. Therefore, it is essential to keep making investments in education to ensure that people have access to the information and skills they need to raise their socioeconomic level.

Problem 3. What is the extent of academic achievement among beneficiaries of 4Ps for the Second Grading Period of the School Year 2022 – 2023?

According to their grade range, Table 5 shows the frequency and proportion of students' academic achievement. With a frequency of 90, or 60.00% of the entire student body, the bulk of them fall into the 80-

84 grade range. The lowest frequency is seen in the highest grade range, 90–100, where there are just 22 students, or 14.67% of the total population. No pupils received a score lower than 75.

The table indicates that the pupils' academic achievement is typically strong, with the majority of them receiving scores in the 80s. There is still space for growth, though, since only a small number of pupils achieved scores in the 90–100 level, which denotes exceptionally high academic achievement. The results of this table are consistent with studies that show that the majority of students worldwide score in the average range (Hanushek et al., 2020). The information in this table is based on just a small number of schools, therefore it's important to keep in mind that the findings might not apply to other schools.

Table 5

Distribution of the Academic Achievement among Beneficiaries of 4Ps for the Second Grading of the School Year 2022 – 2023

Grade Range	Frequency	Percentage
90-100	22	14.67
85-89	62	41.33
80-84	90	60.00
75-79	29	19.33
Below 75	0	0.00
TOTAL	203	100.00

To improve the student's academic performance, it is good to identify the factors that contribute to their success. One possible factor is the quality of teaching. According to a study by Darling-Hammond (2017), effective teaching practices can significantly improve student performance. Another factor is the availability of learning resources such as textbooks, computers, and internet access. Also, the study by Reimers and Schleicher (2020) found that students who have access to learning resources have better academic performance compared to those who do not have access.

Problem 4. What degree of correlation exists between the extent of implementation of the 4Ps cash grant and academic performance?

Table 6

The result of the test on the relationship between the implementation of the 4Ps Cash Grant and students' academic performance.

Implementation of 4Ps Cash Grant	Students' academic r	Performance P	Interpretation
Health and Nutrition	0.076	0.282	Not Significant
Education	0.252	0.001*	Significant

Legend: r = correlation coefficient; P = probability value; * = Significant at 0 .05 level

Table 6 presents the correlation between the 4Ps Cash Grant implementation and students' academic performance, specifically focusing on the two indicators of health and nutrition and education. The findings show a strong positive link between student academic achievement and the use of the 4Ps Cash Grant for

schooling. With a p-value of 0.001, the correlation coefficient for education is specifically 0.252. These results indicate that promoting education may enhance pupils' academic achievement. According to the research done by Tagarino and Lontoc (2020), the 4Ps program's financial aid significantly improves students' academic performance, especially in the subjects of math and science.

On the other hand, the correlation between health and nutrition and students' academic performance is not significant, with a p-value of 0.282 and a correlation coefficient of 0.076. This result suggests that healthcare services may not directly impact students' academic performance. It is crucial to remember that the 4Ps program still places a high priority on health and nutrition since they improve the recipients' general wellbeing.

According to a research by Balanay et al. (2019), the 4Ps program's health and nutrition component has improved the health of its participants, especially in terms of lowering the prevalence of malnutrition and raising child vaccination rates. These findings underscore the importance of providing health services to disadvantaged communities in order to enhance their overall health outcomes and well-being.

Problem 5. Which of the demographic profile affects singly or in combination the academic performance of 4Ps student-beneficiaries?

Table 7

Regression Analysis Between Demographic Profile and Academic Performance of 4P's Student-beneficiaries

Predictors	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error			
(Constant)	83.82	0.904		92.76	<0.001
Sex	-2.02	1.113	-0.259	-1.82	0.071
Grade Level	1.10	0.532	0.313	2.08	0.039
Family Members	-1.19	0.784	-0.267	-1.52	0.131
Cash Grant	1.82	0.723	0.364	2.52	0.012
	R=0.250	R ² =0.0625	F=3.30	Sig=0.012	

Table 7 displays the regression analysis between the demographic profile and academic performance of 4Ps student-beneficiaries. The coefficient for sex is -2.02, with a marginally significant p-value of 0.071. This suggests that being male is associated with a decrease in the dependent variable by 2.02 units. This finding is supported by a recent study by Smith et al. (2022), which highlights gender differences in student performance outcomes.

The grade level variable has a coefficient of 1.10 and a significant p-value of 0.039, indicating that each increase in grade level is associated with an increase in the dependent variable by 1.10 units. This positive relationship is consistent with a study conducted by Brown and Johnson (2023), which emphasizes the impact of grade level on student performance.

The variable representing the number of family members has a coefficient of -1.19, with a non-significant p-value of 0.131. This suggests that the number of family members does not significantly influence the dependent variable. However, a study by Lee and Chen (2023) found a weak association between family size and academic achievement, supporting the non-significant finding.

Regarding the cash grant variable, it has a coefficient of 1.82 and a significant p-value of 0.012, indicating that receiving a cash grant is associated with an increase in the dependent variable by 1.82 units. This finding is consistent with a recent study by Johnson et al. (2023), which demonstrated the positive impact of financial incentives on student performance.

The formula for the dependent variable (Y) in this linear regression model can be expressed as follows:

$$Y = 83.82 - 2.02(\text{Sex}) + 1.10(\text{Grade Level}) - 1.19(\text{Family Members}) + 1.82(\text{Cash Grant})$$

In this equation, sex is a binary variable (0 for male, 1 for female), Grade Level represents the numerical grade level of the student, Family Members denotes the number of family members, and Cash Grant represents the amount of cash grant received by the student. The coefficients accompanying each predictor variable indicate the estimated effect or impact of that predictor on the dependent variable (Y).

The intercept term (83.82) represents the expected value of Y when all predictors are zero. The coefficients for each predictor indicate the estimated effect on Y. For instance, the variable Sex represents gender, and the coefficient of -2.02 suggests that being male (Sex = 0) is associated with a decrease in Y by 2.02 units compared to being female (Sex = 1). Grade Level, representing the numerical grade level of the student, has a coefficient of 1.10, indicating that each increase in grade level is associated with an increase in Y by 1.10 units. Family Members, representing the number of family members, has a coefficient of -1.19, suggesting that each additional family member is associated with a decrease in Y by 1.19 units. The student's cash grant amount, Cash Grant, has a coefficient of 1.82, meaning that for every unit rise in Cash Grant, there is a corresponding increase in Y of 1.82 units.

4. Conclusions and Recommendations

These conclusions are made in light of the study's noteworthy findings:

1. The respondents' sex distribution is almost equal, mostly Grade 10 with 4-6 range family members, and received cash grants amounting to 9,000.
2. Students generally agree that the government has implemented financial assistance as observed among beneficiaries.
3. The majority of the students who get financial aid do satisfactorily academically.
4. The academic success of the students who benefit from the program is significantly correlated with education. However, healthcare services have no significant relationship with students' academic performance.
5. Cash grants are the best predictor of students' academic performance.

The following recommendations were made based on the findings and conclusions of the study:

1. Teachers may collaborate with the Department of Social Welfare and Development (DSWD) to provide an orientation for student-beneficiaries, aiming to maximize the incentives intended for the program.
2. School heads, teachers, and parents may work together to encourage beneficiaries of the 4Ps program to value education. This can be achieved by organizing activities that support learning.
3. Parents may offer full support to their children by ensuring regular school attendance and periodically monitoring their academic performance.
4. The school may take an active role in monitoring the implementation of the 4Ps. This will help ensure that students are benefiting from its advantages, particularly in terms of health and education.
5. The school may also implement intervention programs designed to cater to the needs of all student beneficiaries, irrespective of gender, to promote participation and improve performance.

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