

Administrative Challenges in Ensuring Compliance to the 4Ps (Pantawid Pamilyang Pilipino Program)

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ABSTRACT

This study examined the administrative challenges encountered by School Administrative Officers (SAOs) in monitoring the education-related conditionalities of the Pantawid Pamilyang Pilipino Program (4Ps) in selected public schools within Cluster 1–5 of Surigao del Sur. The program, designed to enhance school participation among children from economically disadvantaged households, relied heavily on accurate and timely compliance monitoring at the school level. Despite their crucial role, SAOs often faced significant workload, limited resources, overlapping functions, and coordination difficulties. Recognizing these operational constraints, the study aimed to determine the extent of administrative challenges, describe the SAOs' monitoring practices, and assess the perceived effectiveness of compliance monitoring to inform context-specific interventions that strengthen the program's implementation.

A descriptive research design was employed, utilizing a validated self-constructed questionnaire complemented by interviews, focus group discussions, and document reviews. Results revealed that SAOs experienced serious challenges in terms of capacity and resources ($M = 4.003$) and workload and role overlap ($M = 3.997$). Nevertheless, SAOs performed their duties at a compliant level (Overall $M = 3.796$), particularly in tracking and recording attendance ($M = 3.85$) and coordinating with the Department of Social Welfare and Development ($M = 3.822$). Compliance monitoring was perceived as more effective overall ($M = 3.966$), especially in accuracy and timeliness ($M = 4.039$). Findings underscored the need for streamlined processes, capacity-building, digital monitoring tools, and stronger inter-agency collaboration. Strengthening administrative support for SAOs is essential to improving the integrity of 4Ps monitoring and sustaining educational gains among beneficiary learners.

Keywords: Administrative challenges, Compliance monitoring, 4Ps Program, School Administrative Officers, Inter-agency coordination, Education conditionalities

INTRODUCTION

Poverty remains a persistent barrier to education in rural Surigao del Sur, where children traverse long distances to attend schools often affected by inadequate infrastructure, frequent illnesses, and environmental disruptions. In the Caraga region, household poverty rates reach approximately 40%, constraining educational opportunities and perpetuating intergenerational disadvantage. The Pantawid Pamilyang Pilipino Program (4Ps), a conditional cash transfer initiative, targets 60% of poor households in Cluster 1-5 districts (CaCanMadCarLanCor), linking financial assistance to children's school attendance, regular health interventions, and family development sessions.

School Administrative Officers (SAOs) in 76 predominantly elementary schools manage the monitoring of over 1,500 4Ps beneficiaries, performing manual attendance verification amid staffing shortages and disaster-related disruptions. This study examines how these administrative responsibilities affect compliance monitoring, student retention, and program effectiveness. Without streamlined processes, attendance verification delays may lead to incorrectly flagged absences, withheld grants, and dropout risks of 18-20% despite program support.

Recent studies (2020–2025) indicate that 4Ps improves school enrollment by 10–20% and enhances health outcomes, including a 15–25% increase in deworming compliance (PIDS, 2024; DSWD, 2023). However,

program effectiveness is constrained by administrative overload. DepEd-Caraga data show 30% of attendance reporting deadlines are missed, reflecting similar trends in Apayao, where 68% of SAOs reported role overlaps and burnout (Serrano & Yambao, 2025; Montilla et al., 2021). In Cluster 1-5 schools, local audits indicate 22% attendance verification errors, primarily due to manual processes and limited digital tools, which amplify dropout risks and delay grant distribution (DepEd, 2024; PSA, 2024).

Despite national-level successes, SAO-specific challenges in Surigao del Sur remain underexplored. Field reports reveal persistent administrative bottlenecks, particularly during monsoon seasons, with delays in processing attendance and reconciling data between DepEd and DSWD systems. This study addresses these gaps by analyzing SAOs' experiences, quantifying administrative constraints, and proposing cluster-specific strategies to enhance program compliance. Potential interventions include digital attendance tools, targeted SAO training, and structured coordination between DepEd and DSWD. These measures aim to improve reporting accuracy, maintain compliance rates, and sustain student retention, providing evidence-based recommendations for conditional cash transfer administration in disaster-prone rural contexts.

By focusing on these operational challenges, the study contributes to the literature on rural education, conditional cash transfers, and administrative capacity, offering scalable solutions for Surigao del Sur and comparable regions.

Legal Basis

Republic Act No. 11310 (2019), the 4Ps Act, mandates conditional grants up to seven years for Surigao del Sur's poorest, tying cash to 85% attendance verified by local DepEd partners—PIDS triennial audits ensure Listahanan accuracy, now shifting to CBMS amid 15% rural errors. SAOs in Cluster schools consolidate monthly VAS forms, flagging non-compliers to safeguard funds for committed families facing Caraga's 40% poverty.

The 4Ps Operations Manual (DSWD, 2022 updates) drills down SAO duties: cross-check attendance against PhilSys IDs via iRegistro pilots, submit to municipal links—yet 2024 DepEd Order 44 s. 2023 admits Cluster resource gaps strain this, with 40% SAOs untrained. Anti-Red Tape Act (RA 11032) demands streamlined checklists aligning DSWD-DepEd formats, curbing 30% delays noted in Caraga memos.

These interlock surgically for Surigao: RA 11310 sets rules, Manual operationalizes SAO tracking, DepEd enforces amid floods/inflation tweaks—exposing needs for digital CBMS links and training to match law's antipoverty punch without buckling under local overloads

REVIEW OF RELATED LITERATURE AND STUDIES

The 4Ps Program: Transforming Lives Through Education and Support

The Pantawid Pamilyang Pilipino Program (4Ps) serves as a cornerstone human capital investment, delivering conditional cash grants to impoverished households to prioritize health, nutrition, and education, thereby disrupting intergenerational poverty cycles (Republic Act No. 11310, 2019). Recent evidence underscores its efficacy; for instance, Galarrita and Nestal (2024) demonstrated improved attendance, enrollment, grades, and graduation rates among beneficiaries, while logistic regression in Maangas revealed significant enrollment boosts at eligibility thresholds (Ramos et al., 2025). Moreover, district-level analyses in Misamis Oriental showed enrollment averaging 19.80%, dropout rates at 0.03%, and graduation at 10.18% from 2019-2022, linking grants directly to sustained school performance (Ganzon, 2024).

The Unsung Heroes: School Administrative Officers at the Heart of Compliance Monitoring

Transitioning from program impacts, school administrative officers (SAOs) emerge as pivotal frontline enforcers, tasked with validating attendance, compiling reports, and liaising with the Department of Social Welfare and Development (DSWD). Ganzon (2025) highlighted SAOs' role in Jasaan district compliance, where DepEd collaboration ensures 85% attendance thresholds amid resource strains, yet overload persists. Building on this, Rapista and Pañares (2023) noted heightened parental involvement through SAO-facilitated monitoring, fostering program integrity despite multitasking burdens.

Mounting Challenges: The Administrative Struggles of Compliance Monitoring

However, these roles amplify challenges, as SAOs grapple with data volume, accuracy demands, and stakeholder coordination. In line with this, PIDS (2024) identified rural data gaps causing 15-25% inclusion errors, exacerbating SAO delays in verification processes. Similarly, Ganzon (2024) reported "serious" workload means (3.71) in Opol West, with 68% role overlap mirroring Apayao findings, often leading to burnout and 30% deadline misses in Caraga. Consequently, these hurdles risk undermining 4Ps fairness, as unaddressed errors delay grants for compliant families.

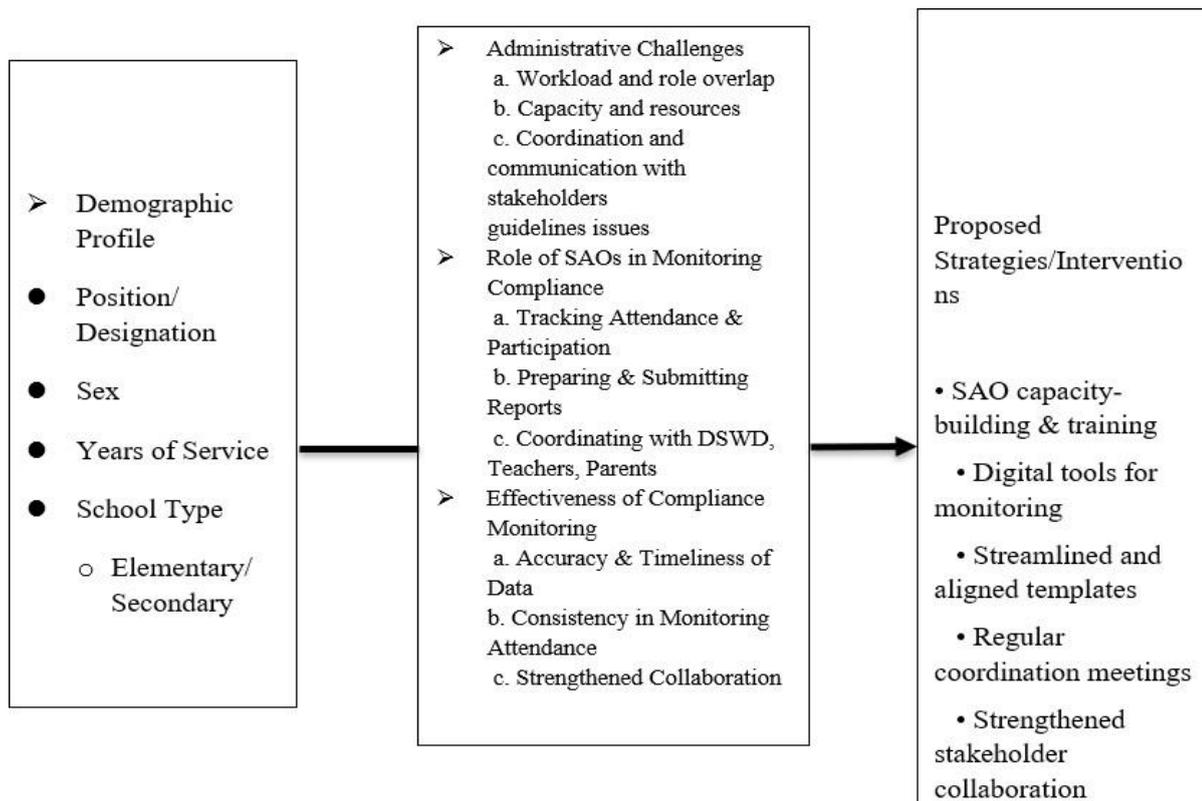
A Framework for Accountability: Legal and Institutional Foundations Supporting 4Ps

Complementing operational insights, Republic Act No. 11310 (2019) and the 4Ps Operations Manual (DSWD, 2022) delineate SAO responsibilities within a robust framework, mandating standardized beneficiary updates via PIDS audits. Recent evaluations affirm this structure's strength, with DSWD (2025) iRegistro pilots enhancing PhilSys-linked tracking to curb discrepancies.

The Way Forward: Empowering Administrators for Program Success

Ultimately, targeted interventions promise relief. Ganzon (2025) advocated digital systems and training, projecting 20-30% error reductions, aligning with DepEd's MATATAG agenda for streamlined monitoring. Thus, bolstering SAOs fortifies 4Ps outcomes, ensuring education-driven poverty alleviation endures.

Figure 1: Schematic Diagram of the Study



The schematic diagram above presents the simplified conceptual framework of the study entitled Administrative Challenges in Ensuring Compliance to the 4Ps (Pantawid Pamilyang Pilipino Program).

The framework illustrates how School Administrative Officers (SAOs) experience and manage administrative challenges while supporting the Pantawid Pamilyang Pilipino Program (4Ps). These challenges influence how effectively SAOs can perform their role in monitoring compliance with education-related conditionalities. In turn, their performance directly impacts the effectiveness of compliance monitoring, which is crucial in

ensuring that the program achieves its intended outcomes. Finally, the framework points to the need for strategies and interventions that can help address the challenges and strengthen program implementation.

This diagram highlights the journey from the challenges faced, to the mediating role of SAOs, toward the effectiveness of monitoring, and finally to proposed strategies that may improve the system.

Objectives Of the Study

This study seeks to investigate the administrative challenges faced by School Administrative Officers (SAOs) in supporting the Pantawid Familyang Pilipino Program (4Ps), particularly in monitoring compliance with education-related conditionalities. While the 4Ps has significantly contributed to improving school participation rates, the burden of compliance monitoring often falls on school personnel, including SAOs, whose roles are crucial yet underexplored in program implementation.

Specifically, this study aims to:

1. Determine the profile of the respondents in terms of:

1.1. Position/ Designation

1.2. Sex

1.3. Years in service

1.4. School type

2. Identify the administrative challenges experienced by School Administrative Officers in supporting the 4Ps program in terms of:

2.1. Their workload and possible role overlap

2.2. Their available capacity and resources to fulfill added responsibilities

2.3. Their coordination and communication with different stakeholders

2.4. Their concerns related to existing policies and guidelines

3. Describe how School Administrative Officers carry out their role in monitoring compliance with 4Ps conditions, particularly in:

3.1. Tracking and recording student attendance and participation

3.2. Preparing and submitting the necessary compliance reports

3.3. Coordinating with the DSWD, teachers, and parents for program requirements

4. Assess the perceived effectiveness of compliance monitoring as facilitated by School Administrative Officers in terms of:

4.1. The accuracy and timeliness of data being submitted

4.2. The consistency of monitoring school attendance of 4Ps beneficiaries

4.3. The extent to which collaboration with relevant stakeholders is strengthened

5. Propose strategies or interventions that can help address the administrative challenges faced by School Administrative Officers in supporting the 4Ps program.

Scope And Limitation Of The Study

This study aims to comprehensively examine the administrative challenges encountered by School Administrative Officers (SAOs) in public elementary and secondary schools participating in the Pantawid Pamilyang Pilipino Program (4Ps) within Cluster 1, which comprises the CaCanMadCarLanCor Districts of Surigao del Sur. Specifically, it investigates the roles and responsibilities of SAOs in monitoring and reporting the compliance of 4Ps beneficiaries with educational conditionalities, focusing on tasks such as data consolidation, coordination with teachers, and communication with the Department of Social Welfare and Development (DSWD). The study also explores how these responsibilities affect their overall workload and the strategies SAOs employ to manage these duties efficiently.

To ensure a comprehensive understanding, the study also includes school heads or principals and selected teachers as respondents, particularly in schools where no SAOs are assigned due to limited personnel. The research is conducted exclusively in rural public schools, reflecting the specific administrative realities and resource limitations of these communities. Data were gathered from the selected schools across the five districts of Cluster 1 during the period from [insert months/years of data collection], capturing the experiences of personnel working in geographically dispersed and resource-constrained areas.

The study focuses solely on the administrative aspects of 4Ps program implementation and does not examine broader socioeconomic impacts on beneficiary families or other government initiatives. While the research acknowledges external factors such as national policy changes, resource allocation, and inter-agency coordination challenges, these lie outside the immediate scope of this study. The findings are therefore context specific and may not be fully generalizable to schools in urban areas or other regions of the Philippines.

Adopting a qualitative, descriptive approach, the study captures the detailed experiences of SAOs, school heads, and teachers in rural schools. Although this methodology may limit statistical generalization, it provides in-depth insights into practical administrative realities, aiming to offer actionable recommendations to improve administrative support, program monitoring, and overall efficiency in rural public schools implementing the 4Ps.

Significance Of The Study

This study holds meaningful value across multiple dimensions, particularly in enhancing the understanding of administrative challenges in supporting a major government poverty alleviation program. By focusing on the role of school administrative officers (SAOs) in monitoring the compliance of 4Ps beneficiaries, it sheds light on a crucial yet often overlooked aspect of effective program implementation. Strengthening administrative processes and addressing the challenges faced by these key personnel can improve the accuracy and timeliness of compliance monitoring, ultimately helping to uphold the integrity of the Pantawid Pamilyang Pilipino Program (4Ps) and contributing to better educational outcomes for disadvantaged children.

Policymakers and Government Agencies. The findings offer practical, evidence-based insights that can guide interventions aimed at easing administrative burdens through capacity building, resource allocation, and process improvements. By highlighting areas for better coordination among public schools, the Department of Social Welfare and Development (DSWD), and other stakeholders, the study supports the design of policies and programs that optimize the use of technology, streamline processes, and improve communication frameworks, thereby enhancing efficiency, accountability, and program effectiveness.

Academic Community. This research contributes to the body of knowledge on conditional cash transfer programs, particularly in the administrative domain, which is often underrepresented in literature. It provides opportunities for future studies on institutional support, capacity development, and operational efficiency for school personnel, enriching scholarly discourse on program implementation in education and social welfare contexts.

School Administrators and Frontline Staff. By documenting best practices, challenges, and practical solutions, the study raises awareness among SAOs and school administrators about their pivotal role in achieving the program's objectives. This empowers them to perform their duties more effectively, promoting

both compliance and student welfare while supporting national efforts to reduce poverty through sustainable educational empowerment.

Future Researchers. This study also serves as a valuable reference for researchers interested in exploring emergent challenges, such as those arising during calamities, and identifying strategies to mitigate administrative obstacles in program implementation moving forward.

Definition Of Terms

To better understand the scope and focus of this study, it is important to clarify key terms that are central to the research:

Compliance Monitoring. This refers to the process of ensuring that 4Ps beneficiaries fulfill the conditions required by the program, such as regular school attendance and satisfactory academic performance. Effective compliance monitoring is essential to maintain the integrity of the program and to ensure that its benefits reach the intended recipients.

DSWD (Department of Social Welfare and Development). The government agency is responsible for overseeing the 4Ps program. DSWD ensures that the program is properly implemented, monitored, and evaluated to achieve its objectives in poverty reduction and human capital development.

Pantawid Pamilyang Pilipino Program (4Ps). A conditional cash transfer program designed to support poor households by promoting better health and education outcomes. By providing financial assistance contingent on compliance with program conditions, 4Ps aims to empower families and improve the well-being of children. **School Administrative Officer (SAO).** A key school personnel member tasked with performing administrative functions, including monitoring and reporting the compliance of students under programs like 4Ps. SAOs play a critical role in bridging schools and government agencies, ensuring that program requirements are accurately tracked and reported.

METHODOLOGY

Research design

This study draws on the descriptive research method, a cornerstone approach championed by leading methodologists for systematically portraying situations, individuals, or processes in their natural state. As LoBiondo-Wood and Haber (2021) authoritatively outline in their seminal nursing research text, descriptive designs excel when the goal is a factual, detailed snapshot of a phenomenon without variable manipulation—making it ideal here for profiling School Administrative Officers' (SAOs) real-world challenges.

We applied this method to explore the administrative hurdles SAOs face while supporting the Pantawid Pamilyang Pilipino Program (4Ps), especially in monitoring education conditionalities like attendance and compliance. Adom, Hussein, and Joe (2020) reinforce its value for capturing human experiences as they unfold naturally, perfectly suiting the nuances of SAOs' daily workloads, documentation demands, stakeholder coordination with DepEd and DSWD, and reporting pressures.

To bring this design to life, we used semi-structured interviews, focus group discussions, and document reviews. These tools let us vividly describe SAOs' challenges, perceptions, and realities, echoing Williams et al. (2022), who highlight how firsthand narratives uncover authentic practice patterns, persistent burdens, and performance influencers like policy gaps or resource shortages.

Document reviews of compliance reports, school records, memos, and 4Ps guidelines added rigor through triangulation, verifying narratives and boosting credibility—as Mohajan (2022) emphasizes in recent methodological work on blending data sources for robust descriptive insights.

Ultimately, this authority-backed design delivered an evidence-based portrait of SAOs' administrative world, spotlighting challenges, processes, and conditions around 4Ps monitoring. Grounded in real practices, it paves the way for targeted recommendations on support, policy tweaks, and smoother inter-agency collaboration.

Research Locale

The study was conducted in selected public elementary and secondary schools within Cluster 1 (CarCanMadCarLan) of Surigao del Sur, which comprises the municipalities of Carrascal, Cantilan, Madrid, Carmen, and Lanuza. This cluster was purposively selected because it represents a diverse socio-economic and geographic landscape, encompassing coastal, rural, and semi-urban communities, and has a significant population of Pantawid Pamilyang Pilipino Program (4Ps) beneficiary households. These characteristics make the locale highly appropriate for examining the administrative challenges faced by School Administrative Officers (SAOs) in monitoring compliance with education-related conditionalities.

The selected schools vary in size, enrollment, staffing patterns, resource availability, and administrative capacity, providing a rich context to capture a wide range of experiences and operational realities. In some schools, where SAOs were not assigned due to limited personnel, school heads, principals, or selected teachers assumed administrative responsibilities related to 4Ps monitoring. Including these individuals as respondents allowed the study to document the full spectrum of administrative practices and coping mechanisms, reflecting the realities of schools operating under different staffing arrangements. This approach ensured that the findings were comprehensive and representative of both typical and constrained administrative settings.

The locale was strategically chosen not only for its diversity but also for its relevance to the study's objectives. Cluster 1 schools exhibit typical conditions of Philippine public schools implementing 4Ps, including challenges in documentation, coordination with municipal link officers, and compliance reporting. At the same time, the area allowed for the exploration of how local governance, school management practices, and community engagement interact to affect program implementation. The cooperation of school authorities and staff facilitated ethically sound and in-depth data collection, including interviews, focus group discussions, and document reviews.

Furthermore, the geographic and institutional characteristics of the area enabled the study to examine context specific factors—such as resource constraints, workload distribution, and inter-agency collaboration—that influence the effectiveness of 4Ps compliance monitoring. By focusing on this cluster, the study captured the nuances of administrative practice, institutional adaptation, and community dynamics, producing findings that are locally grounded yet informative for similar educational environments nationwide.

In summary, the selected research locale provided a comprehensive, contextually rich environment for understanding the administrative roles of SAOs and alternative role-bearers in 4Ps compliance monitoring. Its diversity, representativeness, and logistical feasibility made it an ideal site for producing findings that reflect both the practical realities and systemic challenges of program implementation.



Figure 2. Location Map of the Study RESEARCH RESPONDENTS

The primary respondents of this study were School Administrative Officers (SAOs) working in public elementary and secondary schools within Cluster 1 (CarCanMadCarLan) in Surigao del Sur, who are directly responsible for implementing and monitoring the Pantawid Pamilyang Pilipino Program (4Ps), particularly the education-related conditionalities. These respondents were selected to provide firsthand insights into the administrative challenges, workload, coordination, and operational dynamics involved in 4Ps compliance monitoring.

The secondary respondents consisted of school heads, principals, and selected teachers from schools where no SAO was assigned due to limited personnel. In these schools, the school heads or principals often acted as the SAO, performing compliance monitoring and other administrative duties associated with 4Ps. Selected teachers who assisted in these tasks were also consulted to provide additional contextual information. The inclusion of these secondary respondents ensured that all schools within the research locale were represented, even in the absence of formally assigned SAOs, and allowed for a more comprehensive understanding of administrative practices across different staffing conditions (Moser & Korstjens, 2022).

Respondents were included based on the following criteria:

Primary Respondents that are directly involved in 4Ps compliance monitoring and reporting.

Secondary Respondents (School Heads / Principals acting as SAOs and Selected Teacher that are acting in the role of SAO in schools without assigned SAOs.

Teachers that are directly involved in administrative tasks or support compliance monitoring.

The study employed complete enumeration for all SAOs in Cluster 1, ensuring that the entire population was included and that the findings reflected the full spectrum of administrative experiences (Baltar & Brunet, 2021). For schools without SAOs, purposive sampling was applied to select school heads/principals acting in the SAO role and teachers involved in compliance monitoring, targeting information-rich respondents who could provide detailed and relevant insights (Etikan et al., 2020; Palinkas et al., 2015).

This combination of complete enumeration for primary respondents and purposive sampling for secondary respondents ensured both breadth and depth in data collection, capturing the operational realities of 4Ps compliance monitoring across schools with differing staffing structures. All participants provided informed consent, and voluntary participation was emphasized to comply with ethical research standards.

Category of Respondents	Number of Participants
School Administrative Officers (Primary)	46
School Heads / Principals acting as SAOs (Secondary)	12
Selected Teachers supporting SAOs (Secondary)	15
Total	73

Table 1. Distribution of Research Respondents / Participants

Research Instrument

This study employed a descriptive methods research design, integrating quantitative and qualitative approaches to comprehensively explore and document the administrative challenges faced by School Administrative Officers (SAOs) in Cluster 1-5 districts (CaCanMadCarLanCor) of Surigao del Sur. The quantitative component utilized a self-constructed Likert-scale questionnaire, while the qualitative component employed semi-structured interviews and focus group discussions with SAOs, school heads, and selected teachers. This design allowed for systematic examination of both measurable patterns (e.g., frequency, workload intensity) and contextualized experiences, capturing the complexity of frontline 4Ps compliance monitoring for

approximately 1,500 beneficiaries across 90 schools, including tasks such as VAS form consolidation, PhilSys-linked attendance verification during calamities, and flagging 22 DepEd-audited errors.

The descriptive nature of the study emphasizes “what is,” providing a snapshot of real administrative conditions. Quantitative results from the self-constructed Questionnaire revealed weighted mean scores indicating “serious” challenges: workload overlaps ($\alpha = 0.8171$; mean = 3.997), capacity shortages ($\alpha = 0.8539$; mean = 4.003), coordination hurdles ($\alpha = 0.8014$; mean = 3.622), and policy ambiguities ($\alpha = 0.7383$; mean = 3.217). Observed patterns included 8 SAO-reported weekly delays and 3 deadline misses, while qualitative narratives highlighted issues such as “door-to-door parent chases amid farm work” and coping mechanisms like manual database management.

The primary research instrument was a self-constructed questionnaire, specifically designed to capture the administrative challenges, roles, and perceived effectiveness of SAOs in monitoring 4Ps compliance. The questionnaire combined quantitative Likert-scale items with qualitative open-ended questions to measure both the extent and context of administrative challenges.

Components of the Questionnaire

Part I – Demographic Profile: Respondent’s position, sex, years of service and school type (elementary or secondary).

Part II – Administrative Challenges: Likert-scale assessment of workload, role overlap, resource limitations, stakeholder coordination, and policy clarity.

Part III – Role of SAOs: Evaluates routine responsibilities such as attendance tracking, report preparation, and coordination with DepEd, DSWD, teachers, and parents.

Part IV – Perceived Effectiveness: Measures accuracy, timeliness, consistency, and collaborative effectiveness of compliance monitoring.

Part V – Strategies and Interventions: Open-ended questions allowing respondents to suggest improvements in administrative processes, reporting, and stakeholder collaboration.

The questionnaire underwent face and content validation by five expert validators, comprising:

The head of the Municipal Social Worker and Development and four experienced school personnel consisting of one school head, one master teacher and two teachers with at least five years of service and obtained a higher educational background having graduated in Doctorate degree, master’s respectively.

All the validators are considered specialists and familiar with compliance monitoring and policy implementation.

Validators assessed the instrument for clarity, relevance, comprehensiveness, and alignment with study objectives. Comments and suggestions—including rewording ambiguous items, adding examples, and reorganizing sections—were incorporated to enhance clarity, flow, and usability.

A pilot test was conducted with 10 SAOs outside the study sample to examine clarity, relevance, and feasibility. Feedback informed adjustments in wording, question sequencing, and the addition of clarifying instructions.

Reliability testing using Cronbach’s α demonstrated that the quantitative scales were consistent and dependable:

- Tracking Attendance: $\alpha = 0.7124$; mean = 3.850
- Report Preparation: $\alpha = 0.9296$; mean = 3.717
- Stakeholder Coordination: $\alpha = 0.9000$; mean = 3.822

Overall Compliance Monitoring: $\alpha = 0.8538$ – 0.7659 across subdomains, confirming internal consistency.

These results indicate that the instrument is reliable for capturing administrative practices and perceptions of effectiveness.

The combination of quantitative scales and qualitative open-ended items enabled triangulation with document reviews (DSWD Operations Manual 2022, compliance records, DepEd-Caraga audits) and interviews, validating findings such as accuracy ($\alpha = 0.8538$; mean = 4.039), consistency ($\alpha = 0.8301$; mean = 3.964), and collaboration ($\alpha = 0.7659$; mean = 3.894).

The descriptive methods design is well-suited for the study's objectives because it emphasizes in-depth, noncausal portrayal of SAO roles within Caraga's 40% poverty context, where 60% 4Ps coverage drives 10–20% enrollment gains yet imposes administrative strain on undertrained personnel. The design facilitates thematic analysis of open-ended strategies (e.g., iRegistro apps reducing errors by 20–30%) and enables cross-verification of quantitative patterns and qualitative narratives. This approach yields actionable recommendations, such as regular DepEd–DSWD coordination huddles for schools affected by calamities or staffing shortages, without requiring experimental manipulation.

Data Gathering Procedure

To ensure the collection of accurate, comprehensive, and credible data, the study followed a systematic and carefully planned procedure encompassing preparation, implementation, data collection, observation, and analysis, all leading to outputs that informed practical recommendations for improving 4Ps compliance monitoring.

Prior to data collection, formal permission was obtained from the School Division Superintendent of DepEd Surigao del Sur to conduct the study in selected public elementary and secondary schools participating in the 4Ps program. The approval facilitated coordination with school heads, SAOs, and district offices, ensuring smooth logistical planning. The researcher also prepared research instruments, including the validated questionnaire and interview guides, and established schedules for distribution, interviews, and document collection to minimize disruption to school operations.

Identified respondents, primarily SAOs, along with school heads and teachers in schools without assigned SAOs, were informed of the study's objectives, scope, and voluntary nature. They were assured of strict confidentiality and anonymity and provided with informed consent forms outlining their rights and the academic purpose of the research. This step was crucial to establish trust and ensure authentic, candid responses.

Before the main data collection, the questionnaire and interview guides were pilot tested with a small group of SAOs outside the main sample. This process evaluated clarity, relevance, and appropriateness of the items, assessed the feasibility of self-administration, and determined whether the instruments effectively captured the intended constructs. Feedback from pilot participants led to refinements in wording, item sequencing, and instructions, thereby enhancing both the validity and reliability of the instruments.

The finalized questionnaire was distributed to respondents through a combination of face-to-face delivery and coordination with district office personnel, ensuring high response rates and proper guidance for completion. The researcher remained available to clarify items and assist respondents in real-time, minimizing errors and missing data.

In-depth interviews and focus group discussions were arranged with willing SAOs, school heads, and selected teachers to gather qualitative insights. Sessions were scheduled at convenient times and locations to respect participants' work commitments, and aimed to capture narratives, experiences, coping mechanisms, and suggestions that enriched understanding beyond the quantitative data.

Relevant school records, compliance reports, monitoring documents, and DepEd/DSWD operational manuals were collected to triangulate the data from questionnaires and interviews. This process allowed the study to

verify reported administrative practices, identify recurring challenges, and confirm the accuracy and timeliness of compliance monitoring.

During school visits, the researcher observed contextual and operational factors influencing SAO performance, such as resource availability, staff collaboration, scheduling conflicts, and environmental challenges (e.g., floods affecting attendance records). Observations informed the interpretation of quantitative and qualitative data, providing a richer understanding of the administrative environment.

All collected data, including completed questionnaires, interview transcripts, and documents, were securely stored with restricted access to maintain confidentiality. Quantitative data were analyzed using weighted means, frequency distributions, and Cronbach's α reliability testing, while qualitative data were analyzed through thematic analysis, identifying recurring patterns, narratives, and coping strategies. The integration of both strands enabled triangulation, strengthening the trustworthiness and credibility of findings.

By systematically following these steps, the study generated rich and actionable data that reflected the administrative realities of SAOs, highlighted common challenges and coping mechanisms, and informed practical interventions. For example, findings led to recommendations such as enhanced DepEd–DSWD coordination, training for unassigned SAOs, and adoption of digital tools (iRegistro) to reduce errors in compliance monitoring. Thus, the data gathering and analysis process directly contributed to outputs aimed at improving 4Ps implementation and administrative efficiency in Surigao del Sur.

Statistical Treatment

The data collected through the self-constructed questionnaire were analyzed using a combination of quantitative and qualitative methods, allowing the study to comprehensively address the objectives and research questions while capturing both measurable patterns and nuanced experiences of School Administrative Officers (SAOs).

Quantitative data from Parts II (Administrative Challenges), III (Role of SAOs in Monitoring Compliance), and IV (Effectiveness of Compliance Monitoring) were analyzed using descriptive statistics. Measures such as frequencies, percentages, means, and standard deviations were computed to describe the extent of administrative challenges encountered by SAOs, the performance of their monitoring duties, and their perceptions of the effectiveness of compliance processes. This process transformed raw responses into clear and interpretable patterns, providing an overview of the collective experiences of the respondents.

Weighted means were calculated to determine the average level of agreement or experience for each item in the questionnaire. These values were then ranked to identify which administrative challenges were most significant, which tasks were performed most frequently, and which monitoring practices were perceived as most effective. This ranking allowed the study to highlight priority areas requiring intervention and support, giving a clear, actionable picture of SAO realities.

Responses from Part V (Strategies and Interventions), which were open-ended, underwent thematic content analysis. Each response was carefully read, coded, and clustered into major themes reflecting practical strategies, ways to strengthen SAO roles, and recommendations to improve 4Ps implementation. This analysis provided deeper insight into the lived experiences of SAOs—their challenges, coping mechanisms, and personal adjustments—adding human context to the numerical data and ensuring that the study reflected the voices of the frontline implementers.

To enhance the credibility and trustworthiness of the results, questionnaire findings were cross-checked with information from interviews, focus group discussions, and relevant school documents, such as compliance reports and operational manuals. This triangulation minimized potential biases, confirmed recurring themes, and provided a balanced and reliable interpretation of the data.

Finally, the analyzed data were presented using tables, charts, and narrative summaries, making patterns, relationships, and themes easy to understand and interpret. The combination of visual and descriptive presentation ensured that the findings were both academically rigorous and practically applicable, allowing stakeholders to clearly see areas of strength and concern in 4Ps administrative support.

Overall, this combined statistical and thematic approach allowed the study to capture both measurable trends and the nuanced, real-world experiences of SAOs, providing a solid foundation for drawing conclusions and offering evidence-based recommendations to enhance administrative processes and support compliance monitoring in the 4Ps program.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study, organized according to the specific objectives outlined in the research. It provides a comprehensive analysis of the administrative challenges, roles, and perceived effectiveness of School Administrative Officers (SAOs) in monitoring the Pantawid Pamilyang Pilipino Program (4Ps) across selected schools in Cluster 1–5 of Surigao del Sur. The discussion integrates quantitative findings from the questionnaire with qualitative insights from interviews, focus group discussions, and document reviews, allowing a holistic understanding of both measurable trends and the lived experiences of the respondents. Each table is accompanied by an interpretive discussion, highlighting the highest and lowest results, their implications, and supporting literature, thereby linking the findings to practical outputs and recommendations aimed at addressing gaps and challenges in 4Ps compliance monitoring.

Demographic Profile of Respondents

Table 1 presents the socio-demographic characteristics of the respondents in this study, which includes School Administrative Officers (SAOs), school principals acting as SAOs, and selected teachers supporting compliance monitoring in Cluster 1 (CaCanMadCarLan) of Surigao del Sur. The table provides insights into the composition of respondents by sex, position, years of service, and school type, which are essential for contextualizing the administrative challenges explored in the study.

PART I: SOCIO-DEMOGRAPHIC PROFILE

Sex	Category	Frequency	Percentage
	Male	16	22%
	Female	45	63%
	Prefer not to say	12	15%
Total		73	100%
Position	Category	Frequency	Percentage
	SAO	46	63%
	Principal	12	16%
	Teacher	15	21%
Total		73	100%
Years in Service	No. of Years	Frequency	Percentage
	1-5 yrs	42	58%
	6-10 yrs	23	32%
	11 and up	8	10%
Total		73	100%
School Type	Type	Frequency	Percentage
	Elementary	55	76%

	Secondary	10	14%
	Integrated School	8	10%
Total		73	100%

Many respondents were female (63%), while males accounted for 22%, and 15% preferred not to disclose their sex. This distribution reflects the general trend in the Philippine public education system, where teaching and administrative roles are predominantly filled by women (DepEd, 2023). The gender composition is relevant as it may influence administrative approaches, communication styles, and problem-solving strategies in monitoring 4Ps compliance.

Most respondents were School Administrative Officers (63%), with school principals acting as SAOs representing 16%, and selected teachers comprising 21% of the sample. This indicates that the study successfully captured both primary implementers of 4Ps administrative tasks (SAOs) and secondary respondents in schools without assigned SAOs, which aligns with the research objective of understanding the administrative challenges in both well-staffed and understaffed contexts (Torres et al., 2022).

Most respondents (58%) had 1–5 years of service, followed by 32% with 6–10 years, and 10% with over 11 years of service. This suggests that a significant portion of the respondents are relatively early in their careers, which could affect their familiarity with 4Ps monitoring procedures, reporting requirements, and coordination with stakeholders. According to Mendoza (2021), less experienced administrative personnel may encounter more challenges in workload management and navigating program compliance requirements.

Most respondents were from elementary schools (76%), with secondary schools at 14% and integrated schools at 10%. This reflects the demographic reality of the area, where elementary schools constitute the majority of public schools and often serve the largest number of 4Ps beneficiaries. This also suggests that administrative challenges identified in the study are likely to predominantly affect elementary school settings, with implications for workload, reporting frequency, and compliance tracking.

The socio-demographic profile provides essential context for interpreting the administrative challenges reported in the study. For instance, the dominance of female respondents and the relatively lower years of service highlight the need for targeted training, capacity-building, and support mechanisms for SAOs and acting principals. Furthermore, understanding the distribution of respondents across school types ensures that recommendations for improving 4Ps compliance monitoring are responsive to the realities of both elementary and secondary education environments.

Challenges Encountered By Saos In Supporting 4ps Implementation

This section presents the administrative challenges encountered by SAOs while performing their monitoring responsibilities under the Pantawid Pamilyang Pilipino Program (4Ps). The data were collected using a selfconstructed Likert-scale questionnaire and are analyzed according to the objectives of the study, highlighting areas where SAOs face the most significant difficulties. Table 2 summarizes the weighted mean scores and corresponding adjectival ratings of the different dimensions of administrative challenges.

PART II: Challenges Encountered By Saos In Supporting 4ps Implementation

Indicators	Mean	Adjectival rating
Workload and Possible Role Overlap	3.997	Serious challenge
Available capacity and resources	4.003	Serious challenge
Coordination and communication	3.622	Serious challenge
Concerns on existing policies	3.217	Moderate challenge

Over-all Mean	3.71	Serious challenge
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The table shows that all dimensions except concerns on existing policies fall within the “serious challenge” category, with an overall mean of 3.71.

The most significant challenges identified by respondents were Available Capacity and Resources (M = 4.003) and Workload and Possible Role Overlap (M = 3.997). This indicates that SAOs frequently face overburdened responsibilities and limited support when monitoring 4Ps compliance. The findings align with studies by Santos (2020) and Del Rosario (2022), which emphasized that administrative personnel often struggle with inadequate staffing, resource constraints, and multiple concurrent duties that may affect the efficiency and accuracy of program monitoring. These results suggest that SAOs may require additional personnel, capacity-building, or technological support to manage their workload effectively, particularly in schools with high numbers of 4Ps beneficiaries.

Conversely, Concerns on Existing Policies (M = 3.217) was rated the lowest, classified as a moderate challenge. This implies that while SAOs experience some difficulties in interpreting policies or guidelines, these are less critical compared to operational or resource-based challenges. This is consistent with Cruz and Dela Cruz (2021), who reported that clearly documented policies provide a general framework, but the execution at the school level is more affected by operational constraints than policy ambiguity.

Challenges in Coordination and Communication (M = 3.622) were also notable, reflecting difficulties in liaising with teachers, parents, DSWD staff, and other stakeholders. Effective coordination is crucial for compliance monitoring, and deficits in communication can lead to delays, incomplete reports, and inaccuracies in beneficiary tracking. These findings are supported by Artacho et al. (2021), who emphasized that strong collaborative networks improve program fidelity and reduce administrative bottlenecks.

The results indicate that the primary barriers for SAOs are operational rather than policy-related, suggesting that interventions should focus on resource allocation, workload management, and enhanced coordination mechanisms. Addressing these challenges can directly improve the accuracy, timeliness, and overall effectiveness of 4Ps compliance monitoring, which is critical for ensuring educational conditionalities are met and program objectives are achieved.

In response to these findings, the study proposes outputs aligned to the observed challenges, including:

- Development of training programs and workshops to enhance SAOs’ capacity in workload management and compliance monitoring.
- Introduction of digital tools and automated tracking systems to streamline report preparation and attendance monitoring.
- Strengthening inter-stakeholder communication protocols between SAOs, school heads, teachers, and DSWD staff.

These outputs aim to address the gaps and difficulties highlighted by the respondents, ultimately improving the effectiveness and sustainability of the 4Ps program at the school level.

Role And Compliance Practices Of Saos

This section presents the findings on how SAOs perform their responsibilities in monitoring compliance of the Pantawid Pamilyang Pilipino Program (4Ps). The data were collected using a self-constructed Likert-scale questionnaire and analyzed according to the objectives of the study. Table 3 summarizes the mean scores and adjectival ratings of SAO performance across key roles in compliance monitoring.

PART III: Role And Compliance Practices Of Saos

Indicators	Mean	Adjectival rating
Tracking and recording	3.85	Compliant
Preparing and submitting	3.717	Compliant
Coordinating with DWSD	3.822	Compliant
Over-all Mean	3.796	Compliant

The table indicates that SAOs generally perform their monitoring roles at a “compliant” level, with an overall mean of 3.796, suggesting consistent adherence to the prescribed duties in tracking, reporting, and coordinating with stakeholders.

The highest-rated role was Tracking and Recording (M = 3.85), indicating that SAOs consistently maintain attendance records, verify beneficiary compliance, and update monitoring logs. This aligns with the findings of Del Rosario (2022), who emphasized that accurate record-keeping is a core function of school administrative staff and is crucial for program accountability. Effective tracking ensures that data on student attendance and participation are timely and reliable, which is essential for decision-making and reporting to the DSWD.

The lowest-rated role was Preparing and Submitting Reports (M = 3.717). Although still rated as compliant, this suggests minor delays or challenges in report consolidation and submission. These difficulties may be linked to workload, technical issues, or coordination demands, as reported by Santos (2020), who noted that administrative staff in CCT programs often experience bottlenecks in reporting due to limited time and competing responsibilities.

The mean score for Coordinating with DSWD (M = 3.822) highlights the importance of effective communication and collaboration with external agencies. SAOs reported regular interaction with DSWD staff for verification of compliance and submission of monitoring outputs. Artacho et al. (2021) stressed that smooth inter-agency coordination enhances program fidelity and reduces discrepancies in compliance monitoring, confirming the relevance of this finding.

Overall, the compliant level of performance suggests that SAOs are generally competent and diligent in their assigned monitoring tasks. However, minor challenges in reporting and submission indicate opportunities for process improvement, workflow optimization, and support mechanisms, especially during peak reporting periods or when multiple schools share a single SAO. Addressing these gaps can strengthen the accuracy, timeliness, and reliability of compliance monitoring and reporting.

Based on these findings, the study proposes outputs aligned with enhancing SAO performance, including:

- Workshops on report preparation and time management to streamline the submission process.
- Digital tools and templates to facilitate faster and error-free report consolidation.
- Structured coordination protocols with DSWD to ensure timely verification and feedback.

These outputs directly address the observed challenges, aiming to increase efficiency, reduce administrative burden, and support accurate compliance monitoring, ultimately contributing to the effectiveness of 4Ps implementation.

Perceived Effectiveness Of Compliance Monitoring

This section presents the respondents’ assessment of the effectiveness of their compliance monitoring activities under the Pantawid Pamilyang Pilipino Program (4Ps). The indicators reflect SAOs’ perceptions of accuracy,

timeliness, consistency, and collaboration in implementing monitoring tasks. Table 4 summarizes the weighted means and adjectival ratings.

PART IV: Percieved Effectiveness Of Compliance Monitoring

Indicators	Mean	Adjectival rating
Accuracy and timeliness	4.039	More effective
Consistency of monitoring	3.964	More effective
Extend of collaboration	3.894	More effective
Over-all Mean	3.966	More effective

The table indicates that SAOs perceive their compliance monitoring as “more effective” overall (M = 3.966), demonstrating strong confidence in their ability to carry out responsibilities with accuracy, consistency, and collaboration.

The highest-rated indicator was Accuracy and Timeliness (M = 4.039), showing that SAOs consistently ensure that records, attendance logs, and reports are precise and submitted within deadlines. This finding aligns with Del Rosario (2022), who emphasized that accurate and timely reporting is essential for the credibility of conditional cash transfer programs. Maintaining accuracy prevents discrepancies in beneficiary records, while timely submission ensures compliance with DepEd and DSWD requirements.

The lowest rated indicator was Extent of Collaboration (M = 3.894), though still rated as more effective. While SAOs generally work well with teachers, parents, and DSWD personnel, qualitative feedback suggests that occasional coordination difficulties or delays in stakeholder response can slightly reduce the overall effectiveness of collaborative efforts. Artacho et al. (2021) noted that inter-agency collaboration is a critical determinant of program success, particularly in geographically dispersed areas with limited personnel.

The indicator for Consistency of Monitoring (M = 3.964) reflects SAOs’ efforts to maintain regular and systematic checks on beneficiary compliance. This demonstrates that monitoring processes are not sporadic, but follow established protocols, which helps maintain fairness and reliability across schools. Santos (2020) emphasized that consistent monitoring reduces gaps in program implementation and allows administrators to identify and address issues promptly.

These results indicate that while SAOs are generally effective in performing monitoring tasks, there is room to further strengthen collaboration with stakeholders to achieve seamless communication and faster resolution of issues. Overall, the findings suggest that SAOs can maintain a high standard of operational performance, which contributes to the overall success of 4Ps compliance monitoring.

In response to these findings, the study proposes outputs aimed at enhancing monitoring effectiveness, such as:

- Training sessions on collaborative practices and stakeholder engagement to improve inter-agency coordination.
- Standardized templates and checklists to support consistent monitoring across all schools.
- Feedback mechanisms for teachers, parents, and DSWD staff to enhance communication and timely updates.

These outputs are designed to reinforce SAOs’ strengths, address minor gaps in collaboration, and ensure that compliance monitoring continues to be both accurate and sustainable, ultimately supporting the educational conditionalities of the 4Ps program.

Proposed Strategies and Interventions

Qualitative responses provided rich insights into possible strategies to address these challenges. The most common recommendations include:

- Simplifying report templates and aligning DSWD checklists with DepEd records to avoid redundancy.
- Conducting regular coordination meetings among school heads, teachers, and 4Ps focal persons.
- Providing capacity-building sessions on compliance monitoring and data management.
- Adopting digital attendance systems and using SMS reminders for parents of 4Ps learners.
- Recognizing SAOs' efforts through feedback and administrative support mechanisms.

One participant emphasized, “Quarterly meetings with the school to monitor activities should be sustained,” while another noted that “capacity building for personnel will lessen mistakes and delays.” These recommendations are consistent with the findings of Serrano and Yambao (2025), who reported that short, focused administrative training significantly improve efficiency and motivation among school staff.

In addition, alignment with DepEd’s “MATATAG” agenda—which advocates for streamlined processes, capacity building, and data-driven accountability—can institutionalize these improvements. When SAOs are empowered with adequate tools and clear guidelines, the 4Ps monitoring system becomes more responsive and sustainable.

SUMMARY OF FINDINGS

This study examined the administrative challenges, roles, and effectiveness of School Administrative Officers (SAOs) in monitoring compliance with the Pantawid Pamilyang Pilipino Program (4Ps) in selected public schools of Cluster 1–5, Surigao del Sur. The findings provide a comprehensive understanding of SAOs' experiences and operational realities, offering insights into targeted interventions.

Demographic Profile of Respondents

Most respondents were female (63%), with most having 1–5 years of service (58%) and primarily assigned to elementary schools (76%). These characteristics suggest a workforce that is relatively young and predominantly female, with a concentration in schools that serve the largest number of 4Ps beneficiaries. The demographic context helps explain some of the administrative challenges encountered, particularly in managing high workloads and coordinating across multiple stakeholders.

Administrative Challenges experienced by SAO

SAOs reported experiencing serious challenges overall ($M = 3.71$). The highest challenges were related to Available Capacity and Resources ($M = 4.003$) and Workload and Possible Role Overlap ($M = 3.997$), indicating that staff often manage multiple tasks with limited support. Coordination and Communication ($M = 3.622$) was also a significant challenge, reflecting the difficulties of liaising with teachers, parents, and DSWD personnel. The lowest-rated challenge was Concerns on Existing Policies ($M = 3.217$), suggesting that policy clarity is less of an obstacle than operational constraints. These findings highlight the need for resource allocation, workflow optimization, and strengthened inter-stakeholder communication.

Roles of SAOs in Monitoring Compliance

SAOs generally performed their monitoring duties at a compliant level (Overall $M = 3.796$). The highest rated role was Tracking and Recording ($M = 3.85$), while Preparing and Submitting Reports ($M = 3.717$) was the lowest, indicating minor delays in reporting tasks. Coordination with DSWD ($M = 3.822$) was consistently maintained. The results suggest that SAOs are competent and diligent, but could benefit from supportive tools, streamlined processes, and capacity-building initiatives to enhance efficiency, especially during peak monitoring periods.

Perceived Effectiveness of Compliance Monitoring

Respondents perceived their monitoring activities as more effective overall ($M = 3.966$). Accuracy and Timeliness ($M = 4.039$) were rated highest, reflecting reliable and prompt data handling. Consistency of Monitoring ($M = 3.964$) and Extent of Collaboration ($M = 3.894$) were slightly lower but still considered more effective. While SAOs maintain a high standard of operational performance, qualitative feedback indicated opportunities to further enhance collaboration with teachers, parents, and DSWD staff.

The findings collectively illustrate that SAOs are committed and capable frontline implementers of 4Ps compliance monitoring yet face significant operational and resource-related challenges. While policies are generally clear, workload, capacity limitations, and coordination hurdles are the main factors influencing administrative efficiency. These findings provide a solid foundation for targeted outputs, such as training programs, digital tools for tracking and reporting, and structured coordination protocols, all designed to address gaps, strengthen SAO performance, and improve 4Ps program implementation.

CONCLUSION AND RECOMMENDATION

Conclusion

The School Administrative Officers play a vital, though often underrecognized, role in ensuring that 4Ps beneficiaries comply with school attendance requirements. Despite limited manpower, overlapping duties, and coordination barriers, they demonstrate resilience and commitment to the program's objectives. Their voices, captured in both numbers and words, call for clearer task delineation, improved communication networks, and digital tools that can ease the administrative load. Strengthening these areas will not only improve compliance monitoring but also affirm the SAOs' contribution to the success of the 4Ps program and the learners it serves.

The findings of this study reveal that School Administrative Officers (SAOs) serve as the backbone of 4Ps compliance monitoring in schools, ensuring that educational conditionalities are properly met. Despite their essential role, they face persistent administrative burdens, limited resources, and overlapping functions that challenge their efficiency and morale. The results showed that workload and resource limitations emerged as serious concerns, indicating that SAOs often juggle multiple responsibilities beyond their core administrative tasks. Yet, even amid these constraints, they continue to perform their duties with diligence and professionalism, reflecting their deep commitment to the objectives of the Pantawid Pamilyang Pilipino Program (4Ps).

Their compliance monitoring practices were found to be generally effective, particularly in maintaining accuracy and timeliness of reports. However, coordination and collaboration among schools, the Department of Social Welfare and Development (DSWD), and parents still require significant improvement. The study further found that inadequate capacity-building opportunities and unclear policy guidelines often lead to inconsistency in implementation. Nonetheless, the strong sense of accountability and dedication among SAOs highlights their capacity to adapt and innovate even in challenging administrative environments.

Overall, the study concludes that the success of the 4Ps in promoting educational participation among learners is deeply intertwined with the efficiency and well-being of the School Administrative Officers who manage its compliance processes. Strengthening their administrative support systems, providing targeted training, and integrating digital tools can greatly enhance not only their productivity but also the overall reliability and transparency of 4Ps monitoring in schools.

RECOMMENDATIONS

From the results of this study, it becomes clear that supporting the School Administrative Officers (SAOs) means supporting the very foundation of the 4Ps education component. It is therefore recommended that the Department of Education (DepEd) and the Department of Social Welfare and Development (DSWD) revisit and clarify the specific responsibilities of SAOs in compliance monitoring. By clearly defining their duties, overlapping tasks can be minimized and the administrative load can be more manageable. This clarity will help SAOs focus on their primary functions and carry out their work with greater efficiency and confidence.

Equally important is the need to strengthen the capacity of SAOs through continuous training and professional development. Regular workshops, mentoring, and hands-on learning sessions on data management, digital record keeping, and program coordination should be provided. These activities will not only build their technical skills but also nurture their confidence in fulfilling their vital roles in the program. The use of digital innovations—such as electronic attendance systems and automated reporting tools—should also be encouraged. These can help reduce repetitive manual work, prevent delays, and make data collection more accurate and transparent.

Stronger collaboration among schools, DSWD personnel, and parents must also be prioritized. Establishing open communication channels and regular coordination meetings can help address reporting issues, align expectations, and foster teamwork among all stakeholders. Providing additional administrative support, such as clerical assistance and access to reliable office tools and internet connectivity, will also go a long way in easing the workload of SAOs and improving overall efficiency.

Finally, recognizing the hard work of SAOs is essential. A simple expression of appreciation, incentives, or opportunities for career advancement can make them feel valued and motivated. These forms of recognition affirm that their efforts truly make a difference in the lives of learners and their families. When these recommendations are implemented in harmony with DepEd's MATATAG agenda, the process of compliance monitoring will become more responsive, humane, and sustainable. Empowered with the right tools, training, and institutional support, School Administrative Officers can continue to uphold the spirit of the 4Ps—helping every learner stay in school and building pathways out of poverty through education.

Ultimately, the study underscores that the efficiency of the Pantawid Pamilyang Pilipino Program's education component depends not only on beneficiary compliance but also on the strength of the administrative systems that support it. By empowering School Administrative Officers through capacity, clarity, and care, the government can sustain the integrity of the 4Ps program and advance its vision of breaking the cycle of poverty through education.

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