



THE SELF-EFFICACY OF PANTAWID FAMILYANG PILIPINO PROGRAM PARENTS: A SEQUENTIAL EXPLANATORY STUDY

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ABSTRACT

The study aimed to investigate the self-efficacy levels among parents enrolled in the Pantawid Pamilyang Pilipino Program (4Ps). A mixed-methods sequential explanatory design was utilized, involving 50 parents from a barangay in Magalang, Pampanga, during the fiscal year 2023-2024. The research showed that parents participating in the 4Ps program demonstrated high levels of self-efficacy, signaling their growing confidence in their capacity to successfully carry out parental duties. These parents were more inclined to use good parenting methods like discipline, responsiveness, and sensitivity, which had positive effects on their children's behavior and overall development. The results underscore the significance of parental self-efficacy in encouraging positive parenting behaviors and improving child development results. Various factors, such as personal traits, social support, and stress levels, that could influence parental self-efficacy are noted in the study. For enhancing parental self-confidence, cognitive-behavioral therapy and developing social support systems were seen as essential. These techniques provide parents with the essential resources and support they need to successfully handle the difficulties of parenting and enhance positive connections between parent and child. This study unveils crucial insights that could greatly enhance the way we support positive parenting, ultimately improving the well-being of families involved in the 4Ps program. By comprehending the factors that shape a parent's confidence, we can guide policymakers and professionals to provide the right kind of support. This insight helps parents in their journey of raising children and building a warm and caring space for children through the 4Ps initiative. It's all about looking out for our future, one precious child at a time.

Keywords: Self-efficacy, Pantawid Pamilyang Pilipino Program, Parenting, Effective parenting techniques, Child development, Sequential

BACKGROUND

For most of the world's peoples and nations, poverty continues to be a serious concern. One of the primary causes of poverty is population expansion. The Philippines' poorest citizens have appalling access to healthcare, education, and other amenities. They frequently experience problems with starvation, malnutrition, and illnesses. Additionally, they are a minority in society and are underrepresented in public and political discourse, which makes it more difficult for them to break free from the cycle of poverty.

In order to reduce poverty and improve the lives of vulnerable families, Philippine government has implemented various poverty alleviation programs, including the Pantawid Pamilyang Pilipino Program. The Program is a poverty alleviation initiative of the Philippine government that aims to enhance education and health of poor families with youngsters under the age of eighteen. Through the provision of numerous services, including cash transfers, education and health services, and nutrition and health services, the program aims to support and incentive these families. Although the program has significantly reduced poverty, more work is still needed to enhance the lives of the vulnerable and impoverished. For Pantawid Pamilyang Pilipino Program Parents to develop a belief in their capacity to effectively accomplish activities and achieve their goals, it is crucial that they have an in-depth knowledge of self-efficacy. The Pantawid Pamilyang Pilipino Program's Self-Efficacy of the Parents, on the other hand, alludes to parents' belief in their ability to participate effectively in the program and make a positive impact on their child's education and development. Parents may feel unsure about their capacity to meet these standards and may be less likely to participate in the program if they lack self-efficacy. Furthermore, parents who lack confidence in their capacity to support their children might not give priority to these vital pursuits and might not allocate the required funds for their children's education and health. This can have long-term negative consequences for the children, who may suffer from physical and mental health or low educational attainments.

Parental Self-efficacy

Parenting self-efficacy (PSE), the belief held by parents that they can successfully carry out the role of parent. Bandura's concept of personal self-efficacy serves as its foundation, it emerged within the context of social cognitive theory. It is shown that PSE is a reliable indicator of how well parents function (Boruszak-Kiziukiewicz & Kmita, 2020). Parental self-efficacy, or the belief that parents can have a healthy and good influence on their child, has been recognized for many years as a critical component in fostering positive functioning in both parents and children. Subsequently, a significant amount of research has surfaced that expressly looks at how PSE affects parents as well as children (Albanese et al., 2019). Parenting self-efficacy (PSE) is the

term used to describe how parents believe they can successfully carry out important parenting obligations. Numerous research studies have indicated that parents with higher PSE scores are more likely to provide their children with positive parenting, which stimulates their development, than are parents who score lower (Holloway et al., 2019). Positive and successful parenting is essentially predicted by PSE. Some parents may have lower PSE than others, and this can be explained by the features of the child (Glatz & Buchanan, 2023). Parenting styles and child development are significantly predicted by parental self-efficacy (PSE). The content-specific nature of PSE is not well understood. Previous studies have not used measures of both task-specific and overall parental self-efficacy (Gessulat et al., 2023). Positive child development and parenting have been linked to high parenting self-efficacy (PSE) (Fang et al., 2022). Liu and Leighton (2021) assert that parents have a major influence on their children's academic achievement. Furthermore, it is thought that a deeper comprehension of the function of self-efficacy in parenting could lead to more beneficial policies and practices (Schuengel & Ostermann 2019).

Pantawid Pamilyang Pilipino Program

The Department of Social Welfare and Development (DSWD) carried out the Philippine government's Pantawid Pamilyang Pilipino Programme (4Ps). It provides financial prizes to the impoverished households based on the condition that they improve their investments in their children's potential. It was initiated in 2008 by Gloria Macapagal-Arroyo, the former president, and it was carried out extensively throughout the Aquino administration (Sasaki et al., 2021). It was created to support low-income households with immediate consumption requirements while encouraging investments in their children's education and health in an effort to stop the country's poverty from being passed down through generations (Basas, 2021). There is no denying the poverty that exists among the people of the Philippines. The Pantawid Pamilyang Pilipino Program (4Ps) is one of the fully operational assistance programs currently being carried out by the Department of Social Welfare and Development (DSWD) and supported by other government agencies (Aguado, 2021). Poverty is one of the main risk factors in the Philippines for both acute (wasting) and chronic (stunting) undernutrition in children. Previous research has shown that by addressing the underlying determinants that affect health and nutrition, social protection and conditional cash transfer programs can improve the nutritional outcomes for children. The Philippines uses a conditional cash transfer scheme called Pantawid Pamilyang Pilipino scheme (4Ps). It is the main social protection program in the country and aims to improve the health and academic outcomes of children who are impoverished (Bustos, 2022). Aiming to enhance the lives of impoverished Filipinos and advance their social and health status,

the Conditional Cash Transfer (CCT) program in Philippines, known as the Pantawid Pamilyang Pilipino Program or the 4Ps occasionally (Ponce, 2022). Furthermore, given that poverty is a complex and divisive social reality, it is a challenging idea to articulate (Diaz, 2021). Even though it can be difficult to come up with a universal definition of poverty, developing a conceptual understanding of the term is important from both a theoretical and empirical standpoint as well as from a practical one, as this definition could eventually be used to guide public policies intended to fight poverty or enhance the lives of the poor. The majority of the time, poverty is caused by a lack of money, and distributing wealth is the only way to alleviate this (Dano, 2021). Pantawid Pamilyang Pilipino Program, or 4Ps, is the government's main social protection strategy that aims to prevent poverty from being passed down through generations by helping low-income families invest in their children's health and education (Orbeta et al., 2021). Since farming is the primary source of income for the majority of 4Ps parents, parents can still use their cash grants to budget for food and school supplies, despite the fact that grantees having large families may find that Conditional Cash Transfer (CCT) is insufficient and may need to pawn their cash cards. None of the student-4Ps beneficiaries failed in any of the many basic education categories, indicating that the educational needs they received contributed to their success and performance in the educational setting (Balacuit, 2018). Money is the primary cause of poverty most of the time, and the only method to address this is to distribute wealth. It is accomplished in the Philippines through Pantawid Pamilyang Pilipino Program, a program aimed at decreasing poverty, yet poverty is still a significant problem and is probably here to stay (Dano, 2023). Under Pantawid Pamilyang Pilipino Program, the Philippine government offers financial assistance to the impoverished according to a number of requirements with the goal of reducing poverty both temporarily and permanently (breaking the intergenerational cycle of poverty) (Lagdameo, 2018). The Pantawid Pamilyang Pilipino Program (4Ps) of the national government is a human development program that provides conditional cash transfers to the poorest of the poor. This program's objective is to reduce people's poverty (Mahinay et al., 2022).

This comprehensive result highlights the deep-rooted problem of poverty in the Philippines and its relationship to population growth. Regarding the government's efforts to reduce poverty, the Pantawid Pamilyang Pilipino Program (4Ps) is mentioned. It highlights the significance of parental self-efficacy in enhancing the well-being of their children. Overview also lists a number of research papers that examine how the 4Ps impact poverty reduction and the hardships faced by beneficiary households. Poverty remains a major problem in the Philippines, mainly due to population growth. The 4P Initiative supports at-risk families by providing financial support and

support services to alleviate poverty. Parental self-efficacy has a significant impact on the program's performance since parents' belief in their own ability to engage in it affects their children's education and development. Research on 4Ps and parental self-efficacy aims to identify influencing factors and inform interventions for better parenting and child development outcomes.

In this undertaking, the goal was to look into the parents' self-efficacy on the Pantawid Pamilyang Pilipino Program. By examining the self-efficacy of these parents, it helped to more fully comprehend how they saw themselves as 4Ps parents and how that view linked to their ability to participate actively in the program and positively influence their child's education and development. It sought to determine the factors influencing 4Ps parents' self-efficacy as well as the difficulties they encountered by looking at their level of self-efficacy.

The manuscript's contribution enhanced comprehension of the elements influencing 4Ps parents' self-efficacy. The research helped identify the factors that influenced the self-efficacy of 4Ps parents, such as their capacity to actively engage in the program and make a positive impact on their child's education and development. This knowledge informed interventions aimed at increasing parents' self-efficacy, which could lead to improved parenting skills and children's development.

CONCEPTUAL FRAMEWORK

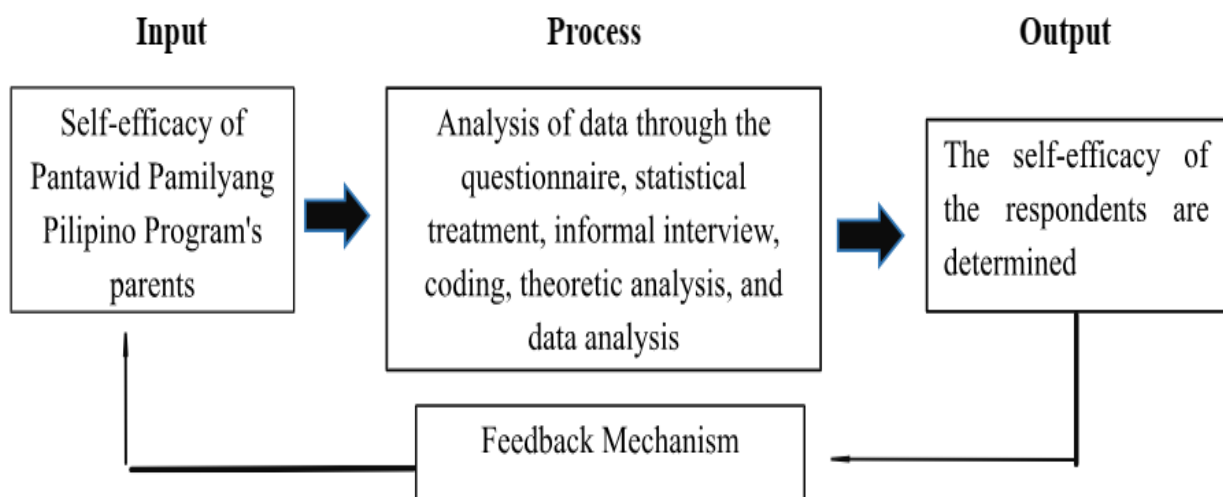


Figure 1. Paradigm of the Study

This study adopted the Input-Process-Output framework. The first frame included the Self-efficacy of the respondents, while the second frame consisted of analyzing data through questionnaires, statistical treatment, informal interviews, coding, and thematic analysis. The expected output was that the self-efficacy of the respondents was determined.

STATEMENT OF THE PROBLEM

The researchers aimed to look into the self-efficacy of the Pantawid Pamilyang Pilipino Program's parents in one of the Barangay in Magalang, Pampanga during the fiscal year 2023-2024. Specifically, the study sought to answer the following questions:

1. How may the parental self-efficacy be described in terms of;
 - 1.1 influence school-related;
 - 1.2 influence leisure-time activities;
 - 1.3 setting, limits, monitoring activities, and
 - 1.4 influencing peer affiliation;
 - 1.5 exercise control over high-risk behavior;
 - 1.6 influence the school system;
 - 1.7 enlist community resources for school development;
 - 1.8 influence school resources;
 - control distressing rumination; and
 - 1.9 resiliency of self-efficacy?
2. What are the challenges of Pantawid Pamilyang Pilipino Program parents' self-efficacy?

SIGNIFICANCE OF THE STUDY

This study will be greatly important for the following:

Parents. By understanding self-efficacy, 4Ps parents can develop a belief in their ability to fulfill the requirements and take on the important role of providing for their children's health and education. This can help them access cash grants, which can be beneficial for their children's well-being and can help break the cycle of poverty in their communities.

Learners. self-efficacy can also be significant in the context of the Pantawid Pamilyang Pilipino Program (4Ps) since it can foster in them a sense of agency over their circumstances and capabilities. Furthermore, children who have a high degree of self-efficacy are more likely to believe in their abilities to learn, develop, and succeed, which can improve their social and academic results.

Government. The success of the 4Ps program depends not only on individual parents' self-efficacy but also on the government's ability to provide necessary support and resources.

Future Researchers. The study may gather data resulting in new knowledge and relevant ideas that could help future researchers in this field of study.

SCOPE AND DELIMITATION

The purpose of this study was to identify the variables that affected the parents in the Pantawid Pamilyang Pilipino Program's (4Ps) self-efficacy in raising their children responsibly. It focused on the self-efficacy of 4Ps parents and how it could influence their ability to fulfill the program's requirements. The sample selected for this study were 4Ps parents from one of the Barangays in Magalang, Pampanga, which meant that 4Ps parents from other places were not included. However, this was delimited only to the 4Ps Parents.

Reliable data was collected through printed questionnaires that were handed out to the participants, along with informal face-to-face interviews. The researchers evaluated the center of this study with the gathered data. The data was also collected from the respondents through informal interviews.

DEFINITION OF TERMS

To enhance comprehension of this research, we have included definitions for various terms within this document.

Community resources. The materials, services, and help that are available to serve the requirements of a certain community, organization, or group are referred to as community resources. According to Harris (2006), community resources can be both financial and physical. They can include grants, contributions, and other types of financial aid in addition to tangible assets like buildings, cars, and equipment. In this study, this refers to the parental self-efficacy related to community resources of school development.

Distressing rumination. Rumination that is invasive and persistent, sometimes accompanied by negative emotions such as guilt or concern, is a mental health condition called distressing rumination. It is a typical sign of anxiety disorders, depression, and some types of traumas. It can involve a variety of unpleasant feelings and ideas, such as self-criticism, fear of the future, memories of painful events, or worries about interpersonal connections (Clark, et al., 2005). In this study, this refers to the ability of 4Ps parents to control distressing rumination.

High-risk behavior. High-risk behaviors are defined as actions that increase the possibility of disease or harm, which could subsequently lead to disability, death, or societal concerns. According to Tariq and Gupta (2023), the most prevalent high-risk behaviors are those involving aggression, drunkenness, nicotine use disorder, unsafe sexual conduct, and eating disorders. In

this study, this refers to the ability of the 4Ps parents to control high-risk behavior to avoid negative consequences.

Leisure-time activities. Apart from the responsibilities of duty, family, and society, leisure is any activity that a person chooses to engage in for unrestricted creative expression, relaxation, diversion, or knowledge expansion. It also includes spontaneous social interaction. (Dumazedier, 1974). In this study, this term is used to refer to the 4Ps parents' leisure-time activities; their time spent relaxing or doing the things they enjoy when they're not working.

Pantawid Pamilyang Pilipino Program (4Ps). 4Ps was created to support low-income households with immediate consumption requirements while encouraging investments in their children's education and health to stop the country's poverty from being passed down through generations (Basas, 2021). In this study, this refers to the program designed to provide support and incentives to families by linking them to various services such as nutrition and health services, education services, and cash transfers.

Peer affiliation. The number of friends who have nominated one another, the number of "like most" nominations, and the number of "isolated" nominations have all been used to establish peer affiliation (Pellegrini & Bartini, 2000). In this study, this refers to how the parents' self-efficacy can be described in the influence of setting, limits, and monitoring activities.

Resiliency of Self-efficacy. The conviction that one is capable of withstanding life's challenges is known as resilience of self-efficacy. Self-efficacy beliefs have the potential to enhance resilience in the face of adversity by triggering positive affective, motivational, and behavioral mechanisms during challenging circumstances (Schwarzer and Warner, 2013). In this study, this refers to the 4Ps parents' ability to handle parental pressure.

School-related. Considering the goals of the educational system, which include developing capable people, the caliber of educational activities emerges as a leader in developing people with predictive abilities, curiosity, enhanced reasoning, and analysis, and in resolving issues in the actual world. Raising educational standards helps students do better by enhancing their knowledge and abilities across the board (Aru & Kale, 2019). In this study, this refers to the 4Ps parents' abilities when it comes to their children's school-related means.

School resources. These consist of all items found in the classroom, such as textbooks, curriculum materials, technology, furniture, and other supplies. According to Acquiring, Allocating & Managing Resources in Education (2020), financial resources include cash and credit lines. In this study, this refers to the 4Ps parents' involvement in school resources.

School system. A school system is the framework for education designed to provide students with educational opportunities at all educational levels, from basic schools to educational institutions, according to the Organization for Economic Cooperation and Development (2019). This study examines the impact of parental self-efficacy on the educational system.

Self-efficacy. Self-efficacy is a psychological concept that describes an individual's confidence in their capacity to finish tasks and accomplish their objectives (Bandura, 1986). In this study, this refers to the belief of the 4Ps parents' ability to fulfill the program's requirements.

METHODS

Quantitative data is gathered using a two-phase process called the Sequential Explanatory Research methodology, and it is interpreted considering the quantitative findings. The aim of the qualitative method is to make data more understandable (Creswell, J.D. and Creswell, J.W., 2018).

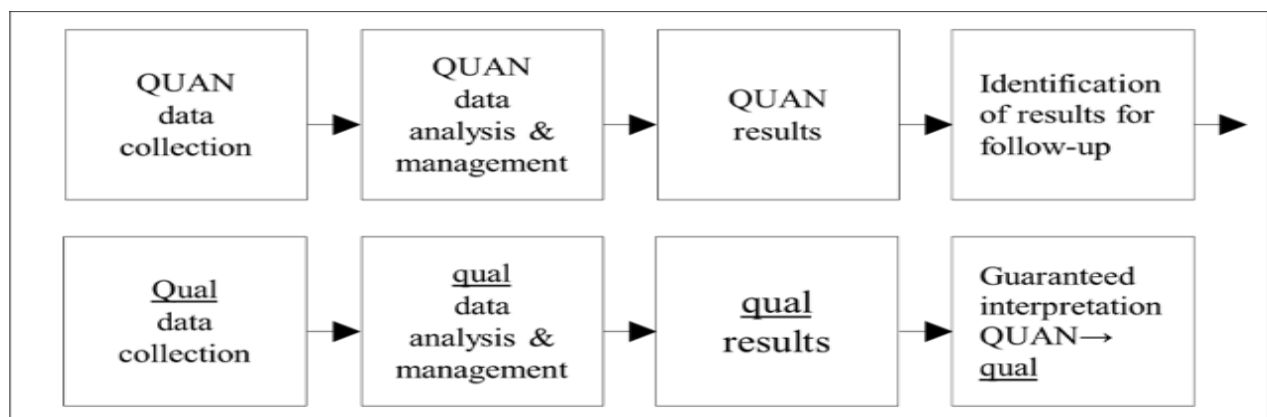


Figure 2. Explanatory follow-up model of the sequential explanatory design.

A study using mixed methods integrates both qualitative and quantitative methodology. According to Tashakkori and Creswell (2007), "research in which the researcher collects and analyzes data, integrates the findings, and draws inferences using both qualitative and

quantitative approaches or methods in a single study or program of inquiry". The researchers gathered two sets of data with this method. Feedback from one approach's data collection aids in the comprehension of data from the other method. Increased variability gives researchers greater confidence in the validity of their findings because the hypothesis is backed by a range of data sources. Working together, researchers from both the quantitative and qualitative fields can cooperatively tackle related issues (Rutberg and Bouikidis, 2018).

The study has two phases: the quantitative phase and the qualitative phase. The first phase of the study started by collecting and analyzing quantitative data from respondents of one of the barangays in Magalang, Pampanga. The conventional approach of assessing self-efficacy beliefs involves showing participants items that represent varying degrees of task demands and asking them to score how strongly they believe they can complete the required tasks. Additionally, as stated by Atmowardoyo (2018), descriptive research primarily describes the current phenomena under investigation in a methodical and precise manner. The purpose of the study is to ascertain whether there is a substantial relationship between stress levels, physical activity, and screen addiction.

Respondents/ Participants

The Pantawid Pamilyang Pilipino Program parents comprised the researchers' sample, which was chosen through total enumeration sampling. The qualifications to be a participant in this study were to be a 4P's parents, male or female, and currently lives in one of the Barangays in Magalang, Pampanga during the fiscal year 2023-2024. The researchers assumed that these participants could provide the information essential for the study.

The method of Total Enumeration Sampling, belonging to the category of Purposive Sampling, was used to develop the sample of the research that was being discussed.

Purposive sampling technique called total enumeration sampling involved the researcher selecting all members of the population who shared a specific set of criteria to be examined. The items that comprised the population were referred to as units in sampling. It was most likely that these units were people when employing total enumeration sampling. It was suitable as the population consisted of the Pantawid Pamilyang Pilipino Program's parents. This was done by selecting 4P's parents who were currently living in one of the Barangays in Magalang, Pampanga.

The respondents who scored higher or the outliers from the quantitative results were the participants for the qualitative phase. The researcher cross-validated the participants' responses

through qualitative data for an improved comprehension of the self-efficacy level of the individual.

Instrument

In the quantitative phase, the questionnaire of the study is composed of 9 parts. There are 1 or two parts/dimensions in each part. Part 1 has 6 items, and they focus on assessing the Influence School-Related Performance. Part 2 has 3 items, and they focus on assessing the Influence Leisure-Time Activities. The nine items in Part 3 evaluate the following areas: influencing peer affiliations, monitoring activities, and setting limits. Five items in Part 4 deal with exercising control over high-risk behavior. Part 5 has 9 items about the School System. Part 6 has 4 items, and they help assess the Community Resources for School Development. Part 7 has 1 item that talks about School Resources. Part 8 has 4 items that focus on Control Distressing Rumination. Part 9 has 7 items, and it focuses on the Self-efficacy of the 4Ps parents.

The questionnaire was adopted from (A., Bandura, 2006), and this survey is intended to assist us in better comprehending the variables influencing the 4Ps parents' sense of self-efficacy. The instrument that was utilized for the qualitative portion of the study was based on the quantitative phase's questionnaire, which has an interpretation of the respondents' professional responses. The participants were allowed to take the lead in developing and articulating their ideas and focus their responses on areas they felt were important. This provided the researcher with fresh and important information that improved the study that was being conducted.

They rate their efficacy beliefs using a 100-point scale that has ten-unit levels: 0 represents uncertainty (i.e., "Cannot do"), 50 represents intermediate levels of confidence ("Moderately certain can do"), and 100 represents total certainty ("Highly certain can do"). While using single-unit intervals from 0 to 10, a more straightforward response format maintains the same scale structure and descriptors. The second phase involved collecting and evaluating quantitative data in response to the qualitative results. The conclusions drawn from the quantitative data influenced the subjects, samples, and information gathered for the qualitative study. The resulting outliers were interviewed using an open-ended questionnaire.

The examination of the focus group data revealed nine domain-specific sub-scales related to parenting. There was an overall scale reliability of 0.94 and sub-scale internal reliability coefficients ranging from 0.80 to 0.89. The study found that the external reliability coefficients varied between $r_s = 0.58$ ($n = 19$, $P < 0.01$) and $r_s = 0.88$ ($n = 19$, $P < 0.01$). To help with the assessment of parenting programs, a valid and reliable instrument for measuring parental self-efficacy has been developed (Kendall, 2005).

In the qualitative phase, based on the information acquired from the quantitative phase, an Interview Protocol Guide was developed. An estimated 15 to 30 minutes passed during the interview. According to Van den Berg (2005), one particularly useful method for gathering information regarding participant experiences is interviewing. Before the interview, the parties established a rapport, signed the consent form, and discussed the interviewee's background. By posing targeted questions that were developed in light of the findings of the quantitative phase, the interview delved into the specifics of the participant's experience.

In the qualitative part, the instrument was based on the quantitative phase questionnaire, which included an interpretation of the participant's extreme, or outlier response based on the quantitative result. The subjects were allowed to elaborate and describe their ideas, and the researcher guided their responses into areas that they deemed significant. This provided the researcher with fresh and important information to improve the study that was being done.

Data Collection

Phase 1: *Quantitative*

The respondents of the study were the Pantawid Pamilyang Pilipino Program beneficiaries who were currently situated in one of the Barangays in Magalang, Pampanga in the year 2023-2024. Before any data was collected, the respondents' advisers and the head of the Senior High School at Magalang Stand Alone II were approached for permission to conduct the study. Data collection started in the first week of the second quarter after obtaining consent. The respondents received an in-person explanation of the study from the researcher.

The only data source for the study was primary data. Primary data refers to a unique or first-hand data source in which the respondents themselves provided the researchers with the data. Printed questionnaires and informal face-to-face interviews were used to gather the data for this study's survey.

Phase 2: *Qualitative*

The researcher obtained the letter request for the interview questionnaire validation in the qualitative portion. The participant interviews were then conducted by the researcher based on the quantitative results. Participants had the chance to share relevant perspectives and thoughts regarding the topic at hand. To have a more thorough picture of the participants' reported levels of parental self-efficacy, the researcher cross-validated their responses. The combination of quantitative and qualitative data and findings provided a deeper comprehension.

Individuals who positioned themselves extremely apart from most participants were interviewed in an open-ended format. They were regarded as anomalies and functioned as the participants in the phase of qualitative analysis. Salkind (2010) defined an outlier as an observation in a data set that deviates from the bulk of the data. It may indicate that a subject meets the acceptable score threshold even though they represent an extreme example of the variable being studied.

A written observation was part of the interview, capturing situational details as well as nonverbal cues like voice tone and facial expressions on camera. Participants had the chance to speak candidly and share their ideas to add depth to their responses. Once the participants provided their assent, audio recordings were used for documentation purposes. Interview transcription was another step in this process. Transcribed material was retrieved and labeled according to meaning units using key point coding. Similarity-based coding was used to sort the transcribed material into themes based on analyzed topics. The researcher cross-validated the participants' responses to gain a more comprehensive insight. The Pantawid Pamilyang Pilipino Program Parent's viewpoint on self-efficacy was better understood thanks to the combination of quantitative and qualitative data.

Those who were considered outliers in the quantitative data were the participants in the qualitative study. Face-to-face meetings were arranged for participants who were able to participate and meet the requirements. The interviews were audio recorded, preserved, and then verbatim transcribed. The interviews were expected to take between 15-30 minutes for each participant, and a letter of appreciation was handed to all participants afterward.

Statistical Treatment/ Data Analysis

Phase 1: *Quantitative*

Two (2) methods were employed by the researchers to analyze the data. In the quantitative phase, a face-to-face interview was used to organize and prepare the collected data. One (1) formula was also used to facilitate the analysis and understanding of the data collected.

The researchers calculated the weighted mean of the collected data using SPSS. The standard deviation was calculated based on the respondents' opinions of whether the information was generally close to the mean or if the information points were more widely distributed. The standard deviation served as a measure of the score distribution within a set of data.

Phase 2: *Qualitative*

In the qualitative stage, the data was evaluated and analyzed to understand, clarify, and explain

the information gathered from study participants' responses. The qualitative data analysis phase was employed for theme analysis. This phase involved interpreting the quantitative findings from the respondents' data in a qualitative manner. The transcription of the interviews was the process of this phase. Key point coding was used to extract and characterize the data from the transcriptions into meaningful units. Similarity-based coding was used to compile concepts, which were then examined to create themes.

According to Braun and Clarke's (2009), reflexive thematic analysis is the process of identifying patterns or themes within qualitative data. The following statistical treatment shall be used for data analysis:

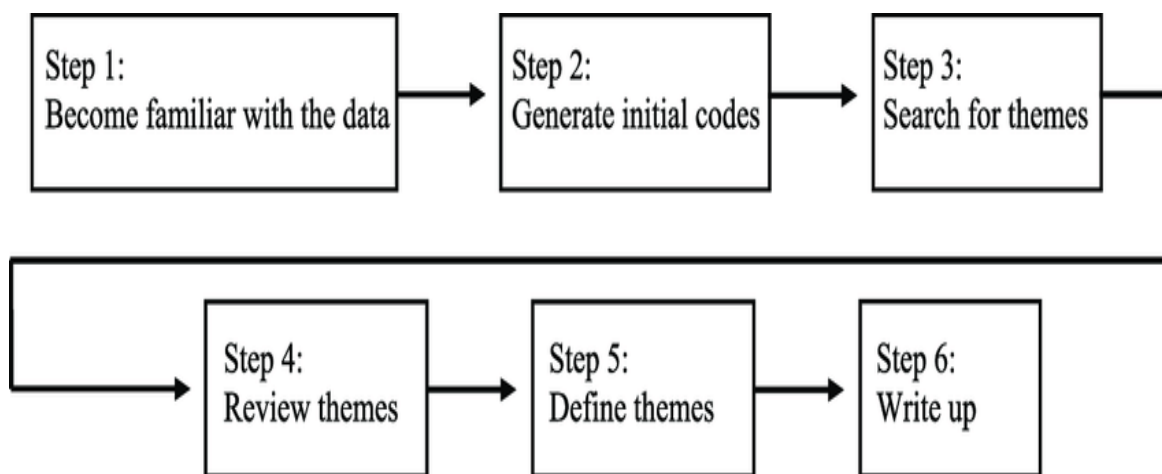


Figure 4. Braun and Clarke's Thematic Analysis

Ethical consideration

The ethical considerations proposed by Bryman and Bell (2007) were applied by the researchers. There were no negative consequences for the respondents or participants in this study because of their participation. The respondents'/participants' full consent was sought before the study began. Measures were taken to safeguard the confidentiality of research participants, and their voluntary participation was given high consideration.

An appropriate degree of confidentiality was maintained when handling the data. Inaccurate information of any kind was refrained from being provided, and the results of primary data were not portrayed in a biased manner. The preservation of utmost impartiality in conversations and examinations during the investigation was considered. Additionally, all relationships of any kind, research sources, and potential conflicts of interest were disclosed. Every correspondence regarding this study was open and truthful.

Table 1 Parental self-efficacy

| Indicator | Mean | Verbal Description |
|--|------|--------------------|
| Efficacy to Influence School-Related Performance | | |
| 1. Get your children to see school as valuable | 88.4 | Highly can do |
| 2. Get your children to work hard at their schoolwork | 84.2 | Highly can do |
| 3. Get your children to stay out of trouble at school | 83 | Highly can do |
| 4. Help your children get good grades at school | 84.6 | Highly can do |
| 5. Get your children to enjoy school | 87.2 | Highly can do |
| 6. Show your children that working hard at school influences later success | 85.8 | Highly can do |
| Efficacy to Influence Leisure-Time Activities | | |
| 1. Get your children into activities outside of school (e.g., music, art, dance lessons, sports) | 84.6 | Highly can do |
| 2. Get your children to keep physically fit | 82.8 | Highly can do |
| 3. Find time for leisure activities with your children | 83.4 | Highly can do |
| Efficacy in Setting Limits, Monitoring Activities, and Influencing Peer Affiliations | | |
| 1. Keep track of what your children are doing when they are outside the home | 81.2 | Highly can do |
| 2. Prevent your children from getting in with the wrong crowd of friends | 84.2 | Highly can do |
| 3. Get your children to associate with friends who are good for them | 84.2 | Highly can do |
| 4. Get your children to do things you want at home | 82.2 | Highly can do |
| 5. Manage when your children go out and when they have to be in | 80.8 | Highly can do |
| 6. Instill your values in your children | 84.6 | Highly can do |
| 7. Spend time with your children and their friends | 81.8 | Highly can do |
| 8. Work with other parents to keep the neighborhood safe for your children | 74.6 | Highly can do |
| 9. Keep your children from going to dangerous areas, corners, or playgrounds | 84.6 | Highly can do |
| 5. Get rid of self-doubts after you have had tough setbacks | 79.8 | Highly can do |
| 6. Keep from being easily rattled | 78.2 | Highly can do |
| 7. Overcome discouragement when nothing you try seems to work | 76.8 | Highly can do |
| Efficacy to Exercise Control over High-Risk Behavior | | |
| 1. Prevent your children from doing things you do not want them to do outside the home | 80.8 | Highly can do |
| 2. Prevent your children from becoming involved in drugs or alcohol | 81.6 | Highly can do |
| 3. Prevent your children from becoming involved in premature sexual activity | 81.4 | Highly can do |
| Efficacy to Enlist Community Resources for School Development | | |
| 1. Get neighborhood groups involved in working with schools | 80.8 | Highly can do |
| 2. Get businesses involved in working with schools | 78.4 | Highly can do |
| 3. Get local colleges and universities involved in working with schools | 75.8 | Highly can do |
| 4. Get public funds for specific programs in the hook | 76 | Highly can do |
| Efficacy to Influence School Resources | | |
| 1. Help your children's school get the educational materials and equipment they need | 81.8 | Highly can do |
| Self-Efficacy to Control Distressing Rumination | | |
| 1. Stop yourself from worrying about things | 81.4 | Highly can do |
| 2. Take your mind off upsetting experiences | 82.8 | Highly can do |
| 3. Stop yourself from being upset by everyday problems | 79.4 | Highly can do |
| 4. Keep your mind on the things you are doing after you have had an upsetting experience | 80.4 | Highly can do |
| Resiliency of Self-Efficacy | | |
| 1. Keep tough problems from getting you down | 78.8 | Highly can do |
| 2. Bounce back after you tried your best and failed | 77.2 | Highly can do |
| 3. Get yourself to keep trying when things are going badly | 75.6 | Highly can do |
| 4. Keep up your spirits when you suffer hardships | 80 | Highly can do |

RESULTS AND DISCUSSION

Table 1. *Parental self-efficacy*

Efficacy to Influence School-Related Performance

The data shows that out of all statements, “Get your children to see school as valuable” and “Get your children to enjoy school.” have the highest computed mean of 88.4 and 87.2, these are interpreted as “Highly can do”. However, the statement “Get your children to stay out of trouble at school” and “Get your children to work hard at their schoolwork.” has the lowest computed mean of 83 84.2 and are also interpreted as “Highly can do.”

This implies that parents might prioritize their kids' happiness and sense of worth in school above getting into trouble or putting in a lot of effort. It is crucial to remember that these are only averages and that parents may prioritize these various objectives differently depending on who they are.

Understanding the social dimensions of parental well-being is critical since parents' well-being affects not only their own but also their children's development, fertility, and society's general health. (Nomaguchi et al., 2020). Happiness is commonly cited as a key result of quality of life and a trait of well-adjusted and functional people. Burns et al. (2022).

Efficacy to Influence Leisure-Time Activities

The information among all statements, “Get your children into activities outside of school” has the highest computed mean of 84.6, interpreted as “Highly can do”. Followed by the statement “Find time for leisure activities with your children” which has a statement, “Get your children to keep physically fit.” has the lowest computed mean 82.8 And is also interpreted as “Highly can do.”

The family setting is the first location where children learn; the family here refers to the learning environment established by parents because family learning must be understood in terms of how parents teach their children at home. (Airlanda, 2021). Learning physical skills, developing healthy attitudes, learning to adapt, beginning to form social roles, basic skills such as reading, writing, and counting, and developing the understanding, conscience, character, and attitudes required for the development of elementary school children, social groups, and achieving freedom are all critical. (Hurlock in Yazia & Suryani,2022).

This shows that all three activities offer valuable benefits for young people's development, well-being, and happiness. Whether it's pursuing passions outside of school, spending quality time with loved ones, or staying active, prioritizing activities you enjoy can contribute positively to

your overall life.

Efficacy in Setting Limits, Monitoring Activities, and Influencing Peer Affiliations

The findings indicate that, among the various statements these are the highest, “Keep your children from going to dangerous areas, corners, or playgrounds.” With a computed mean of 84.6, followed by, “Instill your values in your children.” With a computed mean of 84.6, and lastly, “Prevent your children from getting in with the wrong crowd.” With a computed mean of 84.2, these are interpreted as “Highly can do”. However, these other statements are the lowest, “Work with other parents to keep the neighborhood safe for your children.” Has the compound mean of 74.6, followed by, “Manage when your children go out and when they have to be in.” with computed mean of 80.8, and lastly, “Keep track of what your children are doing when they are outside the home.” These are interpreted as “Highly can do.”

It shows that a general focus on individual parent-child protection measures and instilling values. However, it's up to each parent to determine the practices or behavior that best suit their approach and their child's needs. Teens often keep things private from their parents, and this might be linked to how they perceive their parents' behavior. If they feel their privacy is being invaded, they might become more secretive.

Adolescent secrecy is linked to perceptions of parental action as an invasion of privacy. It is presently unknown how this transactional process functions at the within-person level, where these causal processes occur. (Hiemstra et al. 2018). One of the most significant developmental objectives for teenagers is to individuate and gain independence from their parents. (Lionetti et al, 2018).

Efficacy to Exercise Control over High-Risk Behavior

From the data, it can be inferred that among all statements, “Get your children to quit drugs or alcohol if you found them using it.” And “Manage the situation if you find that your children are sexually active.” Has the highest computed mean of 84.8 and 84.4, interpreted as “Highly can do.” However, the statement, “Prevent your children from doing things you do not want them to do outside the home.” and “Prevent your children from becoming involved in premature sexual activity.” The lowest compound means of 80.8 and 81.4 are interpreted as “Highly can do.”

Statements imply that respondents generally have confidence in parents' ability to influence and manage their children's behavior in the specified areas. While there are variations in mean scores, the overall positive interpretation suggests a belief in parental efficacy in addressing challenging issues related to substance use, sexual activity, and general behavior outside the

home.

The environment in which a youngster is raised shapes his personality. This environment is made up of the child's family and close relatives' effect on him. (Jandial,.2023). Children demand positive parenting in a variety of difficult conditions. Parenting offers a youngster the courage to confront difficult situations. Sensitive parenting and caregiving are essential for a child's maturity and cognitive development. Lanjekar et al. (2022).

Efficacy to Influence the School System

The data hints that out of all statements, “Make your children’s school a better place for them to learn.” And “Have a say in what is taught in your children’s school.” Has the highest computed mean of 83.8 and 83.2, interpreted as “Highly can do.” However, the statement, “Influence the social activities in your children’s school.” And “Get parents involved in the activities of your children’s school.” Has the lowest compound mean of 80 and 81 and is interpreted as “Highly can do.”

The data suggests a focus on parents actively shaping their children's learning environment and curriculum. It involves the attitudes toward development. However, it also acknowledges the importance of other aspects like social activities and general involvement. Ultimately, the best approach is for each family to find the level and type of participation that works best for them and their children.

Parental participation in school is a concept that encompasses a variety of activities and attitudes. It is multifaceted in nature, including all the family's parenting activities, from study habits and contact with the school to efforts geared at the child's academic performance. (Dias et al. 2023). Parental participation is widely acknowledged as an important predictor of a child's academic performance. (Alshehri et al., 2023).

Efficacy to Enlist Community Resources for School Development

From the data, it can be inferred that out of all statements, “Get neighborhood groups involved in working with schools.” And “Get businesses involved in working with schools.” Has the highest mean of 80.8 and 78.4, interpreted as “Highly can do.” However, the statement, “Get public funds for specific programs in the school” and “Get local colleges and universities involved in working with schools.” Has the lowest compound mean of 76 and 75.8, also interpreted as “Highly can do.”

This shows a preference for local, collaborative approaches to strengthen schools. This focus on grassroots efforts and leveraging existing resources seems to be highly valued within these

communities. All forms of involvement can contribute positively to schools and benefit everyone in the community.

Connectivity and integration are critical components of student happiness, academic achievement, and retention. (Jorgenson et al. 2018). Families and schools are two of the primary living settings for children. Their partnership is thus seen as a critical aspect of education, with a significant influence on learning results, motivation, and children's health. (Paccaud et al., 2021).

Efficacy to Influence School Resources

Under Efficacy to Influence School resources, there is only one question, and the statement reads “Help your children's school get the educational materials and equipment they need”, has a mean of 81.8 and is interpreted as “Highly can do.” It shows that adults in your life want to be proactive and responsive to your needs, rather than taking a one-size-fits-all approach. This can be incredibly valuable for young people as they navigate different stages of development and have changing needs.

Understanding how children experience life in educational settings should be a top priority for educators, evaluators, and researchers. Listening to children's perspectives would help to create educational environments that fulfill their requirements while also contributing to their well-being and development, ensuring that their experiences are both enjoyable and meaningful. Lundqvist et al. (2018). Parental financial support refers to the parents' ability to contribute financially to their children's educational needs. (Moneva et al, 2020).

Self-Efficacy to Control Distressing Rumination

From the data presented, one can conclude that among all statements, “Take your mind off upsetting experiences.” And “Stop yourself from worrying about things.” Has the highest mean of 82.8 and 81.4, interpreted as, “Highly can do.” However, the statement, “Keep your mind on the things you are doing after you have had an upsetting experience.” and “Stop yourself from being upset by everyday problems.” Has the lowest compound mean of 79.4 and 80.4, these are also interpreted as “Highly can do.”

It implies that the data emphasizes the importance of creating a supportive environment where children feel safe and encouraged to express their emotions. This can be a valuable foundation for their emotional well-being and development.

Expressing emotions is a frequent coping mechanism for stress. However, nothing is known about how this method works in intimate relationships, or when and for whom emotional outpouring is successful. (Kane et al. 2018). Emotions may be received through the face, body,

and entire person, but prior research on abstract representations of emotions concentrated solely on the emotions of the face and body. (Cao et al. 2018).

Resiliency of Self-Efficacy.

Based on the data, it appears that out of all statements, “Keep up your spirits when you suffer hardships.” Has a mean of 80, followed by “Get rid of self-doubts after you have had tough setbacks.” With a computed mean of 79.8, and lastly “Keep tough problems from getting you down” with a computed mean of 78.8, these statements have the highest mean. “Highly can do.” However, the statement, “Bounce back after you tried your best and failed.” Has a computed mean of 77.2, followed by “Overcome discouragement when nothing you try seems to work.” Lastly “Get yourself to keep trying when things are going badly.” Has also the lowest compound mean of 75.6. and is also interpreted as “Highly can do.”

This shows the goal to help children develop intrinsic motivation and a love for learning that will guide them throughout their lives. This interpretation provides some helpful insights and encourages you to explore further resources and support if needed.

The incentives that parents offer to their children can have a substantial influence on academic performance. The study's goal is to determine the amount of parental motivation and achievement in junior high and senior high. Parents motivate their children to work harder or to pursue subjects that will lead to higher academic accomplishment. (Moneva et al. 2020). Parental motivation has always been an important aspect of every student's school academic. It has always been vital in pupils' success at school. (Logarta et al. 2020).

Sequential Explanatory on the Challenges of Pantawid Familyang Pilipino Program Parents'

Qualitative Findings

The findings and discussion were presented according to the sequence of the research problems enumerated in Chapter 1: The specific order is as follows: Holistic Support System, Financial Stability and Security, and Positive Thinking. The findings of the objectives were obtained from the participants.

Holistic Support System

Under the holistic support system theme, similar concepts are Parental Support in Education, Parental Encouragement, Parental Support, Parental Understanding, Parental Confidence and Assertiveness, Parental Influence, Parental Involvement, and Support.

The narrative of the participants highlights the holistic support system and embodying approach to their needs. It emphasizes the importance of parents providing not only educational support but also emotional encouragement, understanding, confidence-building, and positive influence. The responses of the participants encompass various aspects of ensuring assistance. It conveys the importance of a parent's place on having a comprehensive understanding of their child's education. Supporting and influencing your child and giving a positive approach will include the child's confidence.

Numerous studies have examined the connection between kids' learning, academic accomplishment, and family participation in their academic pursuits. There are two recognized categories of family involvement: parental support, which takes place at home and is related to the family's educational practices, and parental engagement, which is connected to school-implemented activities (Padilla et al., 2023). Parental support is an important part of a child's education and is favorably associated with academic achievement. Parental support is studied to determine its influence on children's academic achievement; it is strongly related to financial, emotional, and educational support offered by parents and other family members at home (Muhammad et al., 2020).

Parental Support in Education

(I want her to study well. I will let her choose what she wants to get so she will finish her studies).

“Buri ku itang magaral lang masalese paburen ke nanung buri ng kunan balamu emakayi keng skwela eya pabaya.” O4PS a1

(I want her to finish her studies, to study hard, and for her to be an inspiration to others who think they are weak at school, because it will be hard if you don't finish school, you don't know anything, as if you're a gun without a bullet.) “Buri ku kasi mayari yang magaral samasan na ampo magin yang halimbawa karetang mangayna lub keng pamagaral kung baga maging inspirayun kareng aliwang magaral kasi masakit ing ali magaral ala kang balu kung baga keng baril ala kang balas nung eka megaral” O4PS a1.2

(For them to finish their studies. My support, for example, if they need financial or when the cash grants are not enough, but still, 4Ps is a big help.) “Itang mayari la, Itang suportu ku

halimbawa pag mangailangan la keng financial or magkulangan la kasi minsan kulang la retang kayi eh pagkasya yamu pero madagul yang bage ing 4ps.” O4PS a1.3

(I want them to finish their studies, so that they will have a brighter future, I will help them and understand them in their studies.)

“Mayari ya keng pamagaral bakanta atuparan na ing buri ng kunan ampo asopan nakami

(To finish his/her studies for him/her to fulfill what he/she wants to achieve, also for him/her to help us as his/her parents.)” O4PS a1.4

(I want them to finish their studies, so that they will have a brighter future, I will help them and understand them in their studies.) “Buri ku kasi mayari la magaral bakanta mika magandang pa aano ng magulang ganon tapos sopan kula and intindyan kula keng pamagaral da.” O4PS a1.5
Parental Encouragement

(My daughter always receives awards and scholarships. What I do is I push her to study hard.)

“Ing anak ku pane yang manikwang award ampo scholar gagawan ku pamush keng lalung mag pursigi keng pamagaral.” OP4PS a3

(As a parent who knows that my daughter is weak, I always say that she can do it, she just needs to concentrate, I will support her, for her to see that education is important, she needs to listen carefully to what the teacher teaches them, so she can be educated, it's hard if she's not.) “Yaku naman uling balu kung mayna ya agad kung sasabyan na agyu mu yan susuportan ke talaga yan pane kung sasabyan kaya agyu mu yan byasa ka aku ala naman taong e byasa basta mag concentrate kamu bastat dinan mung importansya ing tuturu da rneg teacher sabi ku makieamdang kang masalese bakanta mabyasa ka masakit ing ali byasa.” O4PS a3.2

(To focus and study hard so he/she can overcome the challenges he/she faces, so that he/she can fulfill what he/she wants to achieve.) “Samasan na ing pamagaral na bakanita alampasan na itang buri ng kunan akwa na.” O4PS a2.4

Parental Support

(Give her the time when she will go out and go home, do not let her come home late, and do not let her be influenced negatively by her friends.) “Dinan meng oras pamag lako

na ampo keng pamanuli eme paburen ma didisoras emasyadung mag kayi kareng kayabe ma emababarkada.” O4PS a2

(Help her fulfill her needs, as a parent, help her give or get her what she wants.)

” Sopan me kareng pangangailangan na nung nanung kakulangan na gampanan mu bilang magulang nung nanung buri na ibiye mu.” O4PS a4

(I imagine it when that time comes, if she ever comes successful, any challenges that she faced so that she can fulfill what she wants of achieve, just like for her career, I want her to achieve it that's why I always support her in her studies, because if she won't study, she will face a lot of hardships, it is very hard to be one of those “no read, no write”, the day will come when you'll be successful because of education, some may say you won't need it, right? but I don't believe that, we need education, I've experienced it, I didn't finish school, that's why I remind them to be successful in life, they need to understand it, so they can finish their studies so that when time comes, I imagine that they get what they want, It will serve as her fulfilling her dreams.) “Mag imagine ku rin king datang ing aldo maging successful ya nanu man ing pagsubuk a dalanan na para miangat ya kareng buri ng agawa antimo ing career na buri ku agawa na kaya susuportan ke keng pamagaral na kasi nung eka megaral magkasakit ka rin kasi masakit ing no read no write kasi potang datang ing aldo eka maging successful pag eka megaral deng aliwa sabi da ali ne pero ali kailangan ing pamagaral oneng yaku denasan ku eh ekumeyaring megaral nya reremind kula lagi na maging successful keng biye da initindyan da ngan para mabiyasa la keng skwela banta ayari de ing pamagaral da banta keng datang ing aldo future da masanting ing malyari karela ayakwa de ing aimagine ku na potang meyari ya ketang buri ng course na maging successful ya hangga magsilbi itang biye na akamit na itang pangarap na.” O4PS a5.2

(For example, in school, when they need their parents, I will always be there, for any of them.)

“Halimbawa keng skwela ating pengari datang ku ninu man karela makanyan.” O4PS a5.3

(I will give her what he/she wants, and what he/she needs.) “Biye ku ing buri na nung nanu ing buri na bakanta akayi ke/abiye ke ing kailangan na.” O4PS a3.4

(What they want, for example, they must practice something, I will always be here to support them.)

“Itang buri da kunwari atin lang practice atsu kumu karela maka supporta ku.” O4PS a3.5

Parental Understanding

(My daughter isn't that great at school, she's weak, as if she's not gifted, not like others who achieves with honors, that was a challenge because when she started schooling, she doesn't want to be teach, but I didn't push her, not like her siblings, I pushed them, but I've realized that, it's not good. It is important to understand your children, don't force them, I focused more on her because she needs it.) “Kasi i iris eneman todung byasa talaga pero mayna ya keng kayi kung baga eya gifted kalupa da reng aliwa itang byasa lang honor makanita megin challenge ya kasi manibat pepagaral ke ena buri itang tuturu karetang kapatad na pero eke pupwersan reta kasing kapatad na menga pwersa la uling alub ku namu mabyasa la oneng pangaras kaya balamu aisip ku matsura pala itang pwersan mula ketang pamagaral kailangan aintindyan mula emula pupwersan ketang tuturu ng teacher kailangan arugan me kinaba ke ing pasensya ku karela uling i iris eya makaying byasa kalupa da retang kapatad na pane ya susumbung kanaku kayi muntaku skwela kayi kutangan ku nung atin mag bully kaya kailangan ku abalu kasi maynaya lub ali na kalupa anyang elementary ya ngeni okay ne mas dininan ke pansin i iris kesa kareng kapatad na kasi reng kapatad na inagyu da iya ali na.” **O4PS a2.2**

Parental Confidence and Assertiveness

(Maybe, I'm strong and I can still approach something nice in our government.) “Siguru itang malakas ku ampo atin kupang alapitan a masanting a bage keng gubyernu pasawup ku.” **O4PS a4.3**

Parental Influence

(Do not commit to bad things.) “Ekatutupad ketang matsurang bage.” **O4PS a4.4**

Parental Involvement and Support

(I will coordinate with his/her teacher so that I will know if he/she is doing well at school. I will provide what he/she needs, for example, if he/she needs money for his/her project, I will give it to him/her, like financial support.) “Makipag coordinate ka keng mestra na bakanta abalu mu nanu gagawan na keng skwela. Biye ku ing buri na halimbawa manyad yang panyaling project dinan ke balamu financial support.” **O4PS a5.4**

Financial Stability and Security

Under the Financial Stability and Security theme, similar concepts are the Pantawid Pamilyang Pilipino Program and Pantawid Pamilyang Pilipino Program Benefits. The narrative of the participants emphasizes that the financial support that is being received is from the Pantawid Pamilyang Pilipino Program (4P's). The program fosters a sense of solidarity and mutual support among participants. In Addition, the narrative highlights the positive impact of the 4P's program on individual lives and communities, emphasizing empowerment, education, and the ongoing journey towards a better future.

The responses of the participants, The Pantawid Pamilyang Pilipino Program (4P's) include financial support. It expresses feelings of togetherness and support among them. The program positively impacts individuals by empowering them, encouraging education, and helping them towards a better future.

One of the more recent government initiatives, the Pantawid Pamilyang Pilipino Program (4P's), began with the issue of poverty in the Philippines (Laquilles, 2021). The conditional cash transfer (CCT) program, also known as the Pantawid Pamilyang Pilipino Program (or 4Ps), is a government initiative that gives conditional cash handouts to the Philippines' poorest citizens. The initiative aims to break poverty by keeping children aged 0 to 18 healthy and in school, allowing them to have a brighter future (Sy et al.,2019).

Pantawid Pamilyang Pilipino Program

(I want them to know that they should focus on their studies so they can help their siblings, or they should understand that it is important to study hard because I am a member of the 4Ps, if she has 3 absents in a row, I will be removed as a member, also, she should maintain her grades, and get high grades to maintain my membership.)“Buri kung ipa intindi karela na dapat samasnan da ing pamagaral da banta makasawup la kareng kapatad na or kalupa ng makanyan pe intindi ku rin dapat mag summikap ya kasi member kung 4ps nung migabsent ya kasing maka tatlu milako ku eh dapat maintain ya rin grade pag 4ps ka nya dapat matas ya grade.” O4PS a5

Pantawid Pamilyang Pilipino Program Benefits

(First of all, financially, especially now, it is very expensive, because before, we were really struggling financially, when they tell me they need money for school, the cash grants from 4Ps helped us a lot, especially to the education of mu children.)“Munang muna keng financial lalu na magastus ngeni dati kasi potang magkasakit kami keng financial potang sasabyan na ning anak ku atin keng project, share share ita tungkul keta buri ku sanag akwa itang panga 4ps na

dati ala kami keng 4ps ngeni milub kami apin ita itang amanwan kung buri ku milub ku ampo itang scholarship itang nanu mang financial kailangan na abiye ku maragul yang sawup ing 4ps lalu na keng oamagalar da reng anak ku.” O4PS a4.2

(Just like now, we are a member of the 4Ps, we only use the money for the child's education.)

“Kalupa ngeni maka 4ps kami gagamitan miyamu para kareng anak itang pera.” O4PS a4.5

Positive Thinking

Under the Positive Thinking theme, a similar concept is Optimistic Parenting.

Under the Positive Thinking theme, a similar concept is Optimistic Parenting. It reflects a positive attitude towards someone and believes they are dedicated to their studies. The narrative of participants' answers highlights their self-assurance in their capacity to succeed academically and encourages them to maintain their efforts in their studies. It is a positive and hopeful assessment of the individual's dedication to education. The responses of the participants involved a hopeful and positive approach to raising children. It shows support, encouragement, and a positive outlook on life. It involves understanding and open communication. This perspective gives confidence in a person's capabilities. Parental encouragement is a strategy used by parents to guide their children's conduct toward greater academic success. The primary duty of parents is to give encouragement, support, and access to activities that allow the kid to master overall personality development (Fayaz., 2023). Parental motivation has always been an important aspect of every student's school academic. It has always been vital to the child's success at school. (Moneva, J., & Logarta, T., 2020).

Optimistic Parenting

(I think positive for him, I think that he focuses on his studies.) “Isipan ke masalese yang magalar ala kuman isipan kaya na kung baga positive ku para kaya.” O4PS a5.5

SUMMARY

1. Parents in the Pantawid Pamilyang Pilipino Program (4P's) had high levels of self-efficacy—a measure of their belief in their capacity to carry out tasks, including parenting-related chores—making them very effective. This suggests that they have increased confidence in their capacity to decide, set objectives, and take action in a variety of childcare and development-related domains. Higher self-efficacious parents are more likely to use effective discipline, responsiveness, and sensitivity as parenting strategies, which can improve the behavior and development of their children. Parental self-efficacy may be impacted by personality traits,

support systems, and stress levels. Interventions such as cognitive-behavioral therapy and social support networks can help promote parental self-efficacy and improve parenting behavior.

2. 4Ps parents, there were difficulties regarding their confidence in guaranteeing their children's education. The importance of their child acquiring academic knowledge and life skills from education was highlighted by the participants. They are of the opinion that education should extend outside of the classroom. Certain participants identified a difficulty as motivating their child to appreciate education, and their strategies involved discovering innovative methods to make learning enjoyable and applicable to their child's interests, as well as seeking assistance and cooperation from teachers. The parents actively contribute to creating a positive and engaging school experience for their children. The significance of actively participating in their children's education was emphasized. To stay informed about their children's development, they also stressed the value of establishing a close bond with their children's teachers and being in constant communication. Another obstacle they faced was establishing a solid rapport with teachers, which could affect their capacity to stay informed about their children's development and address any issues. The parents expressed a need for increased assistance from both the school and community in encouraging their children to appreciate the importance and happiness in learning. The parents see their children's education as a key element for a more promising future filled with achievements and joy. They stressed the significance of teaching values like resilience, perseverance, and a passion for learning, as they think these will support their child's holistic growth and development. Despite facing these obstacles, the parents showed resilience and perseverance in surpassing them. They looked for assistance from different places, such as educators and the local community, and discovered methods to ensure their child's learning was enjoyable and applicable. Their dedication to their children's schooling and their readiness to face these obstacles demonstrate their high self-confidence in guaranteeing their success.

CONCLUSIONS

1. Research results, parents in the Pantawid Pamilyang Pilipino Programme (4Ps) display a strong sense of self-efficacy. This shows their increased belief in their ability to successfully fulfill parenting responsibilities and tasks. These parents are more inclined to use effective parenting techniques such as discipline, responsiveness, and sensitivity, which can greatly enhance their children's positive behavior and overall growth. Recognizing that parental self-efficacy can be impacted by different factors like personal traits, support networks, and stress levels is crucial. Therefore, incorporating cognitive-behavioral therapy and creating social support networks are essential for fostering parental self-efficacy and enhancing parenting practices.

2. The discussion with the parents of 4Ps unveiled the difficulties they encounter in guaranteeing their children's education. Even with these difficulties, the parents showed a solid dedication to their child's schooling and a resolve to conquer challenges. They highlighted the significance of a comprehensive education that extends beyond the traditional classroom environment and teaches both academic understanding and practical life abilities. Encouraging their children to appreciate education and find pleasure in school was recognized as a major hurdle, yet parents utilized different methods to incorporate enjoyment and relevance into learning. They acknowledged the significance of being engaged in their child's education, taking part in school events, and fostering strong connections with teachers. The parents requested more help from the school and community to nurture their child's passion for learning. They see their child's education as crucial for their future success and happiness, stressing the significance of teaching values like resilience and a love for learning. In spite of the obstacles they encounter, the 4Ps parents demonstrate a strong sense of self-efficacy and a commitment to guaranteeing their child's academic achievement.

RECOMMENDATIONS

Based on the findings of this study, it highlights the positive impact of parental self-efficacy on improving parental behavior. Also, confidence of the 4ps parents in guaranteeing their children's education were highlight, these recommendations are suggested:

1. Provide parents with knowledge to overcome any challenges they may face, they also need resources to develop their parental skills, support them in applying skills to have better discipline to their children. We can also encourage them to participate on activities that may boost their parental self-efficacy and also improve their overall well-being, such as participating in social activities and self-care practices.
2. Foster a positive and engaging school experience, encourages parents to participate actively in their children's education by attending parents-teacher meetings, voluntary events, school projects, and volunteering in school activities. This involvement makes a positive impact on the children because it creates a supportive and also motivation environment/atmosphere to the children.

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