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Analysis of Academic Performance among Grade 8 Pantawid Pamilyang Pilipino Program (4P's) and Non - 4P's Beneficiaries in a Public School in Zambales, Philippines

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Abstract

The study aimed to analyze the academic performance among Grade 8 Pantawid Pamilyang Pilipino Program and non-4P's beneficiaries of Pamibian Integrated School, Candelaria, Zambales during the first quarter of school year 2018 - 2019 in five core subjects. The study made use of descriptive research design with questionnaire as the main instrument in gathering data and information from the thirty-nine (39) 4P's beneficiaries and one hundred twenty-eight (128) non-4P's grade 8 students. The academic performance of both 4P's and non-4P's students were rated "satisfactory"

in five core subjects in the first quarter of the school year. Based on the summary of findings the researcher have offered the following recommendations to improve the academic performance of 4P's beneficiaries especially in five core subjects. Sufficient intervention measures like remedial classes should be given to students with academic difficulties. Furthermore, teachers are encouraged to study further on what effective learning strategy based on the needs and interest of the students to keep them in school until they finish their academic year.

Keywords: Academic Performance, 4P's, Non-4P's, Beneficiaries, Core Subjects

1. The Problem and its Setting

Introduction

The problem of poverty has remained one of the most significant issues in developing countries as observed in the past generations despite continuous economic growth. Poverty has a relevant connection to a child's development and educational outcomes in the early stage of his life (Black, & Engle, 2008) ^[2].

Many of the developing countries used inclusive growth strategies to achieve a significant reduction in poverty. A good example is a cash transfer program. Cash transfers are among the important safety net programs that have been implemented and focus on addressing extreme poverty (Son, 2008) ^[23].

Conditional Cash Transfers (CCT) programs have spread in Latin American countries and other developing countries. This program is perceived as a key to poverty reduction. As a matter of fact, there are noticeable results on children's academic performance and health outcomes. Review studies of CCT evaluations in Latin America (Glewwe, & Kassouf, 2009; Duryea, & Morrison, 2004; Garcia, & Hill, 2008) ^[15, 10, 13] concluded that the program achieves its goal in improving school attendance and academic performance among the beneficiaries as well as the reduction of dropout rates and child labor across public schools in these countries. Its effectiveness in Latin American countries helped to boost this program to other developing countries.

The findings of 2014 Asian Development Bank (ADB) in their study entitled "Fiscal Policy and inclusive growth in Latin America: Lessons for Asia" reiterate that Asian countries such as Philippines, Bangladesh, Indonesia, and Pakistan embraced this social assistance program as their centerpiece to reduce poverty and to develop inclusive growth and strengthen their human capital to make them more productive. Authors compare Latin America and Asia in terms of the way of implementing the program. Latin America spent greater income to public education, health and social protection in line with the region's overall government size unlike in Asian countries, who has financial limitations. In Bangladesh, for instance, the normal family exchange is around one percent of family consumptions while in Nicaragua it is around twenty-nine percent (Hossain, 2009) ^[6]. A few nations, perceiving potential assets requirements, supplement family exchanges with supply-side intercession,

for example, school development, instructor's reward or course reading materials.

In addition, the discoveries of Rand Europe (2015) ^[20] in their study entitled "Understanding External Determinants of the Effectiveness of conditional Cash Transfer" highlight that motivating forces seem critical for poor Brazilian families. Little districts with a higher level of needs appear to be greater at the usage of CCT than different regions. It gives the idea that they work nearer to the people and have a more noteworthy motivating force from a political or popularity-based responsibility perspective to give administrations to the recipients. Besides, in return, recipients need to conform to various conditions, including sending kids inside the family unit to school, undergo vaccinations and standard wellbeing check-ups for mother and kids. Therefore, understanding this completely encourage agreeable hierarchical association with individuals and its administration. Poverty is extremely immersed in the Philippines. The big bulk of growth in the national income of the Philippines is only concentrated on the top 40 richest families, which made the 2011-2016 Philippines Development Plan's overall thrusts achieve inclusive growth which is shared by every Filipino (Reyes, & Tubaga, 2012) ^[21].

To break the intergenerational cycle of poverty in the Philippines, the government provided efforts to eradicate extreme poverty by adopting conditional cash transfer (CCT) programs implemented by Latin American countries. The Pantawid Pamilyang Pilipino Program (4P's) (formerly known as Ahon Pamilyang Pilipino) is a conditional cash transfer program implemented by the Department of Social Welfare and Development (DSWD), in cooperation with the Department of Education (DepEd), Department of Health (DOH), Department of Interior and Local Government (DILG) and other government institutions by investing in human health and education for children 0-18 years of age (DSWD, 2011) ^[8].

The Pantawid Pamilyang Pilipino Program (4P's) has dual objectives as one of the government's flagship to reduce income inequality: 1.) Social assistance, giving monetary support to extremely poor families to respond to their immediate needs and 2.) Social development, breaking the intergenerational poverty cycle by investing in the health and education of poor children through programs like health check-ups for pregnant women and children aged 0 to 5; deworming of school children aged 6 to 14; enrollment of children in daycare, elementary, and secondary schools; and family development sessions.

According to the records of DSWD, the Pantawid Pamilyang Pilipino Program (4P's) now operates in 17 regions, 79 provinces and 143 cities and 1, 484 municipalities covering 4, 326, 208 household beneficiaries in the Philippines. In order to qualify for the Pantawid Pamilyang Pilipino Program, a recipient should satisfy the following criteria: 1.) The household must be classified as poor based on the National Household Targeting System for Poverty Reduction (NHTS-PR) and 2.) Have children 0-18 years old and a pregnant woman as household members. This program provides cash grants to poor families directly via Land Bank Cash Cards if they fulfill the health and education conditions (Kim, & Yoo, (2015) ^[17].

Calvo (2011) ^[4] defined 4P's program that provides cash benefits to finance the basic needs such as education and health and invest in human capital to extremely poor

households. Virola (2011) ^[24] restated in his presentation of the 2009 Official Poverty Statistics that a Filipino needed Php. 1, 403 a day to stay out of poverty.

Because of poverty children are encouraged to work at their young age to help provide the needs of the family. They are engaged in working illegally in occupations that pose a threat to their safety just to gain money for their living. This leads to absenteeism, school enrollment, academic performance, and progress. On the other hand, dropout rates and child labor increased in the society (Cardoso, & Souza, 2003) ^[5]. To address this problem, the Philippine government through 4P's program give conditions to its recipients, especially in education.

Education conditions include day-care and school enrollment attendance equivalent to 85% of schools days for children 3-14 years of age. These conditions meant to improve the poor household and help them to move out from poverty (Delavin, Montilla, Turco and Villanueva, 2015) ^[7]. Ensuring children to grow educated and healthy adults are the best way to invest human capital because children who are healthy enough and educated have more choices in life and able to become productive members of the community (Bloom, 2008) ^[3]. According to Garcia and Saavedra (2012) ^[14], secondary enrollment, attendance, and dropout rates have been largely affected by the 4P's program. School enrollment and attendance increased when the program was implemented. Thus, 4P's helps the Philippine government to fulfill its commitment to alleviate poverty and hunger in achieving educational improvements.

The main purpose of this study is to find out if there is a significant difference in the academic performance among 4P's and non-4P's beneficiaries specifically in the five core subjects (Filipino, English, Mathematics, Science and Araling Panlipunan) in the first grading period of the school year 2018-2019.

Research Locale

The study had been conducted at Pamibian Integrated School located at barangay Pamibian, Candelaria, Zambales. It is situated 0.7 km away from barangay Poblacion (town proper) that can be accessibly reached through tricycle from the said center of town.

When Pamibian became a barangay, its people clamored for their school too. It was then a great educational breakthrough when Don Leon Ermitaño donated a vast of land located at the center of barangay which is ideal for a school site. The educational needs of growing secondary school-age population in Candelaria paved the way to the establishment of High School within the premise of Pamibian Elementary School. The High School department had its opening on June 06, 2010 with the clientele coming from neighboring barangays like Babanacal, Taposo, Catol, Malabon, Poblacion, Dampay and Libertador.

With the papers done, through the perseverance of Dr. Amelia Hebron Mojica, the District Supervisor of Candelaria District; Mrs. Sonia D. Tejada, the school principal at that time with the support of Barangay Captain Imelda T. Dominguez, the school permit to operate was granted by Dr. Teofila R. Villanueva, DIR IV of DepEd Central Office dated October 2010, thus Pamibian Integrated School was born.

Pamibian Integrated School offers kinder, elementary, junior high school and senior high school education. In this year Pamibian Integrated School has the total population of

1,026. Being proximate to everything, it is no wonder that the school becomes the center of education in the entire Candelaria District.

Conceptual Framework

For quite a while, the Philippines has seen generally level cohort survival and finish rates. Behind this is the hard truth of poverty. School participation rate and scholastic accomplishment are emphatically connected with family pay (Asis, Mondez, Reyes, Tabuga, 2014) [1]. Poverty exhibits an unending worry for kids and families that may meddle with fruitful adjustment to formative tasks, including school accomplishments. Kids brought up in low-salary families are in danger of scholastic and social issues just as weakness and prosperity, which can undermine instructive accomplishment (Black and Engle, 2008) [2]. Students living in states of poverty puts a child in danger of failing in school. There is proof that poverty status is a solid indicator of lower scholarly execution among youngsters and youths. Hence, students’ poverty status is identified with their scholastic execution in school (Malecki and Demaray, 2006) [18].

To break this decade-long pattern in survival and finishing rates, some mediation must be started by the legislature. The Philippine government chose to receive the CCT program as another methodology giving social help to poor people. Conditional Cash Transfer (CCT) program is viewed as a main edge social strategy instrument for the capacity to impact both the pay of the poor in the short run and to enhance human abilities in the medium and long run. This program has been likewise praised for its capacity to concentrate on poor people and to effortlessly coordinate diverse kinds of social administrations and their cost viability. Conditional Cash Transfer program has been appeared to be very fruitful in Latin American nations, and progressively saw as being successful for poverty decrease (Florentino and Son, 2008) [12].

Pantawid Pamilyang Pilipino Program (4Ps) is a rendition of a Conditional Cash Transfer Program in the Philippines under the Department of Social Welfare and Development (DSWD) means to kill poverty in the nation by putting resources into wellbeing and instruction especially to children 0-18 years old (Delavin, Montilla, Turco, Villanueva, 2015) [7]. Qualified recipients are chosen by DSWD from the poorest districts dependent on the 2003 Small Area Estimates (SAE) of poverty occurrence produced by the NSCB (Reyes and Tabuga, 2012) [21]. The wellbeing and education gifts have distinctive arrangements of conditionalities for the age-significant individuals from the recipient family. For the wellbeing stipend, family unit individuals are required to attempt exercises that enhance preventive social insurance, especially among pregnant ladies and children under 5 years old. For the education stipend, the conditionalities help enhance the enlistment and school participation rates of kids. Moreover, the money gifts go from Php 500 to Php 1,400 per family every month, contingent upon the number of qualified children. Since its origin in 2007, the Pantawid Pamilya has extended at a fast pace and now covers around 30 percent of the Philippines’ qualified families (Fernandez and Olfindo, 2011) [11].

As per Black and Engle (2008) [2], the relationship among poverty and kids’ improvement and scholarly execution has been very much reported, start as right on time as the second

year of life reaching out through basic and secondary school. At the point when these dangers happen amid preschool years, they can have dependable outcomes. The results of early school failure are improved probability of truancy, dropout, and unfortunate conduct. The connection between poverty and low scholastic accomplishment has been entrenched. Youngsters in incessantly devastated families have the intellectual capacity and scholarly execution and more conduct issues than kids who are not uncovered in poverty. The test for instructive and social help program in this way goes past motivating kids to enlist yet the need to keep kids in school and to enhance their scholarly execution until their last grade or completed their secondary school.

This study used first quarter grades in five core subject area to compare and to test if there is a difference between the academic performance of 4Ps and non-4Ps beneficiaries of Pamibian Integrated School. Knowing that 4Ps gives P500/month as a support for the education of students, as a condition, a child enrolled in school must maintain class attendance rate at least 85 percent per month. And also, to pass all of their subjects and complete the school year (Delavin, et al., 2015) [7]. The findings of the study will help parents, teachers, and students to understand more the conditions of the Pantawid Pamilyang Pilipino Program and also to create effective interventions to improve the academic performance of 4Ps beneficiaries as well as the non-4Ps beneficiaries.

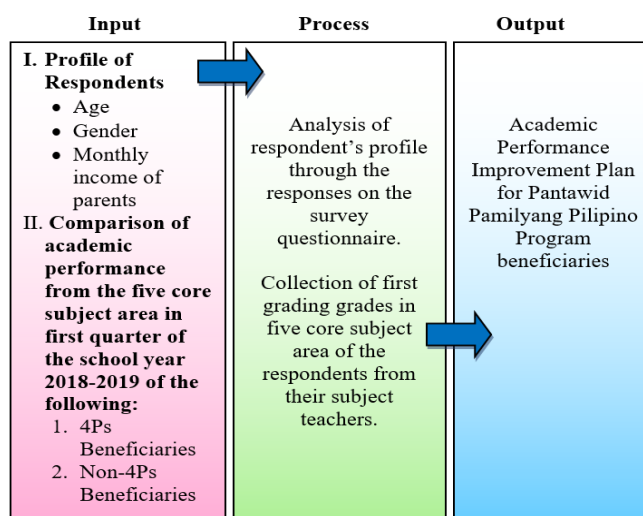


Fig 1: The paradigm of the Research Process

As presented in Fig 1, the researcher worked on the paradigm showing the strategy on how to acquire information about the comparison of 4Ps and non-4Ps students regarding their and academic performance.

Box 1 represents the input variable for the reliability of the information which includes the profile of the respondents as to age, gender and monthly income of parents. Box 2 dealt with the process of how to gather and collect information and data from the selected respondents. Box 3 represents the output from the analyzed data from the selected respondents and the relevant strategy that may be made.

Statement of the Problem

One of the government solutions to eradicate poverty and reduce the case of dropout students in school is by providing

the needs of these families through cash conditional transfer program also known as Pantawid Pamilyang Pilipino Program (4P's). Moreover, this program helps students to stay in school and improve their academic performance until they finished their academic years. Therefore, this study aimed to analyze the academic performance among Pantawid Pamilyang Pilipino Program and non-4P's beneficiaries of Pamibian Integrated School, Candelaria, Zambales during the first quarter of the school year 2018 – 2019 in five core subjects.

Specifically, this study sought to find answers to the following questions:

1. What is the demographic profile of the respondents with regards to:
 - 1.1 Age;
 - 1.2 Gender; and
 - 1.3 Monthly income of parents?
2. What is the academic performance of the Pantawid Pamilyang Pilipino Program (4P's) beneficiaries during their first grading period in the school year 2018-2019 of the following Core subjects:
 - 2.1 Filipino;
 - 2.2 English;
 - 2.3 Mathematics;
 - 2.4 Science; and
 - 2.5 Araling Panlipunan?
3. What is the academic performance of non – 4P's beneficiaries during their first grading period in the school year 2018-2019 of the following Core subjects:
 - 3.1 Filipino;
 - 3.2 English;
 - 3.3 Mathematics;
 - 3.4 Science; and
 - 3.5 Araling Panlipunan?
4. Is there a significant difference between the academic performances of the Pantawid Pamilyang Pilipino Program and non-4P's beneficiaries using first grading grade in five core subjects?
5. What implication can be drawn on the finding of the study to improve the academic performance of the students?

Hypothesis

Based on the specific problems of the study, the hypothesis posited is: *There is no significant difference in the academic performance among 4P's and non-4P's beneficiaries.*

Scope and Delimitation

The researcher had focused on the analysis of academic performance specifically, the five Core subjects (Filipino, English, Mathematics, Science and Araling Panlipunan) of Pantawid Pamilyang Pilipino Program and non-4P's students of Pamibian Integrated School, Candelaria, Zambales during the first quarter of the school year 2018-2019. To facilitate the study, the researcher gathered information and data by conducting investigations using a survey questionnaire and actual interviews directly to the respondents.

The respondents that were involved in the study were the thirty-nine (39) grade eight Pantawid Pamilyang Pilipino Program beneficiaries and one hundred twenty-eight (128) grade eight non-4P's students of Pamibian Integrated School. This was conducted during the school year 2018-2019.

Significance of the Study

The primal attempt of the study is to benefit the school officials, teachers, Pantawid Pamilyang Pilipino Program beneficiaries and their parents, as well as the non-4P's students. It is necessary to implore all possible assert factors that bridge to the improvement of academic performance of 4P's and non-4P's beneficiaries; by conducting analysis on their academic performance so that improvement may be made. The results or findings of this study greatly benefited the following entities:

School Officials and Teachers: The result will serve as an instrument in planning activities and programs related to 4Ps students in the improvement of their academic performance and school attendance.

Pantawid Pamilyang Pilipino Program students as well as their Parents: The findings serve as a guide for keeping children in school to pursue their education continuously that leads to an increase in school attendance among beneficiaries.

Future Researchers: Those with the same nature can make use of this study as a point of reference. It is also hoped that other researchers will conduct in-depth relevant studies. Moreover, it will serve as a tool to avoid socioeconomic status discrimination against beneficiaries in school, at the same time, it will boost their morale and self-confidence that will contribute to high academic performance in school.

Definition of Terms

The following terms are defined as they are meant in this study:

Academic Performance: It is measured by the MPS (Mean Percentage Score) of the five core subjects and the final grade earned in the subject for the current quarter.

Beneficiaries: These are the recipients of funds or other benefits; citizens who receive government assistance.

Cash Grant: It is money given to eligible beneficiaries of 4P's.

Conditional Cash Transfer (CCT): It is a program which aims to reduce poverty by making welfare programs conditional upon receivers' actions.

Non-4P's: They are students who are not eligible recipients and are not members of 4P's. They refer to students currently enrolled in Pamibian Integrated School.

Pantawid Pamilyang Pilipino Program or 4Ps (formerly Ahon Pamilyang Pilipino) is a conditional cash transfer program currently implemented by the Department of Social Welfare and Development (DSWD). It is a poverty reduction strategy program of the government.

Social Assistance: These are benefits paid to bring incomes up to minimum levels established by law.

Socio-economic status: This pertains to the family's economic and social position in relation to others, based on income, education, and occupation.

4P's Beneficiaries: They are students who are eligible recipients that comply with certain conditions such as nutrition, education, family development sessions, and others such services offered by the government. Students who are currently enrolled at Pamibian Integrated School.

2. Research Methodology

This portion provides a presentation and description of the research methodology, respondents of the study, construction and validation of the instruments, data gathering and treatment of data.

Research Design

This study used descriptive design through questionnaires and documentation as the main instrument in gathering the required data. Descriptive method was used to gain necessary information. According to Sevilla (1984) [22], the descriptive method involves the collection of data in order to test the hypothesis and answer the questions concerning the analysis of academic performance among Pantawid Pamilyang Pilipino Program (4P’s) and non-4P’s of Pamibian Integrated School, Candelaria, Zambales.

It is also used to gather the academic performance of 4p’s and non- 4P’s in five (5) core subjects during the first quarter of the school year 2018-2019.

Respondents

The respondents that were involved in the study were the thirty-nine (39) grade eight Pantawid Pamilyang Pilipino Program beneficiaries and one hundred twenty-eight (128) grade eight non-4P’s students of Pamibian Integrated School during the school year 2018-2019.

Table 1: Distribution of Respondents by Section

Respondents Grade Level	4Ps Beneficiaries	Non-4Ps	Total	Percentage
8 - Newton	4	36	40	23.95
8 - Einstein	14	28	42	25.15
8 - Pasteur	10	32	42	25.15
8 - Mendel	11	32	43	25.75
Total	39	128	167	100

Instrument

A survey questionnaire was used to gather the needed information from the Pantawid Pamilyang Pilipino Program (4P’s) and non-4Ps beneficiaries. The questionnaire sought to obtain the students’ personal profile such as age, gender, social assistance grantee and monthly family income. The questionnaire was answered by one hundred sixty-seven (167) grade eight respondents both 4Ps and non-4Ps students from Pamibian Integrated School, Candelaria, Zambales. Obtaining a copy of the students’ grade in five core subjects for the first grading period of the current school year through their respective advisers and subject teachers.

Validation of Instrument

To test if the questionnaire is effective, pilot testing was done first. The questionnaire was given to 10 high school teachers for them to fill up. After they have filled up the copies, the researcher interviewed them to find out their assessment of the questionnaire. Vague items on the survey-questionnaire were modified. Those without bearing were removed. The questionnaire was checked by the researcher’s adviser and coordinated to the panel. It was ready for administration after the thesis adviser had given his/her approval to float it.

Data Gathering Procedure

A letter addressed to the Schools Division Superintendent, Division of Zambales, requesting permission to conduct the study in the 167 grade eight secondary students composed of both 4P’s and non-4P’s beneficiaries of Pamibian Integrated School, Candelaria, Zambales, with the thesis advisor.

Table 2: Grading scale, Descriptors, and Remarks

Grading Scale	Descriptors	Remarks
90 -100	Outstanding	Passed
85-89	Very satisfactory	Passed
80-84	Satisfactory	Passed
75-79	Fairly Satisfactory	Passed
Below 75	Did Not Meet Expectations	Failed

A copy of the survey questionnaire had given to the Schools Division Superintendent. Upon approval of the request by the Schools Division Superintendent, the researcher prepared a letter addressed to the principal of Pamibian Integrated School, requesting permission to conduct the survey and to obtain a copy of the students’ average grade in five core subjects for the first grading period of the current school year. The 4P’s and non-4P’s respondents were given a copy of the survey questionnaire. The researcher read and explained the content of the questionnaire. The respondents were given enough time to answer the questionnaire. The data gathered from the answered questionnaires were checked, tabulated and analyzed according to the statistical tools described in this chapter. The academic performance was described following the DepEd Order No. 8 s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program following the grading scale, descriptors, and remarks which is indicated in the DepEd Order.

Treatment of Data

All data yielded by the instrument had been tallied, tabulated, analyzed and interpreted accordingly.

- 1. Percentage:** This has been employed to determine the frequency counts and percentage distribution of personal-related variables of the respondents.
- 2. Weighted Mean:** This was used to determine the academic rating among the 4P’s and non – 4P’s respondents with regards to their grades in five core subjects.
- 3. t-Test for Independent Samples (t):** This was used to test if there is a significant difference between the academic performance of the 4P’s and the non-4P’s beneficiaries in Filipino, English, Mathematics, Science and Araling Panlipunan. The level of significance used is 5%.

3. Presentation, Analysis and Interpretation of Data

This chapter presents the gathered and processed data using a tabular form, interpreted and analyzed in order to give a clear understanding of the specific problems presented in the preceding chapter.

3.1 Profile of the Respondent

3.1.1 Profile of the Respondents According to Age: The result for the profile of the respondents according to age is shown in Table 3. It shows that majority of the respondents for 4P’s beneficiaries are in their fourteenth, or there are seventeen (17) or 43.49% in the age of 14 years old. On the other hand, majority of the respondents for non-4P’s students are in there thirteenth or there are fifty-one (51) or 39.84% in the age of 13 years old. It also shows that the average age of both groups is almost the same.

Table 3: Frequency and Percentage Distribution of Respondents According to Age

AGE	4Ps (f)	Percentage (%)	Non-4Ps (f)	Percentage (%)
12	0	0	33	25.78
13	16	41.03	51	39.84
14	17	43.59	41	32.03
15	4	10.26	3	2.34
16	2	5.13	0	0
Total	39	100	128	100
Mean	13.81		13.61	

Based on the results there are older children belong to the Pantawid Pamilyang Pilipino Program. These children sometimes are the first one to drop out or have failing grades in school since they are the ones who can generate income for their families. Parents also prefer to send a younger child over an old one to school.

3.1.2 Profile of the Respondents According to Gender.

Table 4 presents the profile of the respondents according to gender. It shows that out of thirty-nine (39) 4P's beneficiaries with respect to gender, twenty-one (21) or 53.85% are female and eighteen (18) or 46.15% are males. While compared to the one hundred twenty-eight (128) non-4P's students, seventy-six (76) or 59.38% are males and fifty-two (52) or 40.63% are females.

Table 4: Profile of Respondents According to Gender

Gender	4Ps	Percentage	Non-4Ps	Percentage
Male	18	46.15	76	59.38
Female	21	53.85	52	40.63
Total	39	100	128	100

It very well may be assumed that there is a contrasting expectation for males and females with regards to the result of the study. Males are bound to dropout, be missing frequently, have disciplinary issues, have low scholastic achievement and be over age for their grade level than females. Completion rates for males are likewise lower than those for females. Among children in school, males have lower learning results and lower functional literacy rates.

3.1.3 Profile of the Respondents According to Monthly Income of the Parents:

Table 5 presents the profile of the respondents according to the monthly income of the parents. The data show that the respondents for 4Ps have a monthly income of 3,000 and below which comprises eighteen (18) or 46.15% while Non-4Ps have a monthly income of 5,000-10,000 with 21.88% or twenty-eight (28).

Table 5: Profile of the Respondents According to Monthly Income of the Parents

Monthly Income	4Ps	Percentage	Non-4Ps	Percentage
3,000 and below	18	46.15	15	11.72
3,001 - 5,000	12	30.77	24	18.75
5,000 - 10,000	9	23.08	28	21.88
10,001 - 15,000	0	0	26	20.31
15,001 - 20,000	0	0	20	15.63
20,001 and above	0	0	15	11.72
Total	39	100	128	100

An income of P 5,000 and below can be considered s part of the poverty line. Filipino families comprising of five (5)

individuals ought to win on the normal of a consolidated month to month salary of P7, 017 so as to meet their most essential sustenance and non- nourishment needs. It very well may be exhibited that the income of the parents is deficient to meet the fundamental needs of a whole family for the entire month. It can be found out from this information that those children originating from a family with low salary regularly need budgetary and educational supports from their parents. A parent with low financial status faces significant difficulties with regards to giving ideal consideration and education to their children, and when fundamental necessities are inadequate with regards to, guardians place top need on respecting, sustenance, garments, and social insurance, and accordingly, training and educational materials will be less prioritized.

3.2 Academic Performance of 4P's Beneficiaries during their First Quarter

Table 6 presents the results of the finding on the mean and total percentage of academic performance of Pantawid Pamilyang Pilipino Program beneficiaries in each five core subjects based on their first quarterly grades.

For Filipino subject, nobody obtained an academic performance below 75 or "Did not meet expectation"; there were 14 or (35.90%) whose academic performance was "Fairly Satisfactory" with a numerical rating of 75-79. The academic performance of 11 or (28.21%) was Satisfactory with a numerical rating of 80-84; 10 or (25.64%) was Very Satisfactory with a numerical rating of 85-89, and 4 or (10.26%) was Outstanding with a numerical rating of 90 and above. The mean rating of 82.87 was interpreted to have a "Satisfactory" academic performance.

For English, nobody obtained an academic performance below 75 or "Did not meet expectation"; there were 21 or (53.85%) whose academic performance was "Fairly Satisfactory" with a numerical rating of 75-79. The academic performance of 16 or (41.03%) was Satisfactory with a numerical rating of 80-84; 1 or (2.56%) was Very Satisfactory with a numerical rating of 85-89, and 1 or (2.56%) was Outstanding with a numerical rating of 90 and above. The mean rating of 79.78 was interpreted to have a "Satisfactory" academic performance.

For Mathematics subject, nobody obtained an academic performance below 75 or "Did not meet expectation"; there were 14 or (35.90%) whose academic performance was "Fairly Satisfactory" with a numerical rating of 75-79. The academic performance of 10 or (25.64%) was Satisfactory with a numerical rating of 80-84; 15 or (38.46%) was Very Satisfactory with a numerical rating of 85-89, and none of the respondents was Outstanding with a numerical rating of 90 and above. The mean rating of 82.12 was interpreted to have a "Satisfactory" academic performance.

For Science, nobody obtained an academic performance below 75 or "Did not meet expectation"; there were 12 or (30.77%) whose academic performance was "Fairly Satisfactory" with a numerical rating of 75-79. The academic performance of 17 or (43.59%) was Satisfactory with a numerical rating of 80-84; 8 or (20.51%) was Very Satisfactory with a numerical rating of 85-89, and 2 or (5.13%) was Outstanding with a numerical rating of 90 and above. The mean rating of 82.18 was interpreted to have a "Satisfactory" academic performance.

For Araling Panlipunan subject, nobody obtained an academic performance below 75 or "Did not meet

expectation”; there were 12 or (30.77%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 20 or (51.28%) was Satisfactory with a numerical rating of 80-84; 7 or (17.95%) was Very Satisfactory with a numerical rating of 85-89, and none of the respondents was Outstanding with

a numerical rating of 90 and above. The mean rating of 81.36 was interpreted to have a “Satisfactory” academic performance. It shows that the majority of the respondents obtained a mean rating of 80-84 (Satisfactory) in each core subjects.

Table 6: Academic Performance of the 4P’s Respondents in Five Core Subjects in the First Grading Period

First Grading	Did Not Meet Expectations	Fairly Satisfactory	Satisfactory	Very Satisfactory	Outstanding	Mean and Total %
	Below 75	75-79	80-84	85-89	90 - 100	
	Filipino	0	14	11	10	
%	0	35.90	28.21	25.64	10.26	100
English	0	21	16	1	1	79.78 Satisfactory
%	0	53.85	41.03	2.56	2.56	100
Math	0	14	10	15	0	82.12 Satisfactory
%	0	35.90	25.64	38.46	0	100
Science	0	12	17	8	2	82.18 Satisfactory
%	0	30.77	43.59	20.51	5.13	100
A.P.	0	12	20	7	0	81.36 Satisfactory
%	0	30.77	51.28	17.95	0	100

3.3 Academic Performance of Non-4P’s Beneficiaries During their First Quarter

It also shows that 4P’s respondents excel more in Filipino subject among the five core subjects.

It can be deduced from the data that students with academic difficulties are more likely to drop out of school. Many cases of failure happen among students who have the ability and intelligence to succeed but who are unable or unwilling to apply these abilities in the school setting.

Table 7 presents the results of the finding on the mean and total percentage of academic performance of Non – 4P’s beneficiaries in each five core subjects based on their first quarterly grades.

For Filipino, nobody obtained an academic performance below 75 or “Did not meet expectation”; there were 44 or (34.38%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 27 or (21.09%) was Satisfactory with a numerical rating of 80-84; 32 or (25.00%) was Very Satisfactory with a numerical rating of 85-89, and 25 or (19.53%) was Outstanding with a numerical rating of 90 and above. The mean rating of 83.16 was interpreted to have a “Satisfactory” academic performance.

For English, nobody obtained an academic performance below 75 or “Did not meet expectation”; there were 63 or (49.22%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 30 or (23.44%) was Satisfactory with a numerical rating of 80-84; 28 or (21.88%) was Very Satisfactory with a numerical rating of 85-89, and 7 or (5.47%) was Outstanding with a numerical rating of 90 and above. The mean rating of 80.70 was interpreted to have a “Satisfactory” academic performance.

For Mathematics, nobody obtained an academic performance below 75 or “Did not meet expectation”; there

were 43 or (33.59%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 46 or (35.94%) was Satisfactory with a numerical rating of 80-84; 31 or (24.22%) was Very Satisfactory with a numerical rating of 85-89, and 8 or (6.25%) was Outstanding with a numerical rating of 90 and above. The mean rating of 81.80 was interpreted to have a “Satisfactory” academic performance.

For Science, nobody obtained an academic performance below 75 or “Did not meet expectation”; there were 27 or (21.09%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 42 or (32.81%) was Satisfactory with a numerical rating of 80-84; 46 or (35.94%) was Very Satisfactory with a numerical rating of 85-89, and 13 or (10.16%) was Outstanding with a numerical rating of 90 and above. The mean rating of 83.33 was interpreted to have a “Satisfactory” academic performance.

For Araling Panlipunan, nobody obtained an academic performance below 75 or “Did not meet expectation”; there were 48 or (37.50%) whose academic performance was “Fairly Satisfactory” with a numerical rating of 75-79. The academic performance of 48 or (37.50%) was Satisfactory with a numerical rating of 80-84; 24 or (18.75%) was Very Satisfactory with a numerical rating of 85-89, and 8 or (6.25%) was Outstanding with a numerical rating of 90 and above. The mean rating of 81.30 was interpreted to have a “Satisfactory” academic performance.

It shows that the majority of the respondents obtained a grade of 80-84(Satisfactory) in each core subjects.

The table shows that out of one hundred twenty-eight (128) Non -4P’s respondent's sixty-one (61) of them have 90- 100 (Outstanding) grades. It can be observed from the results that non-4P’s respondents are academically high in Filipino and Science subjects among the five core subjects.

Table 7: Academic Performance of the Non-4P's Respondents in Five Core Subjects in the First Grading Period

N=128						
First Grading	Did Not Meet Expectations	Fairly Satisfactory	Satisfactory	Very Satisfactory	Outstanding	Mean and Total %
	Below	75-79	80-84	85-89	90 - 100	
	75					
Filipino	0	44	27	32	25	83.16 Satisfactory
%	0	34.38	21.09	25.00	19.53	100
English	0	63	30	28	7	80.70 Satisfactory
%	0.00	49.22	23.44	21.88	5.47	100
Math	0	43	46	31	8	81.80 Satisfactory
%	0.00	33.59	35.94	24.22	6.25	100
Science	0	27	42	46	13	83.33 Satisfactory
%	0	21.09	32.81	35.94	10.16	100
A.P.	0	48	48	24	8	81.30 Satisfactory
%	0	37.50	37.50	18.75	6.25	100

3.4 Significant Difference between the Academic Performances of Pantawid Pamilyang Pilipino Program and Non-4P's Beneficiaries using the first grading grade in five core subjects

Table 8 shows the computed t-values to test if there is a significant difference between the academic performances (using the First grading Grade) of the non-4P's and 4P's respondents across the five subjects: Filipino, English, Mathematics, Science and Araling Panlipunan. It is reflected that there is a significant difference between

the academic performances of the two groups of respondents in English and Science with computed t-values of 3.557 and 5.741. These computed values are significant at 0.05 level, thus the null hypothesis is rejected. It can be noticed that non-4P's respondents performed relatively better than the 4P's beneficiaries in these two subjects. However, the null hypothesis is accepted in three subjects, namely Filipino, Mathematics and Araling Panlipunan with computed t-values of 1.188, -1.233 and -0.875.

Table 8: Independent t-Test for the Comparison of Academic Performance of non-4P's and 4P's Beneficiaries

Subject	μ_A	μ_B	Computed t-value	P-value	Decision (df = 165, $\alpha = 5%$ and Critical Value of ± 1.645)	Interpretation
Filipino	83.16	82.87	+ 1.188	0.331	Accept Ho	No Significant Difference
English	80.70	79.78	+ 3.557	0.024	Reject Ho	With Significant Difference
Mathematics	81.80	82.12	- 1.233	0.257	Accept Ho	No Significant Difference
Science	83.33	82.18	+ 5.741	0.000	Reject Ho	With Significant Difference
Araling Panlipunan	81.30	81.36	- 0.875	0.747	Accept Ho	No Significant Difference

3.5 The implication of the Findings to Improve the Academic Performance of the Students

The findings of the study could help improve the academic performance among 4P's beneficiaries and non-4P's students. It could also help teachers to select suitable means to enhance, improve or innovate their teaching styles aligned to the learning needs of the students whether they are 4P's and non-4P's. This study also serves as a guide for keeping children in school to pursue their education continuously that leads to increase in school attendance and improved academic performance among 4P's beneficiaries and non-4P's students.

4. Summary, Conclusion and Recommendation

This chapter presents the summary of the investigations conducted, the conclusions arrived at and the recommendations offered by the researcher.

Summary

The study aimed to analyze the academic performance among Pantawid Pamilyang Pilipino Program and non-4P's beneficiaries of Pamibian Integrated School, Candelaria, Zambales during the first quarter of the school year 2018 – 2019 in five core subjects.

Specifically, this study sought to find answers to the following questions:

1. What is the demographic profile of the respondents with regards to:
 - 1.1 Age;
 - 1.2 Gender; and
 - 1.3 Monthly income of parents?
2. What is the academic performance of the Pantawid Pamilyang Pilipino Program (4P's) beneficiaries during their first grading period in the school year 2018-2019 of the following Core subjects:
 - 2.1 Filipino;
 - 2.2 English;
 - 2.3 Mathematics;
 - 2.4 Science; and
 - 2.5 Araling Panlipunan?
3. What is the academic performance of non – 4P's beneficiaries during their first grading period in the school year 2018-2019 of the following Core subjects:
 - 3.1 Filipino;
 - 3.2 English;
 - 3.3 Mathematics;
 - 3.4 Science; and

3.5 Araling Panlipunan?

4. Is there a significant difference between the academic performances of the Pantawid Pamilyang Pilipino Program and non-4P's beneficiaries using first grading grade in five core subjects?
5. What implication can be drawn on the finding of the study to improve the academic performance of the students?

This study focused on providing surveys to the 4P's beneficiaries and non-4P's students specifically their profile and academic performance. The descriptive method of research was used in this study. The main instrument used in gathering the needed data was the survey questionnaire and collecting the needed grades in five core subjects. The statistical tools used in the treatment of data were: 1) percentage 2) weighted means and 3) t-test for independent samples. The study made use of thirty-nine (39) Pantawid Pamilyang Pilipino Program beneficiaries and one hundred twenty-eight (128) non-4P's grade eight students from Pamibian Integrated School, Candelaria, Zambales.

Summary of Findings

The following were the significant findings of the study:

1. Profile of 4P's Beneficiaries and Non-4P's Students of Pamibian Integrated School: There are 17 or 43.59 % of the respondents for 4P's beneficiaries are in the age of fourteen (14) while there are 51 or 39.84% of the respondents for non-4P's students are in the age of thirteen (13). The average age for 4P's is 13.81 while for non-4P's is 13.61. Majority of 4P's respondents are female in the other hand, out of one hundred twenty-eight (128) non-4P's respondents majority of them are male. The parents of both groups receive a monthly income of P 10, 000 and below.

2. Academic Performance of Pantawid Pamilyang Pilipino Program (4P's) Beneficiaries During their First Grading Period: The majority of the respondents obtained a mean rating of 80-84 (Satisfactory) in each core subjects. It also shows that 4P's respondents exceptionally good in Filipino subject among the five core subjects.

3. Academic Performance of Non-4P's Students during their First Grading Period: Majority of the respondents obtained a grade of 80-84 (Satisfactory) in each core subjects. Out of one hundred twenty-eight (128) Non-4P's respondents sixty-one (61) of them have 90- 100 (Outstanding) grades. It can be observed from the results that non-4P's respondents are academically high in Filipino and Science subjects among the five core subjects.

4. Significant Difference between the Academic Performances of Pantawid Pamilyang Pilipino Program and Non-4P's Beneficiaries: The significant difference was noted between the academic performances of the two groups of respondents in English and Science with computed t-values of 3.557 and 5.741. These computed values are significant at 0.05 level, thus the null hypothesis is rejected. It can be noticed that non-4P's respondents performed relatively better than the 4P's beneficiaries in these two subjects. However, the null hypothesis is accepted in three subjects, namely Filipino, Mathematics and Araling Panlipunan with computed t-values of 1.188, -1.233 and -0.875.

5. The implication of the Findings to Improve the Academic Performance of the Students: The findings of the study could help improve the academic performance among 4P's beneficiaries and non-4P's students. It could also help teachers to select suitable means to enhance, improve or innovate their teaching styles aligned to the learning needs of the students whether they are 4P's and non-4P's. This study also serves as a guide for keeping children in school to pursue their education continuously that leads to an increase in school attendance and improved academic performance among 4P's beneficiaries and non-4P's students. This study is to motivate institutions and persons concerned to find ways to support the students, especially the underprivileged yet deserving students.

Conclusions

Based on the summary of findings on the investigations conducted, the researcher has concluded that:

1. Most of the respondents were in the average age of thirteen and fourteen. Majority of 4P's respondents are female while most of the non-4P's respondents are male. Parent income of 4P's respondents and non-4P's respondents falls mostly in Php. 10, 000.00 and below.
2. The academic performance of Pantawid Pamilyang Pilipino Program beneficiaries was rated "satisfactory" in all five core subjects.
3. The academic performance of non-4P's respondents were rated "satisfactory" in all five core subjects.
4. There is a significant difference between the academic performances of the two groups of respondents in English and Science subjects. On the other hand, there is no significant difference noted in the three core subjects namely: Filipino, Mathematics and Araling Panlipunan.
5. The improvement plan is needed to sustain and enhance the academic performance of the Pantawid Pamilyang Pilipino Program beneficiaries.

Recommendations

In consideration with the findings and the conclusions derived from the study on the analysis of academic performance among Pantawid Pamilyang Pilipino Program (4P's) and non-4P's beneficiaries, the researcher made the following recommendations:

1. Coordination with the government and non-government associations to direct training and courses focusing on business programs and dependable parenthood with the incorporation of family planning strategies both upheld by the Church and the Government. Projects ought to be created to help the community in sourcing out backers and finding for study grants and money-related help to poor yet deserving students.
2. Many students struggle to learn mathematics, science and have a low proficiency in English (Cross & Donovan, 2002) ^[6] that may result to low academic performance in core subjects. Sufficient intervention measures like remedial classes should be given to students to improve their academic performance in core subjects.
3. Students should be regularly motivated and encouraged to perform at their best possible to develop their knowledge and to improve their academic performance especially in five core subjects.
4. Develop an improvement plan that targets the

weaknesses of students academically.

5. To conduct a follow-up study with in-depth and wider in scope so as to validate the findings obtained in the study.

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