

The Self-Worth and Life Orientation of Pantawid Pampamilya Pilipino Program Learners Beneficiaries

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Abstract: The Pantawid Pamilyang Pilipino Program (4Ps) significantly impacts the self-esteem and life orientation of its learner recipients. This study looks at how financial support from the program affects students' self-esteem, motivation, and academic success. A mixed-method sequential explanatory design was used to evaluate data collected from 4Ps recipients at a public secondary school in Magalang, Pampanga, during the 2024-2025 academic year. The findings show that internal elements such as familial support and spiritual beliefs, particularly a connection to God's love, significantly influence learners' self-worth more than external validation. Furthermore, the beneficiaries' life orientation was typically optimistic, with friendships and hope for the future playing an important part in molding their attitude. While the 4Ps' financial support alleviates certain economic constraints and improves educational possibilities, some beneficiaries face societal censure, leading to a skewed impression of the program's influence on their life. This study emphasizes the necessity of ongoing support systems, such as family participation, academic drive, and efforts to reduce the stigma associated with being a 4P recipient. The study provides politicians, educators, and parents with significant insights into creating an atmosphere that boosts learners' self-esteem and life orientation, ultimately contributing to their personal and academic success.

Keywords: Self-worth, life orientation & pantawid pampamilya pilipino program.

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Background

In our current society, Filipino families are struggling financially due to poverty and lack of jobs. Many Filipino families had trouble affording their children's education because of financial constraints. However, the Philippine government implemented the Pantawid Pamilyang Pilipino Program (4Ps) under the Department of Social Welfare and Development (DSWD), introduced by the Aquino administration. This program aimed to assist Filipino families with their finances, particularly education. The researchers' motivation was to determine the Self-Worth and Life Orientation of students who were beneficiaries of the Pantawid Pamilyang Pilipino Program.

The Enhancing Self-Worth and Life Orientation initiative aimed to promote long-term influence and help beneficiaries reach their full potential. It referred to the school challenges, daily struggles, and self-pressure experienced by the beneficiary learners regarding their studies. This efficacy described how learners managed their daily routines and how the 4Ps played a crucial role in shaping students' self-worth and life orientation to track their academic success.

Self-Worth

Self-worth is the profound, unwavering conviction that one is loved and deserving of love, according to Edwards (2024). High self-worth leads to higher respect, self-assurance, and morals. Low self-worth can result in negative self-talk. Positive attitudes, responsibility, and academic pressure affect students' self-worth, leading to shame, blame, and stereotyping. (Quick, 2024). The relationship between self-esteem, anxiety, life orientation, and forgiveness. Rosenberg Self-esteem Scale generalized anxiety disorder self-report. (Sorgerova & Rahmat, 2023).

Otherwise, according to Lazaridi et al. (2021), the impact of social factors on adolescents' physical activity outside of school and overall sense of self-worth was investigated. The findings suggested that age and family wealth significantly influenced self-worth but not gender or participation in organized sports. Significant connections were discovered between age and family wealth, out-of-school physical activity, and global self-worth. Furthermore, Thomas's (2018) study explores how parental conditional regard influences teenage athletes' perfectionist concerns and striving. It finds that competence contingent self-worth mediates these relationships, emphasizing the significance of parental control in perfectionism. According to Serin et al. (2017), students' motivation to protect their self-worth focuses on

performance-avoidance goals. It hypothesizes that students often confuse ability with worth, as society views students' worth based on their ability to achieve tasks. Additionally, Young people's self-perceptions, including self-esteem, significantly influence their adoption of partisan identities, with higher self-esteem being more likely to adopt partisan identities during impressionable years. Carey & Wolak, (2019). However, according to Mphuthi (2024), Since students typically experience a significant degree of uncertainty, the inverse relationship between their self-esteem and uncertainty suggests that students may find it challenging to interact with others, particularly during their first interactions with their classmates. Moreover, self-esteem is an individual's evaluation of their worth. It depends on our views and convictions about who we are, which can sometimes be challenging. Thus, uncertainty, fear, and uneasiness are characteristics of anxiety.

Life-Orientation

Life orientation (LO) is an interdisciplinary subject combining human movements, political science, labor studies, psychology, and health science to help students understand themselves, make better decisions, solve problems, set objectives, and plan for success. (Durham 2024). On the other hand, according to Alves and Nocha (2018), the Spiritual Health and Life-Orientation Measure has strong internal consistency reliability and can be useful in researching children's and teenagers' spirituality. Age-related mean values show a decline in spirituality scores, with strong discrimination validity across all domains. The measure is suitable for understanding ideals and lived experiences. Furthermore, Nathan's (2018) study examines the program's influence and efficacy on six previous students currently enrolled at the University of Cape Town. The participants discussed their experiences through interviews, emphasizing a need for more helpful life skills and pertinent subjects like gender and sexuality. Otherwise, the role of life-orientation teachers in promoting career guidance and counseling for secondary school students reveals challenges like lack of training, negative attitudes, teacher shortage, and poor parental involvement. (Dama, 2018).

Self-Worth

According to Reyes, Amistoso, Babaran, & Bulaong (2017), anxiety and low esteem are common among Filipinos of all ages, including youth and adults. Considering this, it may be said that anxiety and self-esteem are closely correlated. In addition, according to Dolgova et al. (2021), there is a correlation between state anxiety and self-esteem among students, as demonstrated by their academic achievement.

Life-Orientation

According to Joubert (2023), life orientation teachers face limited resources and expertise when adopting a pastoral approach, particularly in facilitating the "Development of self in society" topic. Strategies like attachment relationships, community counselor proficiency, cooperative partnerships, and tailored interventions are recommended to address this. Interestingly, this study found that residents' opinions of the city are negatively impacted by their level of education and place of residence. However, they have the opposite effect on quality of life. A life-oriented approach can be used to define and monitor the locals' quality of life. (Asmail,2017)

The researchers' study differed from other studies in that the purpose of this research was to determine self-worth and life-orientation of secondary learners who were beneficiaries of the 4Ps program. On the other hand, this study also aimed to examine the beneficiaries' experiences with the 4Ps program and how it could affect the learners' self-worth and life orientation. The study sought to analyze learner beneficiaries' self-worth and life orientation, their daily challenges, and their effect on their self-worth and life orientation. This research contributed to helping 4Ps learner beneficiaries improve themselves in dealing with daily struggles and academic problems.

Statement of the Problem

The researchers aimed to determine the self-worth and life orientation of Pantawid Pamilyang Pilipino Program learners in one of the public secondary high schools in Magalang, Pampanga, Philippines, during the school year 2024-2025.

Specifically, this seeks to answer the following questions.

- How may the Self-Worth of the respondents be described?
- How may the Life Orientation of the respondents be described?
- What are the reasons behind the self-worth and life orientation of Pantawid Pampamilya Pilipino Program participants?

Scope and Delimitation

The scope and limitations of this study involve a survey of the participants of the Pantawid Pamilyang Pilipino Program (4Ps). The research aims to determine the self-worth and life orientation of (4Ps) learners about their school challenges, daily struggles, and self-pressure regarding their studies. This study will be conducted in one of the public secondary schools in Magalang, were participants. The study will last from the school year of 2024-2025.

Significance of the Study

Learners. The learners may help to improve the school performance of learners that can benefit their self-worth and raise their life orientation those learners under the beneficiaries of (4Ps)

Parents. The parents may gain information about the self-worth and life orientation of learners for the parents to be aware of the struggles of their children and assess them to achieve their self-worth

Administration. The administration should provide more information to those families that are part of the beneficiaries' program and be aware of how the beneficiaries use the benefits to the family.

Future researchers. Future researchers may use the study when finding references and may find gaps that they can use to add more information to their study.

Methods

Research Design

This study used a sequential explanatory design that included quantitative and qualitative methods in successive phases of a single investigation. A quantitative method was used in the initial step, followed by a qualitative approach, including thematic

analysis. A two-phase analysis used historical analysis to enhance the questionnaire survey data (Stewart et al., 2020). The quantitative phase was structured by examining the data with statistical tools before moving on to the qualitative phase, which used approaches such as thematic analysis or content analysis. The emphasis was on the advantages of this technique, which included a more comprehensive understanding of perplexing phenomena, assurance and triangulation, and the ability to address research problems that required numerical data and deep qualitative insights. Finally, the mixed-methods sequential explanatory design improved the research process by offering a holistic understanding of complex study issues.

Respondents/Participants

The study's respondents are (4Ps) recipient learners from one of the schools in Cluster-One in Magalang, Pampanga, during the fiscal year 2024-2025. Purposive sampling will be used to identify respondents who will most likely provide relevant and helpful information (Kelly, 2010; Palinkas et al., 2015). Purposive sampling procedures avoid random sampling and ensure that specific individuals who could be included are included in the final sample of the research project. The assumption that, considering the study's goals and objectives, specific categories of individuals may have significant and differing views on the concepts and problems under investigation, resulting in their representation in the sample, supports using a purposive strategy (Campbell et al., 2002).

Participants in the qualitative phase will be respondents with higher scores or outliers in the quantitative results. To better understand the participants' time management skills, the researchers will cross-validate their responses with qualitative data. The researchers will use homogeneous sampling. One kind of purposive sampling is homogeneous sampling, which involves choosing participants with similar traits, backgrounds, or viewpoints pertinent to the study's topic. Researchers choose participants because of their shared traits or experiences, central to the research question. Homogeneous sampling is widely utilized in qualitative research to explore specific groups' experiences, behaviors, or characteristics. For example, a study by Nyimbili and Nyimbili (2024) discusses various purposive sampling techniques, including homogeneous sampling, and provides examples of their application in qualitative research studies.

Instrument

The researchers adopted the Contingencies of Self-Worth Scale Questionnaire and Life Orientation Test-Revised based on Conceptualization and Development of the Appearance Perfectionism Scale: Preliminary Evidence for Validity and Utility in a College Student Population by Kavita Srivastava. This questionnaire contains 35 items. Appearance Perfectionism 14 had a loading of at least .73, accounting for 54.62% of the variance. Finally, factor analyses revealed the scale's high internal consistency (.92). The qualitative questionnaire analyzed respondents' responses, forming the basis for the qualitative study. Participants were free to express their ideas independently, focusing on significant topics. This allowed for new information and enhanced the ongoing investigation.

Data Collection

The researchers obtained approval from the school head of one school in Cluster One to conduct the study. Upon approval, data collection was performed for the fiscal year 2024-2025. The researchers provided the respondents with a personal explanation of the study.

The study's only data source was primary data. Primary data refers to a different or first-hand data source in which the respondents provided the research's data. The data for this study were gathered using a questionnaire survey. In the qualitative part, the researchers obtained a letter of request to validate the interview questionnaires. After that, the researchers interviewed the participants based on the qualitative findings. The participants were able to comprehend and share their perspectives and opinions about the questions.

The researchers aimed to comprehend the respondents' responses to better understand the sources providing information about self-worth and life orientation.

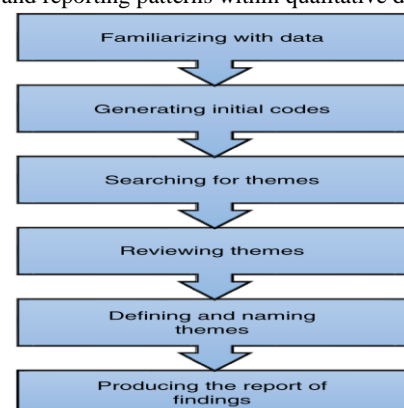
Ethical Consideration

Ethical considerations are an inherent aspect of academic writing, particularly when developing research techniques and activities. They ensure that research is trustworthy and that all parties engaged are treated with respect (Bhandari, 2024). The Pantawid Pamilyang Pilipino Program's Self-Worth and Life Orientation Study was conducted as a Sequential Explanatory Study with secondary-level students at one of the schools in Cluster One. The participants/respondents were required to sign an informed consent form that included paperwork confirming their approval of the request letter. It was carried out with proper communication, and the researchers ensured that the respondents' names were kept confidential and that no individuals were harmed by their opinions and actions throughout the study.

Statistical Treatment/Data Analysis

The researchers used quantitative data. Standard deviation was used to gather data from the 4Ps learner beneficiaries to measure and determine the learners' self-worth and life orientation. The standard deviation was used to better comprehend the responses' dispersion around the mean, which showed how variable the learners' self-worth and life orientation were.

Braun and Clarke (2019) described the six stages of thematic analysis, which were introduced and briefly explained. These stages included familiarization, coding, theme generation, review, definition, and reporting. Braun and Clarke (2019) conceptualized thematic analysis as a technique for finding, evaluating, and reporting patterns within qualitative data.



Result and Discussion

Table 1 descriptive rating of respondent's self-worth scale

| Indicators | Mean | Verbal Description |
|---|------|--------------------|
| 1. My self-esteem is influenced by how attractive I think my face or facial features are. | 4.48 | agree |
| 2. My self-worth is influenced by how well I do on competitive tasks | 5.4 | strongly agree |
| 3. My sense of self-worth suffers whenever I think I don't look good | 4.28 | agree |
| 4. Doing well in school gives me a sense of self-respect. | 6.05 | strongly agree |
| 5. My opinion about myself isn't tied to how well I do in school. | 4.71 | agree |
| 6. I feel worthwhile when I perform better than others on a task or skill | 5.25 | strongly agree |
| 7. When I think that I 'm disobeying God, I feel bad about myself | 4.54 | agree |
| 8. My self-esteem is influenced by my academic performance | 5.4 | strongly agree |
| 9. Doing better than others gives me a sense of self-respect | 5.68 | strongly agree |
| 10. My self-esteem would suffer if I didn't have God's love. | 5.31 | strongly agree |
| 11. My self-esteem is unrelated to how I feel about the way my body looks | 4.4 | agree |
| 12. My self-worth is affected by how well I do when I am competing with others. | 4.54 | agree |
| 13. When I think I look attractive, I feel good about myself. | 4.88 | agree |
| 14. I couldn't respect myself if I didn't live up to a moral code | 4.62 | agree |
| 15. What others think of me has no effect on what I think about myself. | 4.85 | agree |
| 16. Doing something, I know is wrong makes me lose my self-respect. | 4.82 | agree |
| 17. Knowing that my family members love me makes me feel good about myself. | 5.97 | strongly agree |
| 18. My self-worth is based on God's love. | 6.05 | strongly agree |
| 19. Whenever I follow my moral principles, my sense of self-respect gets a boost. | 5.8 | strongly agree |
| 20. I don't care what other | 4.85 | agree |

| | | |
|---|------|----------------|
| 21. people think of me. When I don't feel loved by my family, my self-esteem goes down. | 4.91 | agree |
| 22. I can't respect myself if others don't respect me. | 3.82 | disagree |
| 23. My self-worth is not influenced by the quality of my relationship with my family members. | 4.62 | agree |
| 24. My self-esteem depends on whether or not I follow my moral/ethical principles. | 4.51 | agree |
| 25. My self-esteem does not depend on whether or not I feel attractive | 4.62 | agree |
| 26. My self-esteem goes up when I feel that God loves me. | 6 | strongly agree |
| 27. I feel bad about myself whenever | 5 | agree |
| 28. my academic performance is lacking. | | |
| 29. I feel worthwhile when I have God's love. | 5.82 | strongly agree |
| 30. It is important to my self-respect that I have a family that cares about me | 5.68 | strongly agree |
| 31. My self-esteem would suffer if I did something unethical. | 4.8 | agree |
| 32. I don't care if other people have a negative opinion about me. | 4.84 | agree |
| 33. When my family members are proud of me, my sense of self-worth increases. | 5.54 | strongly agree |
| 34. Knowing that I am better than others on a task raises my self-esteem | 4.91 | Agree |
| 35. I feel better about myself when I know I 'm doing well academically. | 5.45 | strongly agree |
| 36. My self-esteem depends on the opinions of others hold of me. | 4.45 | agree |
| Total: | 3.82 | agree |

Table 1 shows that the computed highest mean was 6.05, which means doing well in school gives them a sense of self-respect. Their self-worth is based on God's love, with verbal description described as "strongly agree," their self-esteem goes up when they feel that God loves them, garnered a mean value of 6 and described as "strongly agree." The statement knowing that their family members' love makes them feel good about themselves garnered 5.97 with a verbal description of "strongly agree," followed by the feel worthwhile when they have God's love garnered a mean of 5.82, described as "strongly agree." Lastly, the fifth highest is that their sense of self-respect gets a boost whenever they follow their moral principles. The garnered mean was 5.8, which is described as "strongly agree." Simply put, this

shows that the learner's love that they receive builds up self-confidence and determines their self-worth.

Furthermore, learners' answers show that their self-worth is built due to the giving of God's love. On the other hand, the statement that they cannot respect themselves if others do not respect them accumulated the lowest mean of 3.82, annotated with "disagree," followed by their sense of self-worth suffering whenever they think they do not look good, which got a mean of 4.28 outlined as "agree." In contrast, their self-esteem depends on the opinions others hold of them, got a mean value of 4.45, described as "agree," followed by their self-esteem is influenced by how attractive they think their face or facial features are garnered a mean value of 4.48 with "agree" and lastly the statement that got a mean value of 4.51 their self-esteem depends on whether or not follow them moral/ethical principles.

An implication is that the learners' self-worth is predominantly influenced by internal factors, especially spiritual beliefs (God's love) and family support, as evidenced by the high mean scores. These aspects contribute more significantly to building self-esteem than external validation. While some agree that others' opinions and physical appearance affect self-esteem, these factors are less influential than internal sources of affirmation. Furthermore, religious people frequently feel more valuable and purposeful, which directly affects their self-esteem, according to Wong (2018). The high mean score for students who stated that their sense of value is founded on God's love aligns with this. According to the current study, students' self-esteem is boosted when they believe God loves them, making them feel important and respected.

Table 2 descriptive rating of respondents' life-orientation

| Indicators | Mean | Verbal Description |
|---|------|--------------------|
| 1. In uncertain times, I usually expect the best. | 2.51 | good level |
| 2. It's easy for me to relax | 2.48 | good level |
| 3. If something can go wrong for me, it will. | 2.48 | good level |
| 4. I'm always optimistic about my future | 2.85 | good level |
| 5. I enjoy my friends a lot. | 3.34 | excellent level |
| 6. It's important for me to keep busy. | 2.14 | good level |
| 7. I hardly ever expect things to go my way | 2.65 | good level |
| 8. I don't get upset too easily. | 2.54 | good level |
| 9. I rarely count on good things happening to me. | 2.88 | very good level |

| | | |
|---|------|------------|
| 10. Overall, I expect more food things to happen to me than bad | 2.85 | good level |
| Total: | 2.67 | good level |

Table 2 in life orientation shows that the highest computed mean was 3.34. They enjoy my friends with the verbal description of "excellent level," followed by their rarely counting on good things happening to them, getting a 2.88 mean value, and the verbal description described as "excellent level." They are always optimistic about their future, which has a 2.85 mean value and is described as a "good level." the respondents enjoy their time with their friends, affecting their life orientation significantly and joyfully. Otherwise, in this table, the statement I need to keep busy got the lowest computed mean with 2.14 mean and was described as "good level," followed by it easy for them to relax and if something goes wrong for them, it will garner a mean of 2.48 and the statement in uncertain times, they usually expect the best having a mean of 2.51 and described as "good level."

The study reveals that respondent value friendships highly, highlighting their significant role in life satisfaction. They are generally optimistic about the future but maintain a balanced outlook, avoiding extreme expectations. They prefer relaxation over constant busyness and a more measured approach to uncertainty. Despite their optimism, they also show skepticism towards the worst in uncertain situations. Furthermore, Weinstein et al. (2020) found that optimism about the future contributes to life satisfaction and increases individuals' motivation to pursue goals. The respondents' optimism aligns with these findings, suggesting that they are motivated by a belief that good things will happen in their future, which enhances their overall life orientation.

Sequential Explanatory Data on The Self-worth and Life Orientation of Pantawid Familyang Pilipino Program Beneficiaries findings and discussion were presented in this chapter in the order of the research problems listed in Chapter 1: Consistency of Financial Support, Positive Impact on Family Welfare, Gratitude for Support and Responsibility, The Value of External Support, Neutral Impact on Personal Life, and the Role of 4ps in Education Aspirations and Career Goals. The objectives were gathered from the participants.

Neutral impact of 4Ps on personal life

The participant's view reflects practical appreciation rather than emotional or trans-formative influence. They mention that the program provides them with money for their needs, which could be used for daily and education-related expenses. This indicates that the financial assistance is valuable and helps the family maintain basic needs. However, the speaker does not perceive this support as changing their outlook on life or goals. The statement "4Ps do not affect me" suggests that the participants feel detached from any potential stigma or pride associated with receiving help. Neutral events, often occurring in one's routine, are typically viewed as non-disruptive but also non-advantageous, allowing individuals to maintain a stable emotional and psychological state," explained Smith & Jordan (2017). For instance, a small environmental change, like relocating to a different area or a change in job routine, may not have a significant impact on one's mental health or daily functioning.

(Halimbawa mo kapag may kailangan po kami taoos may darating po galing sa 4ps at tatanggap po kami ng pera na kailangan namin para sa sarili namin tsaka kung ano po mga kailangan namin bilhin at mga kailangan naming pagkain.) "For example, if we need something, someone from the 4Ps program will come and we'll receive the money we need for ourselves, and for whatever we need to buy and the food we need." ST 1

(Para sa akin, wala naman epekto dahil napili kami sa 4ps para sa mga tulong na naibibigay nila.) For me, it doesn't affect me because we were chosen for the 4Ps program for the help they provide. ST 4

(Di Naman po sya nakaka apekto kasi po ano um sya din po kasi tumutulong sa pag aaral ko now kumbaga 4ps lang po Ako kumukuha ng allowance.) "It doesn't really affect me because it also helps me with my studies. It's like I'm just getting an allowance from the 4Ps program." ST 5

(Ayusing yung mga documents nila at wag pasisira kasi kailangan din yung income na yon.) "They should organize their documents and take care of them because that income is also important." ST 6

Positive Impact on Family Welfare

This individual positively accepts the 4Ps program, highlighting its role in alleviating some economic burdens they face. They also demonstrate a sense of gratitude and practicality in using financial assistance for essential needs, mainly focusing on its impact on their education. The participant's lack of shame in receiving assistance indicates a healthy acceptance of government aid as a legitimate resource, and their assessment suggests that the 4Ps program has a supportive role in enhancing their family's stability and well-being. According to Chaudhry and Khan (2018), financial assistance programs that help low-income families meet basic needs like food, shelter, and healthcare include the Pantawid Pamilyang Pilipino Program (4Ps) in the Philippines and similar initiatives in other countries. By lowering household financial strain and fostering long-term stability, they discovered that "families who participate in cash transfer programs experience a significant improvement in their ability to afford necessities."

(Wala naman syang negative pero positive meron dahil nababawasan nuya yung.. halimbawa kapag may kailangan ako sa pamilya ko nabibigay nila dahil sa tulong ng 4ps.) "There's no negative, but there are positive effects because it reduces... for example, if I need something for my family, they can provide it because of the help from the 4Ps." ST 3

(Yung mga kailangan po namin sa 4ps minsan sumosobra at nagkukulang.) "Sometimes the things we need from the 4Ps are too much or not enough." ST 1

(Yung sa positive and negative po wala naman pong negative na nangyari sa family ko now di naman po nakaka apekto yung 4ps sa family ko yun lang po.) "For positive and negative, there's nothing negative that happened to my family. The 4Ps doesn't affect my family" ST 5

Gratitude for support and responsibility

The participants' reflection shows an appreciation for the 4Ps program's positive influence, particularly in how it allows them to focus on education and personal development. The mention of the program's conditional requirements (attendance, passing

grades) demonstrates that the participants know the responsibility of receiving aid. Additionally, their emphasis on the importance of studying hard while receiving support highlights a strong sense of personal accountability and a recognition of the value of education as a path toward long-term success. The overall tone reflects a balanced perspective—grateful for the support but mindful of the efforts required to maintain and build upon it. According to Jansen et al. (2017), students who receive financial assistance from the welfare program have a greater sense of obligation to perform academically. They contend that "appreciation of the aid, along with the understanding of its associated conditions, encourages students to take their educational responsibilities more seriously."

(Siguro sa pangarap, kase nagbibigay sila ng tulong para makapag aral kami at dahil don syempre napapahalagan ko yung saruli at pag-aaral ko.) "Maybe it's about dreams, because they give help so we can study, and because of that, of course, I value myself and my education." ST 3

(Dapat pi araw-araw sila nag-aaral at wala sila dapat absent at kailangan po nila maipasa nila yung mga subject dahil kapag hindi nila nagawa yon maaalis sila sa 4ps.) They should study every day, they shouldn't be absent, and they need to pass their subjects. If they don't do that, they'll be removed from the 4Ps. ST1

(Siguro mag-aral ng maayos kase habang may nagbibigay at may nagpprovide dapat mag-aral ng maayos dahil mahirap kapag walang suporta.) Maybe study hard because while there are people giving and providing, you should study hard because it's difficult when there's no support. ST 3

The value of external support

Individuals no longer view education as something imposed on them but rather as something they can actively value and invest in because of the opportunities afforded to them. This internal shift from viewing education as an obligation to an opportunity may positively impact their motivation and long-term academic success. The support they receive, while external, catalyzes a trans-formative process of self-recognition and goal setting, positioning education to improve both personal and academic standing. Students who receive financial or academic support from government programs or institutions typically have higher academic achievement and greater involvement in their studies, according to Miller et al. (2017). They contend that "students can concentrate on their academic objectives and perform better in school when they receive external support, which helps reduce stress related to financial insecurity."

Siguro sa pangarap, kase nagbibigay sila ng tulong para makapag aral kami at dahil don syempre napapahalagan ko yung saruli at pag-aaral ko.) Maybe it's about dreams, because they give help so we can study, and because of that, of course, I value myself and my education. ST 3

Role of 4Ps in Education Aspiration and Career Goals

The speaker's words reveal a strong sense of ambition and family commitment, underscored by an awareness of their challenges. While there is some uncertainty in their expression ("I do not know," "I think"), their desire to become a teacher, doctor, or professional in accountancy clearly shows they are driven by a need to improve their family's situation. The 4Ps program is a crucial facilitator, providing practical financial assistance and emotional support. Bernardo et al. (2018) contend that "students

who benefit from 4Ps show increased motivation to pursue professional careers, as they feel empowered to focus on their studies and future job prospects without the constant pressure of financial instability." Siringan and Yao (2019) investigated the educational outcomes of 4Ps beneficiaries and discovered that "the financial aid provided by the program helps students pursue higher education and career goals, as it provides the necessary resources to support their schooling without the need to drop out or take on additional work."

(Gusto ko po maging teacher.) I want to be a teacher. ST 1

(Gusto ko pong maging doctor para matulungan po yung mga magulang ko po para po maka ahon po kami sa hirap para po di napo sila mag trabaho, um dikopo alam.) I want to be a doctor so I can help my

parents, and we can get out of poverty. Then they wouldn't have to work anymore. I don't know. ST4

(Accountancy, mas nakakatulong yung 4ps sa pag-aaral ko dahil sa binibigay nila monthly.) Accountancy. The 4Ps program helps with my studies because of the monthly financial support they provide. ST 6

Positive Impact of Financial Aid

This tension between the positive economic effects and the negative social perceptions suggests a conflict between the practical benefits of the 4Ps program and the cultural stigma surrounding public assistance. It also indicates a broader societal issue in which those needing aid are often stigmatized, even when the support is necessary for their well-being.

According to Heller (2019), financial aid enables students to do better academically and helps them remain in school. "With financial assistance, students can afford to focus more on their studies rather than working long hours to cover tuition and living expenses" Abad and Cruz (2021) claim that "financial support, when provided consistently and without conditions, leads to increased opportunities for upward social mobility, as it allows individuals to invest in education, skills development, and career opportunities."

(May may maganda din pong naidulot pero yung iba po kasi Ginajudge po kami sa pagiging 4ps, natutulungan po kami ng mga magulang ko, Ginajudge po kami ng mga tao sa pagiging 4ps po.) It has some good effects, but some people judge us for being part of the 4Ps. My parents help us, but people judge us for being part of the 4Ps. ST 4

(Yung mga kailangan po namin sa 4ps minsan sumosobra at nagkukulang.) Sometimes the things we need from the 4Ps are too much or not enough ST

(Wala naman syang negative pero positive meron dahil nababawasan nuya yung.. halimbawa kapag may kailangan ako sa pamilya ko nabibigay nila dahil sa tulong ng 4ps.) There's no negative, but there are positive effects because it reduces... for example, if I need something for my family, they can provide it because of the help from the 4Ps. ST 3

(Yung sa positive and negative po wala naman pong negative na nangyari sa family ko now di naman po nakaka apekto yung 4ps sa family ko yun lang po.) For positive and negative,

there's nothing negative that happened to my family. The 4Ps doesn't affect my family, that's all. ST 5

(Merong pagbabago dahil dati nung wala pa kami sa 4ps parang nakakaya naman namin pero nung nakasali na kami sa 4ps mas lalong nakatulong sa mga gastusin.) There's been a change because before we were part of the 4Ps, we were able to manage, but since joining the 4Ps, it's been more helpful with our expenses. ST 2

Consistency of Financial Support

The speaker's view shows a resilient and positive attitude toward the 4Ps. Despite possible societal stigma, the family has taught them to embrace the program's benefits without feeling embarrassed. Their parents' approach helps the speaker develop a strong sense of self-worth, reinforcing that the 4Ps assistance is a legitimate and valuable source of support. Additionally, the speaker's mention of no difference in how the financial assistance is distributed within the family suggests that the family views the aid as a collective resource, and it is seamlessly integrated into their financial needs. No resentment or shame is attached to receiving help, as the family prioritizes practical needs over societal judgments. Dela Cruz et al. (2019) found that "financial aid programs with reliable and consistent funding cycles lead to improved retention rates in schools, as families can plan around the security of these funds."

(Wala man pong pag babago kasi ano e tinuruan po kami ng mga magulang po namin na wag po ikahiya yung pagiging 4ps po.) There's no change because our parents taught us not to be ashamed of being part of the 4Ps. ST 4

(Wala naman dahil pareho lang dahil yung perang hinahati nila napupunta rin saamin.) There is no difference since the money they divide still goes to us. ST 6

Conclusion

- The respondents described based on their outlook, values, and overall perception of their value in various aspects of life, such as achievement, relationships, and daily experiences. Knowing their value can assist them in creating plans to increase their self-esteem and overall happiness, ultimately resulting in success and personal development.
- The respondents described their values, beliefs, and decision-making in the relationship. This research determined their life goals and pursuits in life with the help of government assistance.
- Various economic and social factors influence the main reasons for participants' self-worth and life orientation; all of these are the reasons why participants affect their self-worth and life orientation (4P).

Recommendation

- To conduct self-worth research, they should have personal development to face and finish the research. They should adapt new skills to face self-esteem challenges, which can develop a stronger sense of self-worth and self-confidence.
- Conducting life orientation should create an interactive and inclusive learning environment where students are comfortable discussing real-life issues.

- The life orientation of 4Ps beneficiaries reflects hope, determination, and a desire for a better life, highlighting their potential for personal and community transformation with the proper support and opportunities.

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