

Financial Literacy Among Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries: A Basis for Action Plan

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Abstract

Financial literacy encompasses the knowledge, skills, and attitudes necessary for effective financial decision-making and is critical for poverty alleviation. This study assesses the financial literacy levels among Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in Baganga, Davao Oriental, focusing on four dimensions: financial awareness, behavior, knowledge, and skills. Employing a descriptive-inferential design with 360 respondents selected via stratified random sampling, the study identifies significant differences in literacy levels based on sociodemographic profiles. The findings reveal generally high levels of awareness, behavior, and knowledge but notable gaps in financial skills. Based on these results, a targeted action plan is proposed to enhance financial education and promote economic self-reliance among 4Ps beneficiaries.

Keywords: Financial Literacy, Pantawid Pamilyang Pilipino Program, 4Ps Beneficiaries

1. Introduction

Understanding and applying sound financial principles has become increasingly important in helping individuals make wise financial decisions and improve economic resilience [21]. As a crucial component in the fight against poverty, financial literacy includes areas such as saving, budgeting, responsible spending, and basic investing. These skills are essential for effective personal money management and long-term financial well-being. Government initiatives, like the Pantawid Pamilyang Pilipino Program (4Ps), aim to assist low-income Filipino families by offering conditional cash transfers. However, despite these efforts, many beneficiaries still encounter difficulties in managing their finances effectively due to limited financial education [9]. This gap in financial understanding contributes to the persistence of poverty, as beneficiaries may misuse resources or remain dependent on aid without developing sustainable financial habits [26,13].

Studies have shown that basic financial skills such as expense tracking, budgeting, and goal setting are often lacking among 4Ps recipients, limiting their ability to achieve long-term financial independence [16, 25]. Furthermore, limited access to formal financial institutions and educational resources exacerbates these challenges, particularly in rural areas where many 4Ps beneficiaries reside [20]. The absence of targeted financial education programs within the 4Ps framework restricts beneficiaries' opportunities to develop the necessary competencies for effective money management, thereby prolonging reliance on government support [29].

Acknowledging the importance of financial literacy in addressing poverty, this study seeks to assess the financial literacy levels of 4Ps beneficiaries in Baganga, Davao Oriental. It emphasizes four key dimensions which are financial awareness, behavior, knowledge, and skills. Additionally, the study investigates the influence of sociodemographic factors on these literacy levels and seeks to develop a practical action plan to enhance financial education and promote economic self-sufficiency among beneficiaries.

2. Related Literature

2.1 Financial Literacy

Financial literacy refers to a crucial skill set that allows individuals to make knowledgeable and effective financial choices, contributing to economic stability [21]. It includes understanding, skills, attitudes, and behaviors required to manage personal finances effectively [33]. However, insufficient financial literacy remains a significant barrier globally, especially among low-income populations [12]. Studies reveal that recipients of the Pantawid Pamilyang Pilipino Program (4Ps) frequently face challenges in managing their finances properly, largely due to inadequate financial literacy, even with the support of financial assistance. [9].

Financial literacy involves understanding key concepts such as budgeting, saving, investing, and responsible credit use [23]. Individuals with higher financial literacy tend to demonstrate better budget management, saving habits, and debt control, leading to greater financial security [14]. Additionally, such individuals are better equipped to avoid financial scams and make sound investment decisions, fostering long-term economic well-being [18].

In the Philippine context, financial literacy among low-income households, including 4Ps beneficiaries, remains low, with only 25% of Filipinos being financially literate as reported by Bangko Sentral ng Pilipinas [5]. Limited access to formal financial services and financial education, particularly in rural areas, exacerbates this gap [6].

2.2 Pantawid Pamilyang Pilipino Program (4Ps)

The Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer scheme designed to reduce poverty by promoting the health and education of underprivileged Filipino households [8]. Beneficiaries receive cash transfers contingent upon meeting health and educational requirements for their children aged 3–18 years. The program aims to break the cycle of poverty by improving educational attendance and health outcomes [27].

Despite its successes, challenges such as administrative delays and potential dependency remain [15, 30]. Limited structured financial education is integrated within the 4Ps program, which may hinder its full impact on beneficiaries' financial behaviors [30, 17]. Enhancing financial literacy within the program is crucial to empower beneficiaries toward financial independence [6].

2.3 Financial Literacy Needs of 4Ps Beneficiaries

Many 4Ps beneficiaries come from low-income families with limited financial literacy, negatively impacting their ability to manage cash grants effectively [24]. Low financial literacy hinders prioritizing expenses and long-term financial planning, which reduces the potential benefits of the cash transfer program [31]. Improved financial literacy can lead to more effective budgeting, saving, and investment behaviors, thus promoting economic mobility and reducing reliance on aid [2]. Financial education has been linked to better compliance with 4Ps requirements and improved health and education outcomes among beneficiaries [7, 24].

2.4 Sociodemographic Factors and Financial Literacy

Sociodemographic characteristics significantly influence financial literacy levels. Age, gender, and educational attainment are key determinants [14]. Younger beneficiaries typically have lower financial literacy due to lack of experience, whereas older individuals tend to display more prudent financial behaviors [3, 17]. Gender differences also exist, with men often possessing higher financial knowledge globally.

However, in the 4Ps context, women often manage household finances more actively despite lower formal financial knowledge [22]. Educational attainment strongly correlates with financial literacy; higher education levels correspond to better financial management practices [11]. Income level and employment status also influence financial behavior, with higher earners demonstrating greater use of formal financial services [1].

2.5 Comparative Studies on Financial Literacy Levels

Comparative studies reveal disparities in financial literacy between urban and rural populations, with rural beneficiaries, such as those in remote Philippine communities, exhibiting lower literacy due to limited access to education and financial institutions [11, 6]. Methodologies often involve descriptive comparative designs with standardized questionnaires assessing knowledge, attitudes, and behaviors across demographic groups [14]. Mixed-methods approaches incorporating qualitative insights are common in studying vulnerable populations like 4Ps beneficiaries [17].

3. Theory Base

One of the foundations of this study is Financial Socialization Theory, which explains how individuals develop financial knowledge, skills, and attitudes through social interactions and experiences [28]. This theory posits that parents, peers, and educational systems play crucial roles in shaping financial behaviors. In the case of 4Ps beneficiaries, who often come from marginalized backgrounds, financial socialization may be limited or influenced by informal financial practices. This study's interventions aimed at improving financial literacy can address these gaps by providing structured financial education, thereby influencing the socialization process.

In addition, according to human capital theory, people enhance their productivity and economic prospects by investing in education and skill development [4]. Applied to financial literacy, this theory implies that acquiring financial knowledge and competencies enables individuals to make more informed financial choices, which contributes to greater financial well-being. Viewed as a type of human capital, financial literacy strengthens one's capacity to manage resources, save, invest, and prepare for future financial needs [14]. In this study, the 4Ps beneficiaries' acquisition of financial literacy may represent a pathway out of poverty, equipping them with the knowledge to manage the financial assistance they receive more effectively.

4. Methodology

This research employs a descriptive and inferential design to evaluate the financial literacy among 4Ps beneficiaries in Baganga, Davao Oriental. Descriptive research helps describe the financial behaviors, awareness, knowledge, and skills of the beneficiaries, while inferential analysis determines whether significant differences exist across sociodemographic groups [25]. The research focuses on beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) in Baganga, with a sample size of 360 Participants

were chosen through stratified random sampling. This ensures that participants represent various sociodemographic groups within the population.

The data collection process involved distributing a structured survey questionnaire designed to measure financial literacy in four key areas: financial awareness, behavior, knowledge, and skills. The survey also includes questions on the sociodemographic characteristics of the beneficiaries, such as age, gender, education, income, and years of participation in the 4Ps program [25]. Pilot testing of the survey was conducted with 40 respondents to ensure the validity and reliability of the instrument, with results showing strong internal consistency (Cronbach's Alpha values ranging from 0.784 to 0.959).

Table 1. Reliability Statistics

	Cronbach's Alpha	N of Items
Financial Awareness	.959	5
Financial Behavior	.909	5
Financial Knowledge	.868	5
Financial Skills	.784	5

The data analysis utilized descriptive statistics, including mean and standard deviation, to summarize financial literacy levels. Additionally, ANOVA (Analysis of Variance) was conducted to examine significant differences in financial literacy across various sociodemographic groups [10]. This approach allows the study to identify patterns and relationships within the data, providing insights into which factors most influence financial literacy among 4Ps beneficiaries.

Before commencing data collection, courtesy calls to the Municipal mayor, DSWD, and Barangay offices were conducted. These calls serve as an approach to inform the community about the research study and seek their permission for data collection. During the courtesy call, the purpose of the activity was clearly communicated, including the intention to request a list of 4Ps beneficiaries particularly age 20-69 grantees, if allowed. This process guaranteed transparency and enabled the 4Ps grantees to decide knowledgeably about their involvement in the study.

5. Results and Discussion

5.1 Sociodemographic Profile of 4Ps Beneficiaries

Table 2 presents the demographic details of the 360 respondents involved in this research. Most participants were female (83.89%), married (75.56%), and aged between 40 and 49 years (36.11%). Most respondents reported a monthly income ranging from Php 1,000 to Php 8,000, with over half unemployed (51.67%). Educational attainment was predominantly at the secondary level (52.50%), and a large portion had been 4Ps beneficiaries for 10 to 12 years (29.17%). The number of dependents was mostly between 3 to 4 (50.28%), and over half had not received any formal financial training (52.50%).

These demographic characteristics align with previous studies highlighting that 4Ps beneficiaries are predominantly adult females managing household finances [19, 22]. The high proportion of low-income, unemployed respondents reflects the socio-economic challenges faced by this population, underscoring the relevance of targeted financial literacy interventions.

Table 2. Sociodemographic Profiles of the Respondents

Profile	Category	Frequency (n=360)	Percent (100%)
Age	20-29 years old	29	8.06
	30-39 years old	86	23.89
	40-49 years old	130	36.11
	50-59 years old	88	24.44
	60-69 years old	27	7.50
Gender	Male	58	16.11
	Female	302	83.89
Civil Status	Single	30	8.33
	Married	272	75.56
	Separated	34	9.44
	Widowed	24	6.67
Monthly Income	Php1,000-4,000	149	41.39
	Php4,001-8,000	172	47.78
	Php8,001-12,000	39	10.83
Employment Status	Employed	62	17.22
	Unemployed	186	51.67
	Self-employed	112	31.11
Educational Attainment	Elementary Level	79	21.94
	Secondary Level	189	52.50
	College Level	86	23.89
	Master's Level	6	1.67
Number of Dependents	1-2 Dependents	104	28.89
	3-4 Dependents	181	50.28
	5-6 Dependents	70	19.44
	7-8 Dependents	5	1.39
Years of being 4Ps Beneficiaries	1-3 years	100	27.78
	4-6 years	92	25.56
	7-9 years	63	17.50
	10-12 years	105	29.17
Amount of Grants Received	Php1,000-2,999	15	4.17
	Php3,000-4,999	208	57.78
	Php5,000 and above	137	38.06
Financial Training Received	Once a month	36	10.00
	Quarterly	16	4.44
	As the need arises	119	33.06
	None	189	52.50
	1	62	17.22

Number of Pantawid Children in the Household	2	165	45.83
	3	133	36.94

5.2 Levels of Financial Literacy

Financial literacy was assessed across four dimensions these are financial awareness, financial behavior, financial knowledge, and financial skills.

Table 3. Level of Financial Literacy among 4Ps Beneficiaries in terms of Financial Awareness

Statements	Mean	Std. Deviation	Descriptive Level
I make a list when buying	2.84	0.98	High
I spend less than my income	3.40	0.63	High
I discuss with spouse on financial issues	3.61	0.68	Very High
I use the money that I save according to the original intentions	3.54	0.62	Very High
I recognize the need for every member of my family to be educated in handling the finances	3.63	0.56	Very High
Overall Category Mean	3.40	0.44	High

Table 3 shows an overall mean score of 3.40 for financial awareness, with a standard deviation of 0.44, reflecting a high degree of awareness. Respondents strongly agreed on the importance of financial education for every family member ($M=3.63$, $SD=0.56$). This demonstrates their recognition that financial resources are finite and emphasizes the need for each family member to independently manage their financial knowledge. These findings align with Munar and Quibra (2024), who noted that such awareness facilitates prudent financial decision-making and helps in achieving both short and long-term objectives while reducing uncertainties.

The next highest mean score pertained to discussing finances with spouses ($M=3.61$), indicating respondents' acknowledgment of the importance of open financial communication between partners. It further suggests that family members should participate in conversations about money, exchange perspectives, and resolve disagreements to strengthen the family unit. These findings correspond with Plaza (2023), which emphasizes that joint financial planning by spouses supports shared financial goals, like retirement savings or funding children's education, thereby reinforcing the family's financial stability. Using saved funds according to their original purpose ranked third ($M=3.54$), suggesting thoughtful and informed financial choices. Conversely, simpler planning behaviors, such as preparing shopping lists, received a lower score ($M=2.84$), implying that while some respondents do plan their purchases, they might alter their decisions due to shifting priorities during shopping.

Overall, these results are in line with Plaza (2023), showing that beneficiaries have a solid grasp of financial concepts and regularly demonstrate responsible financial behaviors. Their financial awareness plays a key role in maintaining their financial stability and highlights their notable level of financial literacy in this group.

Table 4. Level of Financial Literacy among 4Ps Beneficiaries in terms of Financial Behavior

Statements	Mean	Std. Deviation	Descriptive Level
I follow the financial plan/budgeting that we have for the family	3.50	0.59	Very High
I compare prices before buying	3.56	0.58	Very High
I set long term financial goals and strive to achieve them	3.28	0.67	High
Before buying a product, I think carefully if I can afford it or not	3.64	0.56	Very High
I pay bills on time	3.30	0.65	High
Overall Category Mean	3.46	0.45	High

Table 4 illustrates the financial literacy level among 4Ps beneficiaries in terms of financial behavior. The overall mean score of 3.46 with a standard deviation of 0.45 reflects a high degree of responsible financial behavior among participants. Statements like "Before buying a product, I carefully consider if I can afford it" (M=3.64, SD=0.56) and "I compare prices before purchasing" (M=3.56, SD=0.58) received very high ratings, indicating cautious spending practices. Additionally, the results show that respondents frequently engage in these habits, consistently comparing prices to seek better deals and more cost-effective options. This behavior reveals their understanding of pricing's impact on expenditures and underscores their dedication to informed financial decision-making, aligning with Wendy & Munar's (2024) findings. Similarly, following a financial plan or budget (M=3.50) was also rated very high, suggesting a strong adherence to planned financial management. These findings correspond with Plaza (2023), suggesting that such practices aid individuals in controlling their expenses and maintaining financial discipline. Meanwhile, setting long-term financial goals (M=3.28) and paying bills on time (M=3.30) were rated high, indicating areas where consistent practice is observed but may still benefit from further strengthening. Overall, the results demonstrate that beneficiaries generally exhibit responsible financial behaviors aligned with effective money management. These reflect the foundational behaviors necessary for effective financial management as advocated by Lusardi (2015).

Table 5. Level of Financial Literacy among 4Ps Beneficiaries in terms of Financial Knowledge

Statements	Mean	Std. Deviation	Descriptive Level
I keep records of income and expenditures in the family	2.64	0.94	High
I use saved money for an emergency than spending it to something else	3.36	0.68	High
I prioritize the needs and give up on buying items that are not necessities in making budget	3.54	0.63	Very High
I budget the monthly income beforehand to avoid cramming and misappropriation of budget	3.44	0.63	High
I decide wisely on the scarce money that we	3.54	0.58	Very High

have			
Overall Category Mean	3.31	0.47	High

Table 5 presents the financial knowledge level of 4Ps beneficiaries, showing an overall mean score of 3.31 with a standard deviation of 0.47, which indicates a high level of financial knowledge. Participants displayed strong awareness in distinguishing needs from wants during budgeting (M=3.54, SD=0.63) and in making prudent decisions with limited resources (M=3.54, SD=0.58). Planning monthly income ahead (M=3.44) and allocating savings mainly for emergencies (M=3.36) also suggest solid financial planning habits. Thus, 4Ps recipients demonstrate the ability to formulate financial plans that prevent misuse and encourage responsible spending, consistent with findings by Pescon, Lampa, and Tadeo (2019). However, record-keeping practices were comparatively weak (M=2.64, SD=0.94), identifying a specific area for development. The OECD (2018) highlights that financial knowledge is essential for making informed decisions and planning for the long term. Similarly, Wendy (2024) notes that individuals with advanced financial knowledge and skills often maintain well-diversified investment portfolios and adopt longer investment horizons, making their decision-making processes more nuanced and sophisticated. Overall, these results align with Plaza (2023), indicating that beneficiaries have a solid understanding of financial concepts, especially in budgeting and prioritizing finances, though improvements in record-keeping may be achieved through focused financial education efforts.

Table 6. Level of Financial Literacy among 4Ps Beneficiaries in terms of Financial Skills

Statements	Mean	Std. Deviation	Descriptive Level
I join financially inclined activities like “Paluwagan” to invest and save money.	2.48	1.21	Low
I Buy items that can be bought for a single quantity like sachet of shampoo, and toothpaste to get through the day.	2.93	0.90	High
I celebrate occasions extravagantly such as birthday, anniversary, and holidays.	1.83	0.80	Low
I bargain with the seller or vendor to get best price possible.	3.18	0.78	High
I do not hesitate to have small business-like sari-sari store or fruit and vegetable stand.	3.09	0.94	High
Overall Category Mean	2.71	0.53	High

Table 6 shows an overall mean score of 2.71 for financial skills with a standard deviation of 0.53, reflecting a high proficiency level. Findings indicate that beneficiaries frequently participate in practical financial activities like negotiating for better prices (M=3.18, SD=0.78) and are open to small-scale entrepreneurial ventures (M=3.09, SD=0.94), both scoring highly. This suggests that 4Ps recipients are skilled at finding cost-efficient purchasing methods and actively pursue extra income sources to supplement their daily expenses beyond the cash assistance provided. These results align with Plaza (2023), which highlights that grantees recognize the importance of saving money by seeking the best deals on their purchases.

Furthermore, It is also important to note that cost-effectiveness extends beyond buying the cheapest option, as beneficiaries consider product quality and durability to ensure better value, as supported by Warren (2022). Lower scores appeared for participation in group savings programs such as "Paluwagan" ($M=2.48$) and refraining from extravagant celebrations ($M=1.83$), indicating hesitancy toward group saving schemes but an understanding of prioritizing essential daily expenses. Some expenditures occur during special occasions like birthdays and fiestas, which happen annually, consistent with Plaza (2023). These findings also reflect observations by the Philippine Institute for Development Studies (2023), which found that low-income families often lack effective saving strategies and entrepreneurial involvement. Overall, respondents exhibited a high level of financial literacy, indicating a solid grasp of financial principles and consistent demonstration of prudent behaviors such as saving, adopting best practices, pursuing additional income opportunities, and maintaining budget discipline. Munar (2024) highlights that strong financial skills contribute to effectively managing financial resources, promoting lifelong financial well-being. Furthermore, Wendy and Munar (2024) emphasize that financial literacy, as reflected through financial skills, positively influences investment decisions and plays a crucial role in enhancing economic stability and reducing poverty.

5.3 Significant Differences in Financial Literacy Across Demographic Profiles

Analysis of Variance (ANOVA) was employed to examine if notable differences in financial literacy occur among different demographic groups.

Findings presented in Table 7 offer valuable insights into the relationship between demographic factors and the financial literacy levels of 4Ps beneficiaries, indicating that four variables showed statistically significant differences. Further analysis highlights gender as a significant factor influencing financial literacy ($F = 18.301$, $p < 0.001$). Specifically, female beneficiaries ($M = 3.25$) demonstrated higher financial literacy compared to males ($M = 3.04$). This contrasts with earlier global findings from Atkinson & Messy (2012) that suggest men typically possess higher financial knowledge, but aligns with Orbeta & Paqueo (2016), who highlight the dominant financial role of women in 4Ps households.

Civil status was also found to have a significant difference ($F = 6.635$, $p < 0.001$). Married respondents ($M=3.26$) had higher literacy levels than singles ($M=3.04$), separated ($M=3.08$), and widowed ($M=3.14$). The dominance of married respondents was found in the studies of Wendy (2024) and Plaza (2023). There is also a significant difference in financial literacy in terms of educational attainment ($F = 3.350$, $p = 0.019$). Literacy increased with higher education, from elementary ($M=3.18$) to master's level ($M=3.64$) ($F=3.350$, $p=0.019$), consistent with findings by Klapper, Lusardi, and Panos (2013). Years as a 4Ps Beneficiary result shows longer participation in the program correlated with higher financial literacy, with those in the 10–12 years bracket scoring highest ($M=3.31$) ($F=4.807$, $p=0.003$). This supports Montilla (2020) study, which noted positive behavioral changes over time among long-term beneficiaries.

Other variables such as age, income, employment status, number of dependents, amount of grants, frequency of training, and number of Pantawid children showed no statistically significant influence on financial literacy ($p>0.05$). These findings mirror observations from Chua & Llanto (2021) that contextual and structural limitations in rural areas can dampen the expected impact of income and training.

Table 6. Analysis of Variance on the Financial Literacy among 4Ps Beneficiaries across their Demographic Profiles

Profile	Category	Mean	F-value	p-value	Decision on H_0
Age	20-29 years old	3.14	1.547	.188	Failed to reject
	30-39 years old	3.25			
	40-49 years old	3.21			
	50-59 years old	3.26			
	60-69 years old	3.11			
Gender	Male	3.04	18.301	<0.001	Reject
	Female	3.25			
Civil Status	Single	3.04	6.635	<0.001	Reject
	Married	3.26			
	Separated	3.08			
	Widowed	3.14			
Monthly Income	Php1,000-4,000	3.19	1.468	.232	Failed to reject
	Php4,001-8,000	3.22			
	Php8,001-12,000	3.29			
Employment Status	Employed	3.19	2.106	.123	Failed to reject
	Unemployed	3.19			
	Self-employed	3.27			
Educational Attainment	Elementary Level	3.18	3.350	.019	Reject
	Secondary Level	3.29			
	College Level	3.40			
	Master's Level	3.64			
Number of Dependents	1-2 Dependents	3.17	1.164	.323	Failed to reject
	3-4 Dependents	3.25			
	5-6 Dependents	3.22			
	7-8 Dependents	3.12			
Years of being 4Ps Beneficiaries	1-3 years	3.22	4.807	.003	Reject
	4-6 years	3.13			
	7-9 years	3.18			
	10-12 years	3.31			
Amount of Grants Received	Php1,000-2,999	3.16	.839	.433	Failed to reject
	Php3,000-4,999	3.24			
	Php5,000 and above	3.19			
Financial Training Received	Once a month	3.29	.971	.407	Failed to reject
	Quarterly	3.11			
	As the need arises	3.22			
	None	3.21			
Number of Pantawid	1	3.27	.925	.397	Failed to reject
	2	3.20			

Children in the 3 3.22 Household

The findings suggest that while 4Ps beneficiaries exhibit a strong level of financial awareness and behavior, there are notable gaps in financial skills and long-term planning. The significant differences in financial literacy based on gender, education, and years of participation suggest that targeted financial literacy programs should be developed for male beneficiaries, those with lower educational attainment, and newer beneficiaries who may benefit from additional support. Furthermore, promoting formal savings mechanisms, such as group savings schemes and encouraging better record-keeping practices, could further strengthen the financial management skills of 4Ps beneficiaries [25].

5.4 Proposed Action Plan

Based on the findings, the following action plan is proposed for the enhancement of 4Ps beneficiaries' financial literacy in the Municipality of Baganga:

Table 7. Proposed Action Plan for Financial Literacy of 4Ps Beneficiaries

Priorit y No.	Program/Activities/Proje ct (PAPs)	Responsible Person/Projec t Leader	Budget Allocation	Time Frame	Support Offices/Units
	Financial Education Programs		5,000,000.00	2026	
1	Seminar for Budgeting, Record-Keeping, and Emergency Savings	DSWD TEAM LEADER, PARENT LEADER, AND RESEARCHER	TBD (To Be Determined)	JANUARY TO MARCH, 2026	DSWD AND LGU
2	Workshop with Incentives for Budgeting, Record-Keeping, and Emergency Savings	DSWD STAFF, PARENT LEADER, AND RESEARCHER	TBD (To Be Determined)	JANUARY TO MARCH, 2026	DSWD, LGU, NGOs, AND FINANCIAL INSTITUTION
3	Peer Mentoring Program	DSWD PARENT LEADER and OLD MEMBER	TBD (To Be Determined)	APRIL TO JUNE 2026	TEAM LEADERS
4	Provision of Monitoring Tools	DSWD STAFF	TBD (To Be Determined)	APRIL 2026	DSWD

5	Savings Group Formation	DSWD STAFF	TBD (To Be Determined)	JULY 2026	DSWD, FINANCING INSTITUTIONS
TOTAL			5,000,000.00		

6. Conclusions

This study has demonstrated that while 4Ps beneficiaries in Baganga, Davao Oriental exhibit a strong level of financial awareness and behavior, there are clear gaps in financial skills and long-term financial planning. Beneficiaries generally perform well in day-to-day financial management, such as budgeting and price comparison, but struggle with activities that require more structured financial management, like record-keeping and saving for the future. The analysis revealed significant differences in financial literacy levels based on gender, education, and years of 4Ps participation, highlighting that these factors influence the beneficiaries' ability to manage their finances effectively. The results suggest that current financial literacy initiatives are not sufficiently addressing the practical skills required for long-term financial sustainability.

7. Recommendations

Based on the findings, the following recommendations are proposed:

Strengthen Financial Literacy Programs. These should include the conduct of regular seminars and workshops focusing on budgeting, savings, record-keeping, and financial goal-setting. It should Tailor sessions for specific groups such as male beneficiaries and those with low educational attainment.

Promote Peer Mentoring and Community Engagement. Implement a peer mentoring system where long-time 4Ps members can share best practices with newer beneficiaries. Involve local leaders and parent volunteers in reinforcing financial education.

Encourage Practical Financial Tools and Tracking. Distribute budgeting notebooks or promote mobile apps to help households monitor income and expenses. These tools can foster greater awareness of daily spending habits and promote long-term financial planning. Regular usage can also serve as a foundation for identifying saving opportunities and reducing unnecessary expenses.

Establish Supervised Savings Groups. Initiate community-based savings groups like “Paluwagan” under guided monitoring to foster trust and consistent saving habits. Supervision ensures transparency, accountability, and protection from potential misuse of funds. These groups also strengthen social bonds among members, encouraging mutual support and shared responsibility in achieving financial goals.

Introduce Incentives for Participation. Provide small rewards or recognitions for active participants in financial education activities to encourage attendance and engagement. Incentives can range from certificates, grocery packs, or public recognition, which help reinforce the value of learning and active involvement. This approach not only boosts morale but also promotes healthy competition and consistent participation among beneficiaries.

Monthly Integration of Financial Literacy into Family Development Sessions (FDS). Align financial literacy training with the existing FDS structure to ensure regular exposure and reinforcement. This integration maximizes existing program resources while reducing the need for separate sessions. It also

normalizes conversations around money management within families, fostering shared responsibility and learning at the household level.

Policy Implication for 4Ps Program. Consider integrating formal financial training as a requirement for long-term beneficiaries to build deeper financial competence. This policy shift can promote greater accountability and self-reliance among households over time. By embedding financial education into the core conditions of the program, it reinforces the goal of breaking the cycle of poverty through informed financial decision-making.

By addressing the identified gaps and reinforcing existing strengths, these recommendations aim to enhance the financial decision-making and independence of 4Ps beneficiaries, ultimately contributing to poverty alleviation and long-term economic well-being.

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