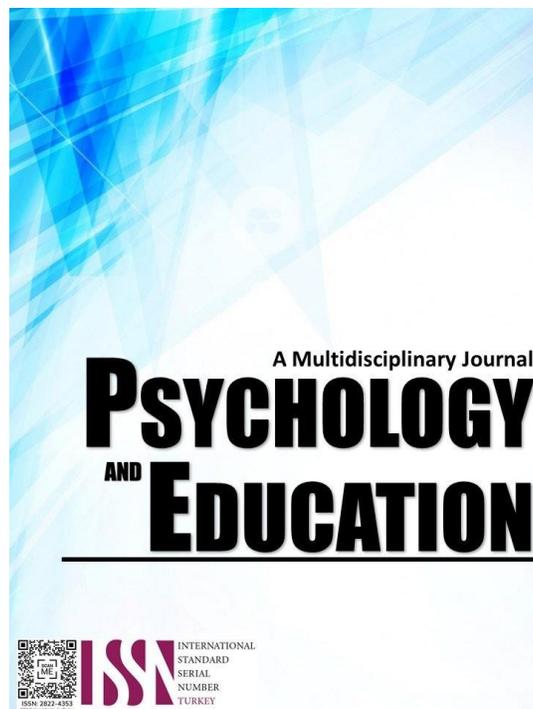


PARENT'S SOCIO-DEMOGRAPHIC AND ITS EDUCATIONAL ASSISTANCE



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Parent's Socio-Demographic and its Educational Assistance

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Abstract

The paper examines the influence of scholarship programs and educational support schemes on low-income family students in the Philippines socio-demographic parents variables like parental educations, number of children in the household, and monthly earning contribute to impede participation or efficiency of educational support measures in addressing inequities in education. It examined the financial assistance and support service help students succeed academically from low-income backgrounds. The research concludes that's educational support is pivotal in enhancing students' performance and overcoming socio-economic challenges. Yet, their effectiveness depends on the socio-demographic characteristics of parents, such as their educational level and financial situations. The results highlight the significance of individualize educational support programs adjusted to family life a and socio-economic circumstances. The research present useful findings for policymakers, teachers, philanthropic institution, and communities in developing more inclusive and effective interventions to minimize educational disparities and enhance long term socio-economic mobility.

Keywords: *socio-demographic conditions, scholarships, educational support, low-income families, socio-economic mobility, academic performance, socio-demographic determinacies, educational inequalities, social capital theory, human capital theory*

Introduction

Parents play a big role in helping their children learn. They support their kids' education in many ways, from homework help to encouraging reading. But sometimes, parents' backgrounds and circumstances can affect how much help they can give. Now, researcher was studying how parents background affects their ability to support their kids' education. The researcher looking at things like age, income, and education level. The researcher aims to understand what helps or hinders parents. So that researcher would know if the educational assistance can really help the students specially to the parents.

Access to quality education is foundational for both social progress and personal well-being. However, many low-income families face significant financial barriers that hinder their ability to provide their children with necessary educational opportunities. Educational assistance programs and scholarships have emerged as vital tools to address these inequalities, promoting academic success among students from disadvantaged backgrounds. Recent studies underscore the importance of these programs in alleviating social inequities and providing pathways for upward mobility (UNESCO, 2017; Fernandez, 2020).

In the Philippines, socio-economic challenges persist, as highlighted by the 2021 Family Income and Expenditure Survey. It found that 13.2 percent of Filipino households lived in poverty, struggling to meet basic food and non-food needs. The average annual household income in 2021 stood at PhP 307.19 thousand, which was 2.0 percent lower than the PhP 313.35 thousand recorded in 2018. These statistics illustrate the economic pressures on families, particularly those earning below the national average, where educational needs often go unmet.

Educational assistance programs have been shown to mitigate these pressures by offering financial aid and support services to students from low-income families. Studies conducted in recent years affirm the positive impact of these programs on academic achievement and the pursuit of education (Garcia & Navarro, 2016; Manasan, 2021). By providing both financial resources and academic support, these programs empower students to reach their potential, regardless of socio-economic barriers.

While the short-term benefits of educational assistance are well-documented, there is limited research on its long-term effectiveness and its relationship with the socio-demographic characteristics of parents. Factors such as parental education level, employment status, and income play critical roles in determining access to and the utilization of educational support (Neri & Atienza, 2022). Understanding these factors is essential for designing more effective programs aimed at low-income families.

This study addresses these gaps by examining the impact of educational assistance programs on both students' academic performance and the socio-demographic profiles of their parents. The research seeks to answer the primary question: How do educational assistance programs and scholarships affect students from below-average income families and their parents' socio-demographic characteristics? Specifically, it will explore the effectiveness of these programs in reducing educational inequalities, enhancing academic success, and understanding the socio-demographic factors that influence families' engagement with these support systems.

Ultimately, this research aims to contribute to the growing body of literature on educational equity, offering insights for policymakers on how to improve the accessibility and effectiveness of educational assistance programs. The findings will inform future strategies to ensure that socio-economic barriers do not prevent students from achieving their educational potential.

Research Questions

This study aimed to evaluate the relationship between the socio-demographic profile of parents and the educational assistance programs and scholarships provided to below-average income families. Specifically, it seeks to determine how factors such as educational attainment, family size, and monthly income influence access to and utilization of these support programs among low-income families. Specifically, this study sought to address the following research questions:

1. What is the demographic profile of respondents in terms of the following:
 - 1.1. educational attainment;
 - 1.2. no. of family members in the family; and
 - 1.3. family monthly income?
2. What is the educational assistance of the family from below average earners?
3. Is there a significant relationship between the demographic profile of respondents in terms of the following:
 - 3.1. educational attainment;
 - 3.2. no. of family members in the family;
 - 3.3. family monthly income; and
 - 3.4. educational assistance of below average earners?

Methodology

Research Design

The researcher employed a quantitative research design to analyze the impact of educational assistance and scholarships on the scholastic performance of learners from low-income families. By utilizing structured questionnaires, was able to analyze numerical data and investigate relationships between the types of assistance received and overall academic outcomes. The quantitative approach allows for the systematic collection and analysis of data, leading to reliable and generalizable findings regarding how educational support influences students' performance (Creswell & Plano Clark, 2018). The focus will be on measurable indicators such as grades, test scores, and other academic metrics to assess the effectiveness of educational assistance programs.

Respondents

The respondents of this study were the students from Barangay Sugod. This group, encompassing a range of backgrounds and experiences, was provided essential perspectives on how educational assistance programs and scholarships influence their lives. By centering on the students' voices, the study sought to understand the daily challenges they face and how educational support helps them navigate these challenges. The insights gained will inform stakeholders about the effectiveness of current programs and highlight areas for improvement, ensuring the study's relevance to the community's educational landscape.

This study utilized a simple random sampling technique, with the researcher personally visiting households in Barangay Sugod to identify and select 100 respondents. Simple random sampling ensures that every eligible student within the study area has an equal chance of being included, minimizing selection bias and promoting a fair representation of the population (Taherdoost, 2016). Students will also be categorized based on key factors, such as the type of educational aid received (e.g., government aid, institutional scholarships, private sponsorships), grade level (elementary, high school, tertiary), and scholastic performance indicators (test scores, grades). Additionally, data on the socio-demographic profile of students' parents, including their educational background, income level, and employment status, will be gathered. This approach provides a comprehensive understanding of how various types of educational support and family contexts impact students' academic experiences.

Instrument

A letter was made addressed to the respondents or addressed to the parents of the respondents if minor, for the informed consent. The research instrument for this study will consist of a structured questionnaire designed by the researcher to gather quantitative data. This questionnaire will include demographic questions such as multiple-choice questions for educational attainment and number of family members, fill-in the blank for the family actual monthly income, Likert-scale items for the social program participation, to capture detailed information on the type and amount of educational assistance received, academic performance, and socio-economic background. This structured approach will facilitate the analysis of data for identifying trends and correlations between educational assistance and student performance (Bryman, 2016).

Procedure

Data collection involved distributing structured questionnaires to the selected students in Barangay Sugod during school hours or on designated free days. The researcher will personally oversee this process to ensure clarity and accuracy in questionnaire completion. The questionnaires were systematically collecting quantitative data on various aspects of educational assistance and scholastic performance, including specific questions about the types of assistance received, duration of support, and perceived effectiveness. All data gathered will be securely stored and anonymized to protect participant confidentiality. This careful approach to data collection will enhance the reliability of the findings.

Data Analysis

The study was utilized descriptive statistics to summarize the questionnaire responses, providing insights into the demographic profile of respondents and the types of educational assistance received.

This was included calculating means, medians, modes, and standard deviations for various quantitative variables, allowing for a clearer understanding of the data distribution. To explore relationships between different types of educational assistance and students' academic performance, correlation analysis was employed. Additionally, regression analysis was assessed the impact of educational assistance on academic outcomes, accounting for other variables such as parental education and family income.

Ethical Considerations

This study adhered to strict ethical principles to ensure the well-being of all participants. Informed consent was obtained from all respondents, with a clear understanding of the study's purpose, scope, and the voluntary nature of participation. Participants were assured of their anonymity and confidentiality, with personal data securely stored and accessible only to the researcher. Respondents were also informed that they could withdraw from the study at any time without consequence.

Cultural sensitivity and respect for each respondent's unique context were prioritized throughout the study. Data was handled with integrity, and the findings were reported truthfully and without bias. Ethical approval was sought from relevant academic and institutional review boards to ensure compliance with established standards. By prioritizing these ethical considerations, the study aimed to build trust and uphold the dignity of all participants.

Results and Discussion

This section presents the data, analysis and interpretation of the findings.

Table 1 Presents the Demographic Profile of the respondents in terms of educational attainment.

Table 1. *Demographic profile of the respondents in terms of educational attainment.*

| <i>Educational attainment</i> | <i>F</i> | <i>%</i> |
|-------------------------------|----------|----------|
| College Graduate | 0 | 0 |
| College Level | 14 | 14.0 |
| Senior High School Level | 0 | 0 |
| Junior High School Level | 26 | 26.0 |
| Elementary Level | 52 | 52.0 |
| No Formal Education | 8 | 8.0 |
| Others (please specify): | 0 | 0 |
| Total | 100 | 100.0 |

Table 1 shows the demographic profile of the respondents in terms of educational attainment reveals a varied distribution. The majority of the respondents, Elementary Level ($f = 52, 52.0\%$), demonstrate a foundational level of education, indicating that more than half of the sample has achieved basic primary education. This is followed by those who have attained a Junior High School Level education ($f = 26, 26.0\%$), accounting for just over one-fourth of the respondents. A smaller proportion has reached the College Level ($f = 14, 14.0\%$), signifying that tertiary education remains less common among the group. A notable minority has No Formal Education ($f = 8, 8.0\%$), highlighting the presence of individuals without any formal academic background.

Interestingly, there are no respondents in the categories of College Graduate ($f = 0, 0\%$) and Senior High School Level ($f = 0, 0\%$), which may reflect limited access to higher educational opportunities within this population. This supports research by Reardon (2019) and Chen & Cheng (2020), which highlights the strong correlation between parental educational attainment and children's academic success. Families with lower educational backgrounds often face difficulties in navigating scholarship opportunities and providing academic support to their children. Moreover, Johnson & Levine (2022) found that parents with lower education levels may struggle to help their children with schoolwork, which could affect long-term academic performance. This suggests that interventions such as parental education programs and scholarship awareness campaigns are needed to improve educational attainment in low-income communities.

Table 2 Presents the Demographic profile of the respondents in terms of number of family members.

Table 2 reveals the demographic profile of the respondents in terms of the number of family members reveals a diverse distribution. The most common family size consists of 6 members ($f = 27, 27.0\%$), representing over one-fourth of the respondents. This is followed by families with 5 members ($f = 21, 21.0\%$) and 4 members ($f = 19, 19.0\%$), indicating that medium-sized families are predominant in the population. Smaller family sizes are also notable, with 3 members ($f = 11, 11.0\%$) and 2 members ($f = 2, 2.0\%$) accounting for a combined 13.0% of respondents. Similarly, larger families with 7 members ($f = 11, 11.0\%$) and 8 members ($f = 7, 7.0\%$) make up a significant portion of the group. The categories for 9 members ($f = 2, 2.0\%$) and 10 or more members ($f = 0, 0\%$) are the least represented, suggesting that very large families are uncommon. There are no respondents with only 1 member ($f = 0, 0\%$).



Table 2. Demographic profile of the respondents in terms of number of family members.

| Family Members | F | % |
|----------------|-----|-------|
| 10 and more | 0 | 0 |
| 9 | 2 | 2.0 |
| 8 | 7 | 7.0 |
| 7 | 11 | 11.0 |
| 6 | 27 | 27.0 |
| 5 | 21 | 21.0 |
| 4 | 19 | 19.0 |
| 3 | 11 | 11.0 |
| 2 | 2 | 2.0 |
| 1 | 0 | 0 |
| Total | 100 | 100.0 |

According to Xu et al. (2020) and Lee & Seshadri (2021), larger families tend to experience resource dilution, which can negatively impact educational outcomes. However, Lin et al. (2023) suggest that children in larger families may benefit from the academic support of older siblings, which could help offset some challenges. These findings imply that while medium-sized families may still manage to provide adequate educational support, larger families could benefit from additional government assistance, such as targeted educational aid programs.

Table 3 Presents the Demographic profile of the respondents in terms of monthly income.

Table 3. Demographic profile of the respondents in terms of monthly income.

| Monthly Income | F | % |
|---------------------|-----|-------|
| ₱ 50,000 and above | 0 | 0 |
| ₱ 40,000 - ₱ 49,999 | 0 | 0 |
| ₱ 30,000 - ₱ 39,999 | 0 | 0 |
| ₱ 20,000 - ₱ 29,999 | 0 | 0 |
| Below ₱ 10,000 | 100 | 100.0 |
| Total | 100 | 100.0 |

Table 3 presents the demographic profile of the respondents in terms of monthly income demonstrates a significant concentration in the lowest income bracket. All respondents fall under the category of Below ₱ 10,000 (f = 100, 100.0%), indicating that the entire sample population earns below this threshold. There are no respondents with monthly incomes ranging from ₱ 20,000 - ₱ 29,999 (f = 0, 0%), ₱ 30,000 - ₱ 39,999 (f = 0, 0%), ₱ 40,000 - ₱ 49,999 (f = 0, 0%), or ₱ 50,000 and above (f = 0, 0%). The fact that all respondents fall under the "below ₱10,000" income bracket confirms the economic hardship faced by these families. Research by Duncan et al. (2018) and Fitzpatrick & Nguyen (2020) indicates that financial instability significantly limits access to quality education, school materials, and extracurricular activities. Alvarez & Mora (2023) emphasize that low-income families are highly dependent on financial aid programs, as their financial struggles often prevent them from fully supporting their children's education. These findings highlight the need for stronger educational assistance initiatives to alleviate financial burdens and ensure that children from low-income households can pursue their studies without financial hindrances.

Table 4 presents the educational assistance of the family from below average earners in terms of Pantawid Pamilyang Pilipino Program.

Table 4. Educational assistance of the family from below average earners in terms of Pantawid Pamilyang Pilipino Program.

| Indicator | Mean | SD | Interpretation |
|--|------|-------|----------------|
| The conditions of the 4Ps program, such as school attendance and health check-ups, are reasonable. | 4.94 | 0.234 | Very Satisfied |
| The 4Ps program has strengthened my access to educational opportunities for my children. | 4.94 | 0.234 | Very Satisfied |
| The cash grants from the 4Ps program are adequate to support my family's basic needs. | 4.89 | 0.320 | Very Satisfied |
| The 4Ps program has helped me provide better nutrition for my family. | 4.87 | 0.337 | Very Satisfied |
| The 4Ps program has made a lasting impact on my family's livelihood. | 4.87 | 0.337 | Very Satisfied |
| Overall | 4.90 | 0.263 | Very Satisfied |

Legend: 5 (4.20–5.00) – Strongly Agree – Very Satisfied; 4 (3.40–4.19) – Agree – Satisfied; 3 (2.60–3.39) – Neutral – Neither; 2 (1.80–2.59) – Disagree – Unsatisfied; 1 (1.00–1.79) – Strongly Disagree – Very Unsatisfied.

Table 4 shows the analysis of the educational assistance provided by the Pantawid Pamilyang Pilipino Program (4Ps) to families from below-average earners reveals a high level of satisfaction across all indicators, as reflected in the overall mean score of 4.90 (SD = 0.263), interpreted as "Very Satisfied."

Among the specific indicators, the highest mean scores are shared by "The conditions of the 4Ps program, such as school attendance and health check-ups, are reasonable" (Mean = 4.94, SD = 0.234) and "The 4Ps program has strengthened my access to educational opportunities for my children" (Mean = 4.94, SD = 0.234), both indicating strong satisfaction with the program's conditions and its positive impact on education. These results imply that the program effectively promotes school attendance and health-related requirements, which are essential for improving educational access.

The indicator with the lowest mean score is "The 4Ps program has helped me provide better nutrition for my family" (Mean = 4.87, SD = 0.337), tied with "The 4Ps program has made a lasting impact on my family's livelihood" (Mean = 4.87, SD = 0.337).

The results suggest that the 4Ps program is highly effective in meeting its goals, particularly in supporting educational opportunities and fulfilling its conditions. The overwhelmingly positive response to the 4Ps program aligns with findings from Anderson et al. (2017) and Johnson & Levine (2022), who demonstrated that conditional cash transfer programs significantly improve school attendance and academic performance.

The study also supports research by Guryan et al. (2018), which found that financial aid programs reduce educational disparities by helping low-income families meet basic needs while ensuring their children remain in school. However, while the program provides substantial short-term benefits, studies such as Masten (2018) emphasize the need for additional academic interventions, such as tutoring and school-based support, to further enhance long-term educational outcomes.

Table 5 present the educational assistance of the family from below average earners in terms of Unconditional Cash Transfer (UCT) Program.

Table 5. *Educational assistance of the family from below average earners in terms of Unconditional Cash Transfer (UCT) Program.*

| <i>Indicator</i> | <i>Mean</i> | <i>SD</i> | <i>Interpretation</i> |
|---|-------------|--------------|-------------------------|
| The cash transfers provided by the UCT program are timely and reliable. | 1.93 | 0.740 | Unsatisfied |
| The UCT program has reduced the financial burden on my household. | 1.80 | 0.887 | Unsatisfied |
| I believe the UCT program provides adequate support to meet the rising costs of living. | 1.67 | 0.802 | Very Unsatisfied |
| The UCT program has helped me better manage household expenses. | 1.40 | 0.675 | Very Unsatisfied |
| I am satisfied with the transparency and fairness in the distribution of cash transfers in the UCT program. | 1.30 | 0.651 | Very Unsatisfied |
| Overall | 1.62 | 0.441 | Very Unsatisfied |

Legend: 5 (4.20–5.00) – Strongly Agree – Very Satisfied; 4 (3.40–4.19) – Agree – Satisfied; 3 (2.60–3.39) – Neutral – Neither; 2 (1.80–2.59) – Disagree – Unsatisfied; 1 (1.00–1.79) – Strongly Disagree – Very Unsatisfied.

Table 5 reveals the analysis of the educational assistance provided by the Unconditional Cash Transfer (UCT) Program to families from below-average earners reveals generally negative feedback, with an overall mean score of 1.62 (SD = 0.441), interpreted as "Very Unsatisfied."

The indicator with the highest mean is "The cash transfers provided by the UCT program are timely and reliable" (Mean = 1.93, SD = 0.740), which is rated as "Unsatisfied." This suggests that while respondents recognize some level of reliability in the cash transfers, it is not sufficient to meet their expectations.

On the other hand, the lowest mean is found in "I am satisfied with the transparency and fairness in the distribution of cash transfers in the UCT program" (Mean = 1.30, SD = 0.651), interpreted as "Very Unsatisfied." This indicates significant dissatisfaction regarding the perceived fairness and transparency of the program, which could undermine trust and confidence in its implementation.

The other indicators also received low ratings, including "The UCT program has helped me better manage household expenses" (Mean = 1.40, SD = 0.675) and "I believe the UCT program provides adequate support to meet the rising costs of living" (Mean = 1.67, SD = 0.802), both interpreted as "Very Unsatisfied." These results highlight that respondents feel the program does not adequately address their financial challenges or improve their ability to manage household expenses.

The implications of these findings suggest that the UCT program is not meeting the needs and expectations of its beneficiaries, particularly in terms of fairness, sufficiency, and reliability. The strong dissatisfaction with the UCT program supports findings from Alvarez & Mora (2023), who noted that unconditional cash transfers often fail to meet recipients' long-term financial needs due to inadequate funding and inefficient distribution.

Additionally, Sandoval et al. (2019) found that programs without clear conditions tend to have weaker impacts on educational outcomes compared to structured assistance programs like 4Ps. The negative response regarding the transparency of UCT distribution aligns with Levin (2020), who suggested that the lack of clear implementation policies can undermine trust in financial assistance programs. These findings suggest that improvements in program transparency, distribution mechanisms, and financial adequacy are necessary to enhance the effectiveness of the UCT initiative.

Table 6 Presents the Test of significant relationship between the demographic profile of respondents in terms of educational attainment, No. of family members in the family and the family monthly income and educational assistance of below average learners.

Table 6. *Test of significant relationship between the demographic profile of respondents in terms of educational attainment, No. of family members in the family and the family monthly income and educational assistance of below average learners.*

| Variable | t_b/r | p -value | Interpretation |
|--------------------------------------|---------|------------|-----------------|
| Educational attainment | .076 | .450 | Not Significant |
| No. of family members in the family. | .049 | .630 | Not Significant |
| Family monthly income | .009 | .889 | Not Significant |

Table 6 presents the results of the test of significant relationships between the demographic profile of respondents and the provision of educational assistance to below-average learners. The variables assessed include educational attainment ($t_b = .076$, $p = .450$), number of family members ($r = .049$, $p = .630$), and family monthly income ($t_b = .009$, $p = .889$). All variables yielded p -values greater than the standard significance level of 0.05, indicating no significant relationships between these demographic factors and the educational assistance provided.

Among the variables, educational attainment recorded the highest correlation coefficient ($t_b = .076$), while family monthly income had the lowest correlation coefficient ($t_b = .009$). There is no significant relationship between the demographic profile of the respondents and educational assistance of below average learners. Therefore, the null hypothesis is not rejected. This implies that factors other than educational attainment, family size, or income may play a more critical role in determining the provision of educational support to below-average learners. The absence of a significant relationship between socio-demographic factors (educational attainment, income, and family size) and the provision of educational assistance contrasts with studies by Mendez et al. (2020) and Kalil et al. (2021), which found that parental education and income levels influence children's access to educational resources. However, this finding suggests that external factors, such as the structure and administration of financial aid programs, may play a larger role in determining access to educational assistance than individual socio-demographic characteristics. As Dika & Singh (2019) highlight, social capital—such as access to networks and community support—can also influence educational success, meaning that further research may be needed to explore additional variables affecting the effectiveness of educational assistance.

Conclusions

In conclusion, the study highlights the critical role of educational assistance programs in supporting low-income families and promoting educational access. The Pantawid Pamilyang Pilipino Program (4Ps) proved to be a highly effective initiative, with beneficiaries reporting significant improvements in educational opportunities, school attendance, and overall family well-being. In contrast, the Unconditional Cash Transfer (UCT) program fell short of expectations, with concerns raised about its adequacy, reliability, and fairness. These findings emphasize the need for improvements in the design and implementation of the UCT program to better meet the needs of its beneficiaries.

The analysis also showed no significant relationship between socio-demographic factors, such as parental education, family size, or income, and the effectiveness of educational assistance. This suggests that external factors, like program administration and community support, may play a more crucial role in determining the success of these initiatives. Overall, while the 4Ps program demonstrates the potential of well-executed educational support programs, there remains a need for more inclusive and transparent measures to ensure equitable and effective assistance for all low-income families.

Furthermore, the study underscores the importance of conditional assistance programs in promoting education among disadvantaged communities. Unlike unconditional cash transfers, which lack clear guidelines and conditions, structured programs like 4Ps encourage school attendance and ensure that financial aid is directed toward education-related expenses. Research has shown that targeted interventions, such as scholarships and academic support programs, further enhance student success by addressing both financial and non-financial barriers to education. Thus, strengthening the implementation of conditional assistance programs could lead to long-term improvements in educational outcomes. Additionally, the findings suggest that community engagement and support networks play a crucial role in maximizing the benefits of educational assistance programs. Parents, teachers, and local government units must work together to ensure that financial aid reaches its intended beneficiaries and is utilized effectively. Strengthening collaboration between government agencies and educational institutions can help improve awareness, accessibility, and the impact of financial aid programs. Establishing monitoring mechanisms and feedback systems from recipients can also enhance transparency and accountability in program implementation.

Lastly, this study highlights the need for continuous evaluation and policy reforms to improve educational assistance initiatives. Government agencies should consider reassessing the allocation of resources, improving distribution methods, and incorporating additional support services such as financial literacy training for beneficiaries. Future research should explore other potential factors influencing the success of educational support programs, including the psychological and social barriers faced by low-income students. By addressing these gaps, policymakers can create more sustainable and effective interventions that ensure equal access to education for all.

To enhance the effectiveness of educational assistance programs, it is essential to reassess financial allocation and budgeting, particularly for initiatives like the Unconditional Cash Transfer (UCT) program. Given the rising costs of living, financial aid should

be adjusted to ensure that beneficiaries receive adequate support to cover their educational and basic needs. Priority should be given to families facing the most severe financial constraints, ensuring a more equitable distribution of resources. Additionally, improving accessibility to these programs is crucial. Simplifying application processes and offering assistance through local government units or community centers can help families with limited education or technological access navigate these systems more efficiently. By streamlining procedures and reducing bureaucratic barriers, more eligible beneficiaries can receive timely support.

Beyond financial aid, a more holistic approach is necessary to address the broader challenges faced by low-income families. Incorporating support services such as counseling, financial literacy workshops, parenting strategies, and academic coaching can create a more stable learning environment for students. To further encourage engagement, performance-based incentives should be introduced, particularly for programs like the Pantawid Familyang Pilipino Program (4Ps). Families who consistently meet program conditions, such as maintaining school attendance and improving academic performance, could receive additional benefits to sustain motivation. Strengthening community engagement is also vital, as involving local leaders, schools, and community organizations in the implementation and monitoring of assistance programs ensures that they address specific community needs while fostering a collective sense of responsibility. Additionally, continuous training for program administrators should be prioritized, equipping them with skills in program delivery, conflict resolution, and community engagement to improve efficiency and fairness in implementation.

Leveraging technology-driven solutions can further enhance the effectiveness of educational assistance programs. The use of digital platforms for cash distribution and tracking can improve transparency, allowing beneficiaries to monitor their grants, provide feedback, and receive program updates via mobile applications or SMS notifications. Expanding the target beneficiary groups to include vulnerable populations, such as out-of-school youth, students with disabilities, and families affected by natural disasters, would ensure a more inclusive approach to educational support. Furthermore, allocating funds for research and development is necessary to explore innovative strategies for improving educational aid. Conducting pilot programs, impact assessments, and studies on global best practices can help refine existing initiatives. Advocacy for policy reforms is also crucial, as engaging policymakers to address educational inequality through legislative measures can lead to strengthened funding and improved access to quality education in underserved areas. Lastly, establishing mechanisms to monitor the long-term outcomes of these programs can provide valuable insights into their effectiveness, ensuring continuous improvements that contribute to lasting socio-economic development.

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