

Academic Performance of The Learners-Beneficiaries of Pantawid Pamilyang Pilipino Program (4Ps) In La Union Elementary School, Hagonoy, Davao Del Sur

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Abstract — This study aimed to assess the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries of the learners in La Union Elementary School in La Union, Hagonoy, Davao del Sur. To find out the significant relationship between the factors affecting the academic performance and the academic performance and final grade in the previous grade level of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries. Employing documentary, descriptive-correlation method of research, frequency count, percentage, weighted mean, ANOVA and Pearson-r from 181 learners. The learners agreed that home environment really affects their academic performance. Academic performance is highly affected by the student's study habits and ability to plan, keep to a study time table, regulate engagements in extracurricular activities, select when to read and maintain consistency in his/her study pattern. On the other hand, results revealed that students' academic performance was satisfactory in terms of the final grade in the previous grade level. A conclusive statement drawn based on the results of the research found no significant relationship between all factors affecting academic performance and the academic performance of (4Ps) beneficiaries.

Keywords — *Pantawid Pamilyang Pilipino Program, academic performance, factors affecting academic performance, Department of Education, Hagonoy, Davao del Sur*

I. Introduction

This study on academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries is important because this would help to assess the current conditions of students' academic performance in the public school particularly in La Union Elementary School in Hagonoy, Davao del Sur. As observed, continuous assessment is important for assisting teachers to understand the problems affecting the art of teaching, learning and evaluation (Ogar, 2019). In addition, assessment is very important to students' academic performance, teaching and learning process through assessment feedback could be provided to both students and teacher. Additionally, Students' academic performance is an important determinant of their educational success and progression (Ansong, Eisensmith, Okumu, A., & Chowa, 2019). Basically, a poor student's academic performance is lost not only to him/her but also to the entire society and spells disaster to the country's future. Hence, to study students' academic performance is substantial.

There are various studies on students' academic performance related to the different factors. A study of (Huettl, 2019) found that there was a significant relationship between demographic profile particularly poverty with student academic performance. Poverty is a societal problem that creates disparities in learning for students within the public school system. If the problem is societal, the solution also needs to be societal. The larger fix cannot fall primarily on the schools, although the schools can help. Findings also show that there are parents said they have a monthly income of Php 500 to Php 5,000. Some the eligible households must be a resident of the poorest municipalities which is based on the 2015 Small Area Estimates (SAE) of the National Statistics Coordination Board (NSCB) includes those whose economic condition is equal to or below the provincial poverty threshold (Montilla, Delavin, Villanueva JR., & Turco, 2019).

Since there is no study conducted covering all the same variables stated above in Hagonoy, Davao del Sur particularly in the public schools, this present study aimed to add evidence to a developing body of knowledge and develop a new research which consequently hopes to give a new direction towards enhancement of management in educational institutions.

Most of the problems and difficulties of Filipinos are rooted in poverty. Many families are left deprived of their basic needs and are therefore forced their children to stop going to school and help them instead in their livelihood. With this as main ground, the Philippine government initiated a program called the Pantawid Pamilyang Pilipino Program or 4Ps, both to address poverty and in response to the country's commitment to the Millennium Development Goals (MDGs) (dela Torre, 2019). He further stated that the program aims to provide cash assistance to the poor to alleviate their immediate needs (short term poverty alleviation) and to break the intergenerational transmission and cycle of poverty by investing heavily in human capital development (Department of Social Welfare and Development [DSWD], 2018). Beneficiaries of this program are expected to use the assistance especially for educational and health purposes.

Further, education plays a very important role in every Filipino, since it is believed that through education, one can achieve successful life. And education has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility (Philippine EFA 2015). A clear evidence of the value placed on education is the proportion of the national government budget going to the sector. According to the Article XIV, Sec. 5, paragraph 5 of the Philippine Constitution the Department of Education (DepEd), the country's biggest bureaucracy, is given the highest budget allocation among government agencies each year as required by the 1987 Philippine Constitution (Constitution, 1987). Furthermore, the right of every Filipino to quality basic education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act and Senior High School, these laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing children free and compulsory education in the elementary and high school level. This pertains to six years of free tuition fees for children aged 6 to 11, and free four years of secondary schooling for those aged 12 to 15.

The Pantawid Pamilyang Pilipino Program aims in reducing and alleviating existing poverty by supplementing the income of the poor to address their current consumption poverty, especially in the education and health of their family members while making them follow certain conditionality's that can boost their human development investment and ensure its compliance so that they can have more opportunities in breaking the intergenerational cycle of poverty in the long run (Olfindo & Fernandez, 2019) .

Velarde and Fernandez (2019) also added that impact of Pantawid Pamilyang Pilipino Program in improving the educational and health outcomes can aid and support beneficiaries in attaining a better and quality living in the future. Like the lessons learned from other CCT programs, 4Ps is also intended to fill gaps in the educational and health outcomes amongst children, aside from providing them with immediate poverty relief. The Pantawid Pamilyang Pilipino Program, like other Conditional Cash Transfers, employed for varied but interrelated purposes today, has proven to have impact in education, either directly, by means of the educational and health grants of the program, or indirectly, by uplifting the total human condition of its recipients.

This study was anchored on the following theories:

Walberg's Educational Productivity Theory as cited by (Rugutt & Chemosit, 2022) which states those academic performance and achievement postulates that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes such as cognitive, behavioral, and attitudinal. They further stated that the identified factors that influence educational outcomes as: student ability/prior achievement and performance, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school.

Social Reconstructionism by Brameld (2020) who believes that students are critical element in bringing about social change. Children should be not be deprived with education. Education has been the foundation of all the skilled and professionals who contributes to the society. According to George Counts, the social issues of the 1930's involve racial discrimination, poverty, and unemployment which are similar to present issues. And this is where the government had initiated the conditional cash transfer to eradicate poverty and help children to have the right to education.

Vroom's Expectancy Motivation Theory in analyzing the effect of the program on the academic performance of the student-beneficiaries. The theory adopts the idea that a person's behavior results from conscious choices which are aimed towards maximizing pleasure and minimizing pain (Stecher & Rosse, 2019; Gbollie & Keamu, 2019). Although performance is said to be primarily based on individual factors such as personality, skills, knowledge, experience, and abilities, effort, performance, and motivation are also linked to academic success (Gbollie & Keamu, 2019).

To conceptualize this study, a schematic diagram on the theoretical/conceptual framework of the study is presented in Figure 1. The theories anchored by the study occupies the topmost box. Then, the independent variable which is the factors affecting performance categorized into home environment, study habits, learning skills and academic interaction with intervening variables below which is the information about the beneficiaries with indicators categorized into sex, combined monthly family income and head of the family. The box alongside it is the dependent variable which is academic performance. An arrow, from the independent variable pointing to the dependent variable, denotes the influence of the academic performance to the 4P's beneficiaries.

II. Methodology

This study used the descriptive-correlation method of research. Documentary method was used for the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries by getting their final previous grades and descriptive-correlation was used to determine the relationship between factors affecting the academic performance and the academic performance of the respondents.

The respondents of the study are the learner-beneficiaries of the 4Ps in La Union Elementary School in La Union, Hagonoy, Davao del Sur. Numbering about 181 learners, they were chosen primarily because of their status as beneficiaries; other criteria of the selection process were: officially enrolled in the school; residents of the locality; willing to participate in the study; and currently beneficiaries of the 4Ps.

The respondents were all minors, therefore, consent and informed assent were asked of them and were willingly given by their parents/guardians.

The research instrument of the study consisted of the questionnaire downloaded from the study of Agaton and Cueto (2021) and documents from the teachers and the guidance office of the school. The downloaded questionnaire comprised of the information about the beneficiaries, and the factors of academic performance.

The documentary records of the final grades of the beneficiaries in the previous level was taken from the teachers. The Likert scale constructed by the researcher for the analysis of data are shown in the section of data analysis. The data was gathered through survey technique. However, before the survey was done, several steps were taken by the researcher in the study.

Frequency count, percentage, and cumulative frequency percent were used to find the information about the respondents in terms of sex, combined monthly family income and head of the family.

Percent was calculated by getting the frequency of each category divided by the total number of respondents. Weighted mean was used to answer Problem No. 2. Computation was

performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents.

III. Results and Discussion

Fifty-two point forty-nine percent (52.49%) of the respondents are male and forty-eight point fifty-one (48.51%) are female.

Thirty point thirty-nine percent (30.39%) of the students have the combined family income of Php1.00 - Php 1,000.00, eighteen point seventy-eight percent (18.78%) have the combined family income of Php 1,001.00 – Php 2,000.00, twenty point ninety-nine percent (20.99%) have the combined family income of Php 2,001.00 – Php 3,000.00, fourteen point thirty-six percent (14.36%) have the combined family income of Php 3,001.00 – Php 4,000.00, eight point twenty-nine percent (8.29%) have the combined family income of Php 4,001.00 – Php 5, 000.00, and seven point eighteen percent (7.18%) have the combined family income of Php 5,001.00 above. Based on the result that most of the members of *Pantawid Program* has income of Php1.00 - Php 1,00.00 which is belong to the poorer family.

Four point forty-two percent (4.42%) head of the family occupation are house-husbands, eighteen point seventy-eight percent (18.78%) head of the family occupation are house-wives, thirty-one point forty-nine percent (31.49%) head of the family occupation are farmers, twelve point seventy-one percent (12.71%) head of the family occupation are fish/street vendors, eight point eighty-four percent (8.84%) head of the family occupation are carpenters, five point fifty-two (5.52) percent head of the family occupation are drivers and eighteen point twenty-three percent (18.23%) head of the family occupation are others.

The level of academic performance of the respondents in terms of final grade in the previous grade level are satisfactory. This implies that the respondents need all factors to attain excellent level. Four point forty-two percent (4.42%) of the respondents earned 90-100 grades, twenty-four point eighty-six percent (24.86%) earned 85-89 grades, thirty-three point fifteen percent (33.15%) earned 80-84 grades, thirty-seven point fifty-seven percent (37.57%) earned 75-79 grades and zero percent (0%) earned below 75 grades.

The respondents rated the home environment as agree with an overall mean of 4.13. Based on the home environment component, the item with the highest weighted mean is “Encouragement by Family” with a mean of 4.34. Based on the home environment component, the item with the lowest weighted mean is “Facilities by Family” with a mean of 3.86.

The respondents rated the study habits as agree with an overall mean of 4.01. Item 1 “Time management for getting a good grade” obtained the highest weighted mean of 4.24. Item 3 “Avoid interference in planned schedule of study” obtained the lowest weighted mean of 3.71.

The respondents rated the learning skills as agree with an overall mean of 4.12. Item 6 “Confidence as Junior High School student” obtained the highest weighted mean of 4.44. Item 3 “Influence of presentation skills on academic performance” obtained the lowest weighted mean of 3.98.

The respondents rated the academic interaction as agree with an overall mean of 3.97. Item 1 “Influence of Interpersonal relationship on academic growth” obtained the highest weighted mean of 4.09. Item 4 “Interaction with teachers outside the classroom” obtained the lowest weighted mean of 3.85.

In summary, the home environment factors obtained the highest mean of 4.13 which described as agree. On the other hand, academic interaction obtained the lowest mean of 3.97 and still described as agree.

There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of sex. There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of combined family income. There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of head of the family occupation.

There is no significant relationship between the home environment and the academic performance of the respondents. There is no significant relationship between the students’ study habits and the academic performance of the 4Ps beneficiaries. There is no significant relationship between the learning skills and academic performance of the 4Ps beneficiaries. There is no significant relationship between the academic interaction and the academic performance of the respondents.

Analysis

Majority of the respondents are male; Majority of the respondents are having the combined family income of Php 1.00 to Php 1, 000.00; Majority of the respondents’ head of the family occupation are farmers;

The study found out that in general respondents’ level of academic performance in term of their final grades in the previous grade level is satisfactory;

The study found out that among the factors, home environment has the highest degree of effectiveness. Students strongly agreed that support by home and encouragement by family really affects their academic performance since the parents are the first socializing agents in an individual’s life;

It is also found that all 4 factors described in the study are deemed to have no significant effect on the academic performance of the students. This implies that all factors such as home

environment, study habits, learning skill, and academic interaction have no positive effect on academic performance;

There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of sex. Thus, null hypothesis is accepted. This finding implies that the final rating obtained by male and female respondents in the previous grade level did not significantly differ. This means that the demographic profile has no connection on academic performance;

There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of combined family income. This finding indicates that the final rating obtained by the respondents of different combined family income in the previous grade level did not significantly differ. Thus the null hypothesis is accepted. This means that family income of the respondents is not significantly related on academic performance;

There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of head of the family occupation. This finding implies that the final rating obtained by the respondents of different head of the family occupation did not significantly differ. Thus, the null hypothesis is accepted. This means that family occupation is negatively related on academic performance

There is no significant relationship between the home environment and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the home environment. This means that home environment has no important connection with academic performance;

There is no significant relationship between the students' study habits and their academic performance. Thus, the hypothesis of no significant relationship is accepted. This finding implies that students' academic performance is not dependent on study habits. The results implied that the study habits need a significant attention if we are to improve performance. This means that study habits has no important connection with academic performance;

There is no significant relationship between the learning skills and academic performance of the respondents. It can be concluded that the hypothesis of no significant relationship is accepted. This finding implies that the respondents' academic performance is not dependent on their learning skills. This means that learning skill has no important connection with academic performance; and

There is no significant relationship between the academic interaction and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the

academic interaction. This means that academic performance can stand without academic interaction.

IV. Conclusion

On satisfactory level rating of academic performance of students-respondents suggest that there is room for improvement by raising it up to excellent.

The results indicate that the top level management of the Department of Education should formulate policies and standards for intervention programs and strategies need to be introduced to improve and empower students through extensive intervention programs and crafting possible solutions for excellent academic performance of students-recipients.

The agree level results of home environment, study habits, learning skills and academic interaction of students-recipients suggest that there is still room for improvement by raising it to strongly agree.

The results indicate that Department of Education officials should formulate policies and standards for Intervention programs that could seek to improve it and provide technical expertise that partly linked to sound decision-making and the performance of responsibilities in a skilled way. However, home environment, study habits, learning skills, and academic interaction should be more improved by crafting possible solutions by pushing up into a strongly effects of academic performance of students-recipients.

The Department of Social Welfare and Development shall not only impose strict compliance of the school attendance but also impose policy for strict monitoring of grades and academic performance of the 4P's students. Further the students will be motivated to learn and also the parents can improve the home environment, study habits, learning skills and academic interaction of the children in the classroom.

DSWD should monitor and supervise the students' recipients like visiting and observing inside the room. Ensuring that all the assistance may provide were used in a good manner.

The school should also report right away to Department of Social Welfare and Development the grades and academic performance of 4P's students satisfactory and below so that they can follow up immediately the parents and the students.

4Ps should introduce more parent and family growth preparation and survival services. (FDS) because they have acquired a great deal of knowledge and are improving as a teacher and helping their kids improve their success from satisfactory to excellent.

The government should raise the educational allowance of the 4 Ps beneficiaries to provide the supplies as it lowers compensation when it comes to educational expenses such as school participation, initiatives and others that found a lot on the students' academic performance contributing to an outstanding production that respects abilities and appreciates their hard work. It will allow them to inspire deeply and positively towards their study and academic performance.

Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries must always have an interest in studying through the development of study habits at home and in school, in order to avoid low grades in class, to avoid delay in going to school, to carry out the teacher's assignment and to demonstrate proper time control in supporting their parents and in carrying out their school duties. Lastly, the teacher's contextualization and interpretation of the subjects will help students understand the learning skills easier.

The researchers also hope that this study should be used as a basis of policy for the improvement of grades and academic performance of 4P's students by raising it up from satisfactory to excellent. Further, the result of the study should be used as a basis of further research with larger populations that 4P's students will be well represented.

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