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Perceived academic influences of 4Ps student beneficiaries as basis for a school-based intervention plan

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ABSTRACT

Academic performance is a key concern in education as it reflects student achievement and future opportunities. This study examined respondents' profiles, academic performance, perceived influencing factors, relationship between these factors and performance, and challenges affecting 4Ps learners at Cadaruhan Elementary School during the school year 2025–2026 with 50 respondents. A descriptive-correlational design was used, applying percentage, weighted mean, and Pearson r. Findings show that most respondents were young elementary learners from low-income families, with parents generally having secondary or college education and working in contractual or informal jobs. Learners mostly achieved very satisfactory performance, with some rated outstanding or satisfactory, and none performing poorly. Perceived factors such as household chores and family responsibilities sometimes affect learning, while school conditions are generally supportive. Teacher influence is sometimes evident, and peer, community, and media factors vary in impact. A significant relationship was found between perceived factors and academic performance, leading to the rejection of the null hypothesis. Based on the results, an intervention plan was developed and recommended for implementation.

Keywords: Administration and supervision, academic influence, 4PS Student Beneficiaries, descriptive-correlational method, Cadaruhan Elementary School, Cadaruhan, Borbon, Cebu, Philippines.

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INTRODUCTION

Academic performance remains a central concern in education research, as it reflects not only student achievement but also future opportunities and social mobility. While programs such as the Pantawid Pamilyang Pilipino Program (4Ps), a conditional cash transfer initiative linking financial assistance to health and education compliance among low-income Filipino families, have been shown to increase school attendance and reduce dropouts (Flores et al., 2019), less is known about how students themselves perceive the factors that influence their academic performance. In particular, non-monetary influences including personal motivation, family support, teacher-student relationships, school climate, peer interactions, and community engagement remain underexplored from the students' perspective within the context of 4Ps.

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Understanding these perceptions is critical for identifying the interplay of social, familial, and educational dynamics that shape student learning and can inform strategies to enhance academic outcomes beyond program participation (Colinares, 2024).

Moreover, while quantitative studies on the Pantawid Pamilyang Pilipino Program (4Ps) provide valuable insights into attendance, dropouts, and standardized test outcomes (Larrinaga & Reyes, 2025; Colinares, 2024), they often overlook how students themselves perceive the factors influencing their academic performance. Research indicates that short-term economic support may affect cognitive effort, yet such studies rarely capture the psychosocial, familial, school-based, and community dynamics that students experience and interpret daily. At the national level, evidence suggests that many perceived influences such as home environment, study habits, and learning skills do not consistently correlate with measurable academic outcomes (Cansancio, 2024; Medina, 2025), highlighting the limitations of relying solely on quantitative measures. In Region VII, particularly in Cebu Province and Cebu City, this gap is even more pronounced, with minimal research exploring students' subjective perceptions of non-monetary factors. Moreover, at the school level, such as in Borbon Central Elementary School, Poblacion, Borbon, there is virtually no localized, perception-based data, underscoring the need for school-focused studies that can inform context-specific interventions and strategies to enhance academic performance beyond program participation.

However, most existing studies on the Pantawid Pamilyang Pilipino Program (4Ps) focus on broad outcome metrics such as school attendance, survival rates, or grade averages, but few examine how students in Cebu perceive the factors that support or hinder their academic performance within their school, family, peer, and community environments. Without this localized perspective, interventions and policies risk lacking the sensitivity required to address Cebu's unique social, economic, and educational dynamics. Focusing on students' own interpretations of their academic challenges and strengths can fill a critical gap, providing region-specific insights that inform tailored programs, school policies, and support systems designed to enhance learning outcomes effectively in Cebu.

Thus, this study aims to explore the perceived factors affecting the academic performance of 4Ps student beneficiaries at Cadaruhan Elementary School, Cadaruhan, Borbon, Cebu for the school year 2025–2026. The findings will serve as a basis for a data-driven, school-based intervention plan designed to improve students' learning outcomes and overall academic achievement. Specifically, the study will identify personal, family, school, teacher, peer, community, and media-related factors as perceived by the students, which can inform targeted strategies and programs to enhance their academic performance within the local context. By grounding the intervention in students' own perspectives, the plan aims to ensure context-sensitive and actionable measures that address the actual challenges and strengths experienced in their immediate learning environment.

Statement of the problem

This study determined the perceived factors affecting the academic performance of 4Ps student beneficiaries at Cadaruhan Elementary School, Cadaruhan, Borbon, Cebu, during the school year 2025–2026, as a basis for developing a school-based intervention plan.

Specifically, it aimed to answer the following questions:

1. What are the profiles of the respondents in terms of age, gender, highest educational attainment of parents, occupation of parents, and combined monthly family income?
2. What is the general academic performance of the 4Ps student beneficiaries for the school year 2025-2026?

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3. What are the perceived factors affecting the academic performance of the 4Ps student beneficiaries in terms of personal-related, family-related, school-related, teacher-related, peer-related, community-related, and mass media-related factors?
4. Is there a significant relationship between the perceived factors and the general academic performance of the 4Ps student beneficiaries?
5. What are the challenges encountered by the 4Ps student beneficiaries that affect their academic performance?
6. Based on the findings, what school-based intervention plan could be developed?

METHODOLOGY

This study employed a descriptive-correlational research design. The approach was suitable because the focus was on understanding existing perceptions and naturally occurring relationships in a real-world, school-based context, which provided insights directly relevant for designing context-sensitive, evidence-based interventions aimed at improving academic performance. By combining descriptive and correlational elements, the study balanced detailed profiling of perceived influences with an analysis of how these factors related to measurable academic outcomes, offering a practical foundation for school-level action plans. The study also employed the purposive sampling method, which required only a short period to accomplish since the respondents were available in the locale of the study. The researcher preferred this method because it provided accessibility and enabled the timely collection of data.

The study followed a system model that employed the input, process, and output approaches. The input contained the profile of the respondents; the general academic performance of 4Ps student beneficiaries for the school year 2025-2026; the perceived factors affecting the 4Ps student beneficiaries' academic performance; the significant relationship between the perceived factors and the general academic performance of the 4Ps student beneficiaries; and the extent of challenges encountered by the 4Ps student beneficiaries. The process was a method for gathering and synthesizing variables. It included the method, the gathering of data, the organization of data, and the analysis of the results of the questionnaires, in which the data gathered were tabulated, analyzed, computed, and evaluated to determine the results. The output provided the researcher with empirical data to develop and implement a school-based intervention plan that aimed to amplify the perceived factors affecting the academic performance of 4Ps student beneficiaries by identifying the personal-related, family-related, school related, teacher-related, peer-related, community-related, and mass media-related factors that contribute to their learning outcomes and overall academic achievement. This plan included the following elements: areas of concern, objectives, strategies, persons involved, budget, source of budget, time frame, expected outcome, and actual accomplishment. This flow of the study was illustrated in a figure showing the input, process, and output of the research.

The study was conducted at Cadaruhan Elementary School, Cadaruhan, Borbon, Cebu, which is situated in the northeast part of Cebu Province. The school is headed by Mr. Oliver Magdadaro, and the Borbon District is headed by Dr. Samuel M. Ponce. The location of the research environment was presented in a map. Cadaruhan Elementary School has been a key site for the implementation of the Pantawid Pamilyang Pilipino Program (4Ps), which supports the educational needs of children from low-income households. Since the program's rollout, several learners at the school have become beneficiaries, receiving educational and health grants aimed at reducing financial barriers and encouraging regular school attendance. The

school has actively collaborated with local 4Ps coordinators, municipal social workers, and parents to ensure compliance with program conditions, such as attending classes and participating in Family Development Sessions (FDS). These efforts have strengthened relationships among the school, families, and the community, fostering a more supportive learning environment.

The respondents of the study consisted of 50 4Ps student beneficiaries from Cadaruhan Elementary School, Borbon, Cebu. This number represented the entire population of 4Ps beneficiaries currently enrolled in the school, ensuring that the study captured all relevant perspectives. The selection of respondents was purposive, as the study specifically sought to explore the perceptions of students who were directly participating in the 4Ps program. Given that the total population of beneficiaries was 50, this sample size was sufficient for descriptive and correlational analysis, allowing for a comprehensive examination of perceived factors influencing academic performance without the need for further sampling. The distribution of respondents showed that 50 or 100.00 percent of the total respondents were learners, with a frequency (f) of 50 and a total of 50 at 100.00 percent. It further showed that these learners were officially enrolled and recipient beneficiaries of 4Ps.

The study employed a survey questionnaire adapted from the instruments used by Balacuit (2018) and Omaweng (2022). The research-based questionnaire was composed of four (4) parts and was designed to capture personal, family, school, teacher, peer, community, and media-related factors as perceived by 4Ps student beneficiaries. To ensure content validity, the adapted questionnaire was reviewed by a panel of experts in educational research and school-based interventions, who assessed its relevance, clarity, and alignment with the study's objectives. Reliability was established through pilot testing with a small group of 4Ps students from a nearby school, with internal consistency measured using Cronbach's alpha to confirm that the items consistently reflect the constructs under investigation. Adaptation procedures involved modifying language and context-specific examples to match the local setting of Cadaruhan Elementary School, ensuring that items are understandable, culturally appropriate, and relevant to the students' lived experiences. These steps strengthen the credibility and rigor of the data collection process. The first part answered the profiles of the respondents, particularly as to their age, gender, highest educational attainment of parents, occupation of parents, and combined monthly family income. The second part answered the general academic performance of 4Ps student beneficiaries for the school year 2025-2026, which refers to the first and second quarters of the said school year. The third part answered the perceived factors affecting the 4Ps student beneficiaries' academic performance and comprised five equal statements per sub-variable. Lastly, the fourth part addressed the extent of challenges encountered by the 4Ps student beneficiaries and comprised 10 statements.

The data gathering procedures were designed to ensure that the information obtained was valid, reliable, and appropriate for the objectives of the study. In the preliminary stage, the researchers sent a transmittal letter to the public schools district supervisor, the school principal, and the learners to ask permission to conduct the study. Once approved, the researcher arranged the schedule for meeting the respondents and conducting the study. In the data gathering stage, on the scheduled day, the researchers facilitated an orientation regarding the research. Salient issues such as the purpose of the study, its procedure, and how the confidentiality of the respondents was protected were discussed. The administration of the survey questionnaires followed immediately after the orientation. Instructions were given on how to answer the survey questionnaires and interviews. Assistance was also provided while the respondents were answering the survey questionnaires, and sufficient time was given to answer them. Retrieval of the questionnaires followed thereafter. In the post data gathering stage, the data were tallied, organized, summarized, interpreted, and analyzed, and appropriate statistical tools were used in the treatment of the data.

The study upheld the ethical principles of voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results of communication, which guided the research design and practices. Learner respondents from the identified research context were informed that their participation was entirely voluntary, and they could choose to provide only information with which they were comfortable. The study's goals and objectives were clearly communicated, and informed consent was obtained to ensure that respondents understood their rights and the purpose of the research. All personal profiles, responses, and data collected were treated with strict confidentiality and anonymity, ensuring that participants' privacy was respected and information was securely maintained.

The study involved the correlational method, and the following statistical treatments were used: simple percentage, weighted mean, and the Pearson-Moment Product Correlation R. Simple percentage computation described the profile and frequency of the respondents and the general academic performance of 4Ps student beneficiaries for the school year 2025-2026. The weighted mean determined the distribution of results for the perceived factors affecting the 4Ps student beneficiaries' academic performance and for the extent of challenges encountered by the 4Ps student beneficiaries. The Pearson-Moment Product Correlation R tested the significant relationship between the perceived factors and the general academic performance of the 4Ps student beneficiaries. The null hypothesis was tested at a 0.05 level of significance.

The scoring of the perceived factors relied on a Five-point Likert Scale, which required each participant to respond to a series of statements in the questionnaire by indicating always, sometimes, often, rarely, or never. A rating of 5, with a range of 4.21-5.00, was categorized as Always, meaning that the respondent experiences the statement to the highest extent. A rating of 4, with a range of 3.41-4.20, was categorized as Sometimes, meaning that the respondent experiences the statement to the high extent. A rating of 3, with a range of 2.61-3.40, was categorized as Often, meaning that the respondent is not certain with the statement. A rating of 2, with a range of 1.81-2.60, was categorized as Rarely, meaning that the respondent experiences the statement to the less extent. A rating of 1, with a range of 1.00-1.80, was categorized as Never, meaning that the respondent experiences the statement to the least extent.

In addition, the researcher used a Five-point Likert Scale to gauge the extent of challenges encountered by the 4Ps student beneficiaries, in which participants indicated strongly agree, agree, neutral, disagree, or strongly disagree. A rating of 5, with a range of 4.21-5.00, was categorized as Strongly Agree, meaning that the respondent agrees to the highest extent with the statement. A rating of 4, with a range of 3.41-4.20, was categorized as Agree, meaning that the respondent agrees to the high extent with the statement. A rating of 3, with a range of 2.61-3.40, was categorized as Neutral, meaning that the respondent is not certain with the statement. A rating of 2, with a range of 1.81-2.60, was categorized as Disagree, meaning that the respondent disagrees to the less extent with the statement. A rating of 1, with a range of 1.00-1.80, was categorized as Strongly Disagree, meaning that the respondent disagrees to the least extent with the statement.

Furthermore, the researcher used the department's standard grading system, which required each participant to respond to a question by indicating outstanding, very satisfactory, satisfactory, moderate satisfactory, fair, or poor. A range of 95-99 was categorized as Outstanding, a rating that signifies exceptional academic performance, in which the learner demonstrates an excellent understanding of concepts, consistently produces high-quality outputs, and exceeds the expected standards in most or all learning areas. A range of 90-94 was categorized as Very Satisfactory, a rating that indicates strong academic performance, in which the learner shows a thorough understanding of lessons and meets the expected competencies with only minor errors, with performance that is above average and consistently reliable. A

range of 85-89 was categorized as Satisfactory, a rating that reflects acceptable academic performance, in which the learner meets the basic learning competencies and shows adequate comprehension of lessons, though occasional gaps or inconsistencies may be observed. A range of 80-84 was categorized as Moderate satisfactory, a rating that represents developing academic performance, in which the learner shows partial understanding of the essential competencies but still needs improvement to achieve consistent mastery of the required skills or concepts. A range of 75-79 was categorized as Fair, a rating that indicates below-average performance, in which the learner struggles to meet several of the expected competencies and requires additional support, practice, or intervention to reach the desired academic standards. A range of 74 and below was categorized as Poor, a rating that signifies inadequate performance, in which the learner shows minimal understanding of concepts, consistently fails to meet expected competencies, and requires intensive guidance and academic intervention to improve.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 50 Pantawid Pamilyang Pilipino Program (4Ps) student beneficiaries of Cadaruhan Elementary School, Cadaruhan, Borbon, Cebu, during the school year 2025-2026. The study used a descriptive-correlational research design and purposive sampling. The 50 respondents represented the entire population of enrolled 4Ps beneficiaries in the school, and Table 1 showed that 50 respondents, or 100.00 percent, were learners who were officially enrolled and recipient beneficiaries of the program. Data were collected with a four-part questionnaire adapted from Balacuit (2018) and Omaweng (2022). It covered the respondents' profile, general academic performance, perceived factors, and challenges encountered. The data were treated with simple percentage, weighted mean, and the Pearson product-moment correlation, and the null hypothesis was tested at the 0.05 level of significance. Every result below comes from the data gathered and is interpreted in direct relation to the objectives of the study, in the order of the statement of the problem.

Profile of the respondents

In terms of age, the majority of the respondents were 9 years old, comprising 50% (f = 25) of the total. They were followed by those who were 10 years old at 26% (f = 13) and those who were 11 years old at 24% (f = 12), for a total of 50 respondents or 100.00%. Half of the participants were 9 years old, so the study mainly reflected the perceptions of relatively young learners in the lower elementary grade levels. Garcia and Reyes (2022) noted that younger learners rely more heavily on teachers and parents for academic guidance, which shapes their school experiences and perceptions of learning. Santos et al. (2023) found that early-grade learners are more sensitive to home and school conditions that directly influence engagement and performance. Cruz (2025) added that studies of younger learners capture foundational educational experiences, which makes their perspectives important for understanding early academic development and intervention needs.

In terms of gender, 51.66% (f = 31) of the respondents were female and 48.33% (f = 29) were male, for a total of 50 respondents or 100.00%. This near-even split, with a slightly higher number of female learners, meant that both genders were adequately represented. Rivera and Santos (2022) observed that gender differences in classroom participation and motivation can influence how learners perceive academic support and school-related factors. Navarro (2024) found that balanced gender representation strengthens the validity of findings by reducing bias in interpreting academic performance outcomes. Fernandez (2023) reported that

female learners often show slightly higher engagement in academic tasks, which may help explain their slightly larger share among the respondents.

For the highest educational attainment of parents, 33.33% (f = 20) had reached college level, the highest category. High school graduates followed at 31.66% (f = 19) and elementary graduates at 30.00% (f = 18). Meanwhile, 5.00% (f = 3) were at the elementary level, and 0 or 0.00% held a bachelor's degree, for a total of 50 respondents or 100.00%. Although a considerable number of parents had pursued education beyond high school, none had completed a college degree. This background may shape the type and extent of academic support that parents can give at home. Villanueva and Domingo (2022) argued that parents with higher educational backgrounds are better able to assist with complex academic tasks and guide study habits. Panganiban (2023) found that limited parental education can reduce parents' confidence in helping with schoolwork. Ramos and De Leon (2024) reported that parental education significantly shapes home learning environments, particularly structured academic guidance and motivation.

For the occupation of parents, the majority were in contractual employment at 65.00% (f = 39). Parents with no occupation followed at 25.00% (f = 15), and 10.00% (f = 6) fell under other occupations. None of the parents, 0 or 0.00%, held permanent employment, for a total of 50 respondents or 100.00%. These figures indicate that most parents relied on unstable or temporary sources of income, which may create financial challenges that affect the educational needs and academic performance of the beneficiaries. Mendoza and Labarda (2022) found that unstable parental income is strongly associated with limited provision of school materials and weaker academic readiness. Dizon (2023) reported that children from families with irregular employment often face reduced educational opportunities because of financial constraints. Cruzado and Velasco (2024) added that employment instability can raise household stress, which indirectly affects students' concentration and school performance.

For combined monthly family income, the majority of families earned between ₱10,001 and ₱15,000, accounting for 65.00% (f = 29) of the respondents, while 35.00% (f = 21) reported a monthly family income of below ₱10,000. None of the respondents, 0 or 0.00%, reported a combined monthly family income of ₱15,001 to ₱20,000, for a total of 50 respondents or 100.00%. All respondents therefore came from low-income households, which is consistent with the characteristics of 4Ps beneficiaries. Such limited income may restrict learners' access to educational resources, school supplies, and other forms of academic support. Salazar and Monteverde (2022) found that learners from low-income families often have difficulty acquiring learning materials, which weakens school participation. Bautista and Llamas (2023) reported that financial limitations significantly reduce opportunities for academic enrichment and learning support. Taken together, these profile characteristics describe young learners from low-income households with parents in unstable employment. This is the context in which the later findings should be read.

General academic performance

The general academic performance of the 4Ps student beneficiaries for the school year 2025-2026 was generally commendable. The majority attained a Very Satisfactory rating at 70.00% (f = 35), followed by an Outstanding rating at 20.00% (f = 10) and a Satisfactory rating at 10.00% (f = 5). None of the respondents received a rating of Moderate Satisfactory, Fair, or Poor, so each of these categories registered 0 or 0.00%, for a total of 50 respondents or 100.00%. These results suggest that, despite the socioeconomic constraints described in the profile, the learners maintained favorable achievement. They may also reflect the combined

contribution of the 4Ps program, parents, teachers, and the school. Manalo and Gutierrez (2022) reported that social assistance programs improve educational outcomes by reducing financial barriers to schooling. Valdez (2023) found that learners receiving government support tend to show higher academic engagement and more consistent performance. Soriano and Dela Peña (2024) emphasized that combined support from teachers, parents, and school interventions significantly strengthens the success of disadvantaged learners. Castillo (2025) noted that sustained assistance programs foster resilience and better outcomes among low-income student populations. The finding is also in line with Flores et al. (2019), who linked 4Ps participation to the academic performance of student beneficiaries.

Perceived factors affecting academic performance

The perceived factors were interpreted using the following scale: 1.00-1.80 as Never, 1.81-2.60 as Rarely, 2.61-3.40 as Often, 3.41-4.20 as Sometimes, and 4.21-5.00 as Always.

Under personal-related factors, the indicator "I do too many household chores" obtained the highest weighted mean of 4.35, interpreted as Always. It was followed by "I have poor study habits" at 4.25 (Always), "I have no time to study my lesson" at 3.80 (Sometimes), "I am late to enter in the school" at 3.60 (Sometimes), and "I feel tired, bored, and sleepy" at 3.05 (Often). The overall weighted mean was 3.81, interpreted as Sometimes. Household responsibility is therefore the strongest personal factor, and respondents also acknowledged poor study habits. A large share of learners' time and energy may go to family duties rather than schoolwork, which can limit study time and concentration. Because the overall rating was Sometimes, these personal factors were not constant but still had a noticeable effect, so guidance in balancing chores and academic tasks may be beneficial. Flores and Navarro (2022) found that students heavily involved in household tasks have difficulty completing school requirements on time. Cruz and Manrique (2023) reported that excessive domestic responsibilities reduce study time and academic engagement. Alvarado (2024) stressed that balancing academic and household duties is crucial, particularly for learners from low-income families. Lim and Cruz (2022) and Mendoza (2024) added that fluctuating performance among learners who struggle to balance personal tasks and schoolwork can be reduced by effective time management. These results agree with Omaweng (2022), who found that personal factors such as motivation, self-discipline, and study habits "sometimes" affect the academic performance of 4Ps students.

Under family-related factors, the highest weighted mean was 3.25, interpreted as Often, for "Helps take care of my baby brother and sister." The other indicators were "Don't have enough money for allowance to buy school supplies needed in school" at 3.03 (Often), "Parents are preoccupied with their work and no time for their children" at 2.66 (Often), "My parents are able to buy our common needs such as food, clothing and shelter" at 2.58 (Rarely), and "My parents consider schooling as burden" at 2.05 (Rarely). The overall weighted mean was 2.71, interpreted as Often. Caregiving for younger siblings, limited allowance for school supplies, and parental work demands frequently intrude on learners' study time. The low rating for parents considering schooling a burden suggests that families still value education despite these pressures. These results fit Maslow's hierarchy of needs, in which unmet basic needs can weaken focus and motivation, and Bronfenbrenner's view of the family as a primary microsystem. Gonzales and Mercado (2022) found that students with regular childcare duties have limited study time and reduced school performance. Torres and Villarin (2024) linked excessive household responsibilities among children from low-income families to academic strain. Santiago and Velasco (2022) reported that recurring home duties significantly reduce academic productivity, and Aguilar and Manalo (2025) emphasized that proper distribution of household tasks and supportive parenting contribute to better outcomes among elementary

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learners. Fabela and Pañares (2024) similarly found that parental communication, at-home learning, and volunteering correlate significantly with pupils' academic performance. This suggests that stronger family support and fairer task distribution at home are needed.

Under school-related factors, the indicator "The location of the school is accessible to all students" had the highest weighted mean of 4.41, interpreted as Always. The remaining indicators were "Classroom is spacious" at 3.33 (Often), "Classroom is well-lighted, ventilated and conducive to learning" at 3.25 (Often), "Sufficient and adequate laboratory and library facilities and equipment for students to use" at 3.16 (Often), and "Sufficient instructional materials are adequate and available in school" at 2.75 (Often). The overall weighted mean was 3.38, interpreted as Often. Accessibility is clearly a strength that supports regular attendance and punctuality, while the lower means for instructional materials and facilities point to areas for continued improvement. Fernandez and Alinsangan (2022) found that accessible school locations reduce absenteeism and improve punctuality among elementary learners. Domingo and Salonga (2025) noted that accessible institutions support consistent attendance among disadvantaged learners. Mendoza and Cabrera (2022) found that adequate facilities and instructional resources enhance participation and comprehension, and Salazar and Aquino (2024) cautioned that gaps in school resources may hinder optimal learning even when teachers are highly competent. The school environment is therefore generally supportive, yet resources still need strengthening.

Under teacher-related factors, "Teacher inspires /motivates encourages students' participation" obtained the highest weighted mean of 4.33, interpreted as Always. The other indicators were "Teacher clearly explains the lesson and uses effective teaching strategy" at 4.16 (Sometimes), "Teachers are sympathetic and concern" at 4.08 (Sometimes), and "Teacher is knowledgeable to the subject matter she teaches" and "Teacher is progressive and innovative," each at 3.91 (Sometimes). The overall weighted mean was 4.07, interpreted as Sometimes. Learners consistently perceived their teachers as motivating, and this is the strongest group of means in the table. Because the overall rating was Sometimes, the influence of teachers was not felt uniformly in every respect, so motivational and instructional support should be sustained and strengthened. Bautista and Serrano (2022) found that teacher encouragement significantly enhances participation and academic self-confidence in elementary education. Cruz (2023) reported that positive teacher-student relationships foster motivation and sustained effort among disadvantaged learners. Padilla and Enriquez (2022) and Torres (2023) cautioned that variation or inconsistency in teaching practices can weaken motivation and engagement over time. Villamor and Reyes (2025) emphasized that strengthening teacher capacity and consistent motivational practices improves outcomes for disadvantaged students. These findings are consistent with Omaweng (2022), who found that teaching quality, school support systems, and teacher concern moderately affect the grades of 4Ps beneficiaries.

Under peer-related factors, "Peers are and willing to lend /share me their resources" obtained the highest weighted mean of 4.00, interpreted as Sometimes. The other indicators were "Have positive concepts towards school work" at 3.56 (Sometimes), "Peer spends time with me in my studies" at 3.41 (Sometimes), "Have more chats with my friends than studying and doing research" at 2.63 (Often), and "My peer distracts me to get absent from classes" at 2.55 (Rarely). The overall weighted mean was 3.23, interpreted as Often. Peers were a mixed influence. They sometimes shared resources and supported study, and they rarely led learners to miss classes, but off-task conversation was often present. Peer support is therefore available but inconsistent. This is consistent with Coleman's social capital theory, which treats peer networks as resources whose value depends on their quality. Esteban and Lim (2022) found

that consistent peer support improves academic confidence and task completion. Navarro and Villafuerte (2023) observed that limited collaboration can restrict access to learning materials and shared strategies. Magtibay (2024) found that inconsistent collaboration produces unequal learning support. Pineda and Salcedo (2025) emphasized that structured peer-assisted learning builds a more supportive environment. Palahan (2025) similarly showed that students' positions within peer networks are associated with academic performance.

Under community-related factors, "Barangay official assist in the implementation of 4ps programs to the concern beneficiaries" had the highest weighted mean of 3.83, interpreted as Sometimes. The other indicators were "Noise and Social affairs are disturbing" at 3.16 (Often), "Noise, shouts, drunkenness are disturbing" at 2.98 (Often), "Household members are regularly involved in the community recreation activities" at 2.66 (Often), and "The distance from home to school causes my tardiness in attending my class" at 2.41 (Rarely). The overall weighted mean was 3.00, interpreted as Often. Local officials give occasional support to program implementation, while neighborhood noise and disturbances often compete with study. Distance to school was rarely a cause of tardiness, which agrees with the Always rating for school accessibility. Community support is thus present but not consistently felt, which points to the need for more regular collaboration among the school, barangay officials, and other stakeholders. Del Rosario and Mendoza (2022) found that active local government engagement strengthens the delivery and monitoring of social support programs for learners. Santos and Carpio (2023) and Domingo (2023) reported that inconsistent community involvement limits the effectiveness of programs for disadvantaged students. Salcedo and Marquez (2025) emphasized that sustained community collaboration improves achievement and the success of support programs for marginalized learners. This also reflects the exosystem level of Bronfenbrenner's ecological systems theory.

Under mass media-related factors, "Radio/ hearing drama or music disturb me while studying" obtained the highest weighted mean of 3.23, interpreted as Often. The other indicators were "TV/watching movies/telenovela takes my time" at 3.16 (Often), "Cell phone makes me lazy to study my lesson" at 3.05 (Often), "Laptop helps in doing my research activities" at 1.11 (Never), and "Reading Newspaper updates daily information" at 1.03 (Never). The overall weighted mean was 2.31, interpreted as Rarely. Auditory and entertainment media were often distracting, but the very low means for laptops and newspapers suggest that learners did not use these media for academic purposes. This may reflect limited access in low-income households, though the data do not establish this. Overall, mass media was rarely a major barrier, although guidance on responsible media use should still be encouraged. Dela Torre and Ignacio (2022) found that frequent engagement with entertainment media during study periods reduces attention span and productivity, and Gonzaga (2024) stressed that music and radio interfere with cognitive processing. De Leon and Parungao (2022) and Villarama (2024) explained that the negative influence of media is smaller among learners with self-discipline, structured routines, and effective time management. Lim and Mercado (2025) added that the academic impact of media can be minimal when its use is responsible and controlled.

Relationship between perceived factors and general academic performance

The Pearson product-moment correlation was used to test the null hypothesis that there was no significant relationship between the perceived factors and the general academic performance of the 4Ps student beneficiaries. The analysis yielded an r-value of 0.68, with 48 degrees of freedom. The computed t-value of 6.21 was greater than the critical t-value of 2.01 at the 0.05 level of significance, and the p-value of 0.000 was lower than the level of significance. The null hypothesis was therefore rejected, and the relationship was interpreted

as significant. The positive r of 0.68 indicates a moderately strong association between the perceived factors and academic performance. It implies that the personal, family, school, teacher, peer, community, and media-related conditions described above are meaningfully tied to learners' academic outcomes, so they should be addressed through targeted interventions and support systems. The result supports the multi-layered view of Bronfenbrenner's ecological systems theory and Coleman's social capital theory. It differs from Cansancio (2024) and Colinares (2024), who found that some perceived factors, such as home environment, study habits, and learning skills, did not significantly correlate with actual academic achievement. It agrees with Omaweng (2022) and Fabela and Pañares (2024), who found significant links between profile or family involvement variables and performance. Abad and Cruz (2022) found that performance is strongly shaped by the interaction of home, school, and community environments, and Mendoza and Villanueva (2023) reported that addressing both internal and external factors improves elementary learners' outcomes. Garcia and Soriano (2024) emphasized holistic interventions targeting family support, teacher effectiveness, and peer collaboration, and Delos Reyes and Aquino (2025) stressed that integrated support systems significantly enhance the performance of learners from low-income households.

Challenges encountered by the 4Ps student beneficiaries

The challenges were interpreted with the scale 1.00-1.80 as Strongly Disagree, 1.81-2.60 as Disagree, 2.61-3.40 as Neutral, 3.41-4.20 as Agree, and 4.21-5.00 as Strongly Agree. The respondents agreed with four statements. These were "Conditional Cash Transfer is not enough to sustain big families" with the highest weighted mean of 3.75, "There is no improvement to beneficiaries' way of living" at 3.63, "Parent-beneficiaries were indulging in gambling and vices" at 3.53, and "Cash Transfer is not enough for the needs and projects of students in school" at 3.50. They were neutral on "The money intended for school, food, and health were diverted to unnecessary wants of the parents" at 3.03, "Parent-beneficiaries did not properly allocate the budget for school and for food" at 3.01, and "Discrimination among the 4Ps grantees is oftentimes observed" at 2.75. They disagreed with "Loss/pawning of Cash Cards" at 2.56, "Cash Transfer is not downloaded on time" at 2.16, and "This implementation has no monitoring and evaluation of the beneficiaries' progress" at 1.91. The overall weighted mean was 2.98, interpreted as Neutral. The leading challenges concern the adequacy of the grant and the lack of lasting improvement in living conditions, so financial constraints persist despite assistance and may continue to limit learners' access to resources. Santos and Lim (2022) found that assistance improves basic school participation but remains insufficient as household size and needs grow, and Cruzado (2023) found that large families dilute the impact of cash-based support. Villanueva and Carreon (2022) and Almeda (2023) reported that cash transfers improve short-term needs but show limited long-term impact when not paired with livelihood and skills development. Pascual and Dela Cruz (2025) stressed that continuous monitoring and program enhancement are essential for lasting socioeconomic development. These agree with Malinao (2025), who identified minimal grant amounts as a common challenge, and with Medina (2025), who reported concerns about long-term dependency among beneficiaries.

The disagreement with late release of cash transfers and with card pawning departs from Malinao (2025), who reported delays in grant release, and from Balacuit (2023), who documented the pawning of cash cards, which suggests that these problems were not strongly experienced in this setting. The disagreement with the statement that implementation lacks monitoring and evaluation suggests that learners perceived some monitoring as present. The

overall Neutral rating means that the challenges were present but not strongly or consistently experienced across all areas, and that their impact varies with individual circumstances. Valerio and Santillan (2022) noted that learning difficulties are not uniform and depend on family support and resources. Ortega (2023) found that moderate perceptions of academic challenges often indicate mixed experiences rather than the absence of barriers. Caballero and Lim (2024) and Rivera and Dizon (2025) emphasized differentiated interventions and continuous, context-specific monitoring to identify emerging barriers.

Synthesis of findings

Taken together, the data from 50 respondents show that the 4Ps student beneficiaries of Cadaruhan Elementary School were young learners from low-income households, with parents mostly in contractual employment or without occupation. Their academic performance was nevertheless favorable, with 70.00% (f = 35) rated Very Satisfactory, 20.00% (f = 10) Outstanding, 10.00% (f = 5) Satisfactory, and 0.00% in the lower categories. Learners perceived household chores, caregiving duties, and study habits as the main personal and family pressures. They perceived school accessibility and teacher motivation as strengths, and peer and community support as present but inconsistent. Mass media was rarely a major barrier, with an overall weighted mean of 2.31. The Pearson product-moment correlation ($r = 0.68$, $t = 6.21$, $df = 48$, $p = 0.000$) led to the rejection of the null hypothesis at the 0.05 level of significance, confirming a significant relationship between the perceived factors and academic performance. The respondents were Neutral overall (2.98) on the challenges, although they agreed that the cash grant is insufficient for large families and has not visibly improved their living conditions. These findings address each objective of the study, and they add localized, learner-centered evidence for 4Ps beneficiaries in a Cebu school, a setting with little perception-based data. They also show that family, school, teacher, peer, and community conditions work together, and they provide an empirical basis for the school-based intervention plan. The next chapter summarizes the findings, draws conclusions, and offers recommendations, which lead to the proposed intervention plan.

CONCLUSION

The findings of this study, conducted among more than fifty 4Ps student beneficiaries at Cadaruhan Elementary School in Cadaruhan, Borbon, Cebu during the school year 2025-2026, offer a coherent picture of the circumstances that shape the academic performance of learners from conditional cash transfer households. Using a descriptive-correlational design, an adapted questionnaire, and statistical tools that included simple percentage, weighted mean, and the Pearson Product-Moment Correlation, the study examined the respondents' profile, their general academic performance, the perceived factors affecting that performance, the relationship between those factors and performance, and the challenges the beneficiaries encounter. Taken together, the results show that learners' academic outcomes cannot be understood apart from the personal, familial, institutional, and social conditions in which they live.

The respondents were mostly young elementary learners, with the majority belonging to the lower age group, followed by slightly older pupils, and the distribution by gender was almost even, with a slight predominance of female learners. Their family backgrounds were marked by limited economic security. Most parents had reached either college level or had completed secondary and elementary education, while only a small portion had very low educational attainment and none had completed a bachelor's degree. Most parents were engaged in contractual work, a considerable number were unemployed or relied on other forms

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of livelihood, and none held permanent employment. Consistent with this, most families belonged to the lower-income group, the rest had even more limited earnings, and no respondents fell within the higher income range. This profile establishes the context of economic constraint within which the learners' academic experiences must be interpreted.

Despite these conditions, the 4Ps beneficiaries demonstrated strong academic performance during the school year. Most achieved a very satisfactory level, a smaller group attained outstanding performance, and only a few were rated as satisfactory. Notably, none of the respondents fell under the lower performance categories of moderately satisfactory, fair, or poor. It follows that financial hardship and modest parental employment did not translate into poor achievement among these learners, which suggests that supportive conditions at school and at home may have helped offset the limitations of the family's economic situation.

The perceived factors affecting academic performance help explain this outcome. Personal factors were mainly linked to household chores, which learners sometimes experienced. Family-related factors, such as caring for siblings, were often present at home and frequently affected learners, indicating that domestic responsibilities compete with study time. School-related factors were generally supportive, especially in terms of accessibility, and teacher-related factors were sometimes experienced despite strong motivation from teachers. Peer and community factors were often present but varied in consistency, while mass media-related factors were rarely significant influences on academic performance. These results show that the family and personal domains present the more persistent pressures on learners, whereas the school environment and teachers serve as stabilizing and enabling influences.

Importantly, the statistical analysis revealed a significant relationship between the perceived factors and the academic performance of the 4Ps beneficiaries, leading to the rejection of the null hypothesis. The personal, family, school, teacher, peer, community, and mass media-related factors are therefore meaningfully associated with learners' academic outcomes. It can thus be concluded that these factors collectively influence academic performance, and that changes or improvements in these areas may directly affect how well the learners perform. This conclusion is drawn directly from the correlational evidence and affirms that the conditions surrounding the learner are not incidental but integral to academic achievement.

The challenges encountered by the beneficiaries further illuminate these relationships. Respondents generally agreed that the Conditional Cash Transfer is not sufficient to support the needs of large families, making this one of the most common challenges affecting their academic performance. They also perceived a lack of improvement in their way of living, which compounds their difficulties. Nevertheless, the overall results suggest a neutral level of response regarding the challenges encountered, indicating that while hardships are recognized, they are not uniformly regarded as overwhelming. This nuance is consistent with the strong performance observed, as learners appear to manage these challenges with the help of the supports available to them.

In light of these conclusions, several recommendations are offered. School administrators should strengthen academic support programs such as remedial classes, tutoring sessions, and learner monitoring systems, while teachers should employ differentiated instruction, learner-centered strategies, and regular academic feedback to address the diverse learning needs of 4Ps learners. Parents should be encouraged to provide consistent supervision, motivation, and support for their children's educational activities at home despite financial and work-related challenges. The school should likewise enhance collaboration with parents, community stakeholders, and government agencies to provide additional educational resources and support services, and community leaders should support initiatives that promote a

conducive learning environment and positive youth development. Learners, for their part, should be encouraged to develop effective study habits, responsible use of mass media, and positive peer relationships. The proposed School-Based Intervention Plan should be implemented, monitored, and evaluated regularly to determine its effectiveness in addressing the factors affecting the academic performance of 4Ps student beneficiaries.

Finally, because the study was limited to a single school with a modest number of respondents, future researchers should conduct similar studies in other schools or districts with larger samples and additional variables to validate and expand these findings. Mixed-methods or qualitative approaches may also be utilized to gain a deeper understanding of the challenges and experiences of 4Ps student beneficiaries that influence their academic performance. Overall, the study affirms that sustained, coordinated support from the school, family, community, and government is essential in helping learners from 4Ps households translate their resilience into lasting academic success.

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