

---

**| RESEARCH ARTICLE**

**The Academic Performance of Pantawid Pamilyang Pilipino Program (4Ps) Elementary Children of Zumarraga, Samar**

**MA. RONA MAE ABALOS MALINAO**

*Teacher III, San Isidro Elementary School, Samar Division, Department of Education, Philippines*

**Corresponding Author:** MA. RONA MAE ABALOS MALINAO, **E-mail:** [maeabalosmln@gmail.com](mailto:maeabalosmln@gmail.com)

---

**| ABSTRACT**

This study explores the relationship between the academic performance of elementary students and their parents' affiliation with the Pantawid Pamilyang Pilipino Program (4Ps) in Zumarraga, Samar. Specifically, it examines how students' demographic profiles—including age, sex, family size, income level, and parents' educational attainment—correlate with their academic achievement. The study involved quantitative analysis of student respondents, most of whom were 11 years old, female, from large families, with low-income backgrounds, and with parents who were members of 4Ps. Findings indicate that while a majority of 4Ps-affiliated students achieved satisfactory academic performance, non-4Ps students generally performed better. Statistical analysis confirmed a significant correlation between students' profiles and academic outcomes, and a notable difference in performance between 4Ps and non-4Ps children. Additionally, minimal cash grants under 4Ps were identified as a frequently encountered problem affecting students. In conclusion, the study underscores the need for stronger collaboration among schools, parents, and government institutions to enhance the academic outcomes of 4Ps beneficiaries. It recommends policy enhancements, capacity-building programs for teachers and parents, and increased financial support aligned with students' actual educational needs.

**| KEYWORDS**

Pantawid Pamilyang Pilipino Program (4Ps), Academic Performance, Elementary Children

**| ARTICLE INFORMATION**

**ACCEPTED:** 01 June 2025

**PUBLISHED:** 15 June 2025

**DOI:** 10.32996/jlds.2025.5.2.5

---

**Chapter 1**

**THE PROBLEM AND ITS SETTING**

**Introduction**

Filipinos have deep regard when it comes to education (Philippine EFA 2015). But the right to education here in the Philippines has been hindered by poverty. People are preoccupied with meeting their basic requirements, which makes it difficult for them to concentrate on ways to make their lives and the lives of others in our country better. Filipino families are deprived from their basic needs. As a result, our nation's future growth is hampered. The significance of it needs to be contemplated by those who are concerned in order for them to offer and contribute a solution to the precarious component of survival.

Being a third-world country, numerous strategies were used to maintain compliance with the Millennium Development Goals. One of the most popular measures adopted by the country is the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) in year 2007. 4P's is a conditional cash transfer (CCT) program patterned after the success of the different CCTs in Latin American Countries. Its aim is to eradicate extreme poverty in the Philippines by investing in health and education particularly to children from 0-18 years old (Montilla, Delavin, Villanueva JR., & Turco, 2015).

It is the goal of the Pantawid Pamilyang Pilipino Program (4Ps) to help poor families improve their health, nutrition and education for children aged 0-14 by providing incentives for poor families to invest in their future by ensuring that mothers and children can access free healthcare and free education for their children. As such, it is a program for the improvement of human development that makes investments in the wellbeing and education of children. It aims to provide monetary aid to poor beneficiaries with the hope that these investments in human capital would lessen the great financial divide among the haves and the have knots (Fernandez, L., & Olfindo, R., 2011).

In light of the fact that its beneficiaries are able and motivated to attend classes due to having access to enough school materials, satiating meals, parasite-free stomachs, and involved and supporting parents, the 4Ps has a substantial impact on students' education.

The household population of Zumarraga in the 2015 Census was 16,288 broken down into 3,302 households. The Department of Social Welfare and Development (DSWD) in the Municipality of Zumarraga has listed 1,417 household beneficiaries with 2,852 educational cash grant student-beneficiaries as of December 2017. The cash transfer that the beneficiaries receive is subject to several requirements imposed by authorities. Based on DSWD (2009), the requirements of 4Ps include school attendance and health center visits for children, and parents' participation in Family Development Sessions (FDS).

Academic Performance of every student is vital and it is measured by a grade earned in the course. The means to enhance education and better academic performance in institutions are good teachers, good study environment, course of study, parents' cooperation, high quality books and, the most important, the study habits (Sullivan, 2001)

Continuous assessment is important for assisting teachers to understand the problems affecting the art of teaching, learning and evaluation (Ogar, 2007). 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. Moreover, students' academic performance is an important determinant of their educational success and progression (Ansong, Eisensmith, Okumu, A., & Chowa, 2016). Essentially, a bad student's academic performance is detrimental not only to the student but also to society as a whole and to the future of the country. Therefore, it is important to study the academic performance of students.

The researcher considered it worthwhile to study the academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries because this would help to assess the current conditions of students in the public school particularly in Zumarraga, a fifth class island municipality composed of 25 coastal barangays in the Province of Samar.

### **Statement of the Problem**

This study aimed to assess the academic performance of Zumarraga, Samar during school year 2017-2018.

Specifically, the study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:
  - 1.1 age and sex;
  - 1.2 family size;
  - 1.3 parents' educational attainment;
  - 1.4 parents' average monthly income;
  - 1.5 parents' affiliation with the 4Ps program; and
  - 1.6 number of children under the 4Ps program?
2. What is the academic performance of elementary children enrolled in grade 6?
3. Is there a significant relationship between 4Ps elementary children's profile variates and academic performance?
4. What are the problems encountered by 4Ps beneficiaries that affects the academic performance of elementary education?

### **Hypothesis**

Based on the specific questions posted in this study:

There is no significant relationship between 4Ps elementary profile variates and academic performance.

### **Theoretical Framework**

The study is supported by Walberg's Educational Productivity Theory as cited by Rugutt & Chemosit (2005) 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.

Wang et al.'s research review targeted student learning characteristics (i.e., social, behavioral, motivational, affective, cognitive, and metacognitive) as the set of variables with the most potential for modification that could, in turn, significantly and positively affect student outcomes as cited by DiPerna et al., (2002).

This study was anchored on Vroom's Expectancy 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 as similarly remarked by Stecher & Rosse (2007), and Gbollie & Keamu (2017). Gbollie and Keamu (2017) also concluded that 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.

In Brameld's (2000) Theory of Social Reconstructionism, he believes that students are critical element in bringing about social change. Children should 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.

### **Conceptual Framework**

Figure 1 shows the conceptual framework of the study illustrating, among other things, the research environment, the respondents of the study and the major variables that was involved in the study.

The box at the base of the paradigm reflects the research variables and environment which are the elementary children of Zumarraga, Samar for school year 2017-2018.

The upper boxes enclosed by a bigger frame represent the major variables considered in the study. The box at the left portion shows the profile variates of the pupil-respondents such as age, sex, family size, parents' educational attainment, parents' average monthly income and parents' affiliation with the 4Ps program with intervening variable which is the problems encountered by 4P's beneficiaries. The other box at the right represents the academic performance of student-respondents. An arrow, from the left box pointing to the right box, denotes the influence of the academic performance to the 4P's beneficiaries.

This big frame enclosing the variables is connected to an upper box representing the results and findings of the study. This same box is connected by

a broken arrow to the base of the schema indicating the feedback mechanism where the results of the study will be disseminated to the community.

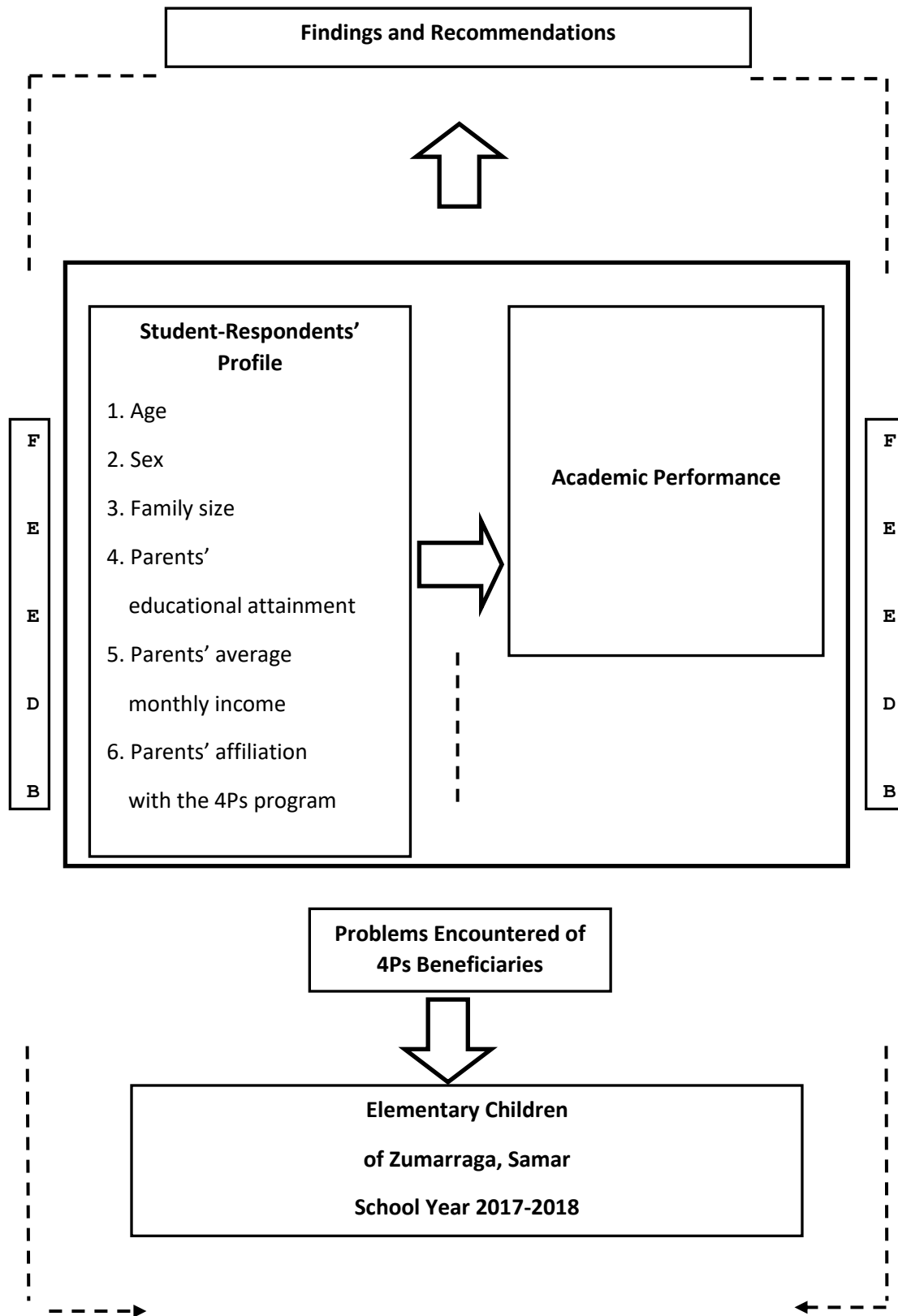


Figure 1. Conceptual Framework of the Study

### **Significance of the Study**

The researcher believes that since the program is considered as the primary anti-poverty reduction program of the country, this study is very significant and timely on its implementation. Specifically, this study aimed to bring contribution to the following:

**Department of Social Welfare and Development.** The researcher believes that the result of this study will be of great importance to the department since they are the ones monitoring the 4Ps program. May this study serve as the basis in the modification of the conditions in giving cash grants. Condition must not only focus on the attendance of the pupils all throughout the school year but rather, the performance of the pupils in school. The department should implement a maintaining grade for pupils under the program, so that parents will have a hands-on monitoring on the performance of their children in school. And with that as the basis, pupils will do well in school.

**Community.** The findings of this study may help the community address issues on poverty reduction as well as come up with means to further assist those who are in need.

**Teachers.** Teachers may translate the information derived from the results of this study into effective planning and implementation of administration and management of their classes. The results of this study are also hoped to provide information to the different poverty alleviation programs the government has. Also, teachers may integrate the results of this study in the methodology and strategy they apply especially in handling 4Ps beneficiaries.

**Parents.** From this study, parents would be informed regarding the academic performance of their children and somehow would be encourage to give time and attention to their children's education like tutoring their children and assisting them in their assignments since they are 4Ps recipients.

**Students.** May the result of this research helps the student in understanding that coming to school daily may be a guarantee that they will also have good academic performance. And may the result give them the overview of how the government is supporting their studies and that they must do their part by studying well.

**Future Researchers.** The findings of this study would serve as additional information for those interested in investigating deeply into other factors affecting the academic performance of pupils of 4Ps recipients.

### **Scope and Delimitation**

The study was designed to determine the effect of being 4Ps members of parents to the academic performance of their grade 6 elementary children in Zumarraga, Samar. This was conducted in selected public elementary schools in the Municipality of Zumarraga during the school year 2017-2018.

The researcher gathered information from 4Ps beneficiaries of the schools from the said municipality. It shall not include other children and parents.

### **Definition of Terms**

The following terms are defined conceptually and/or operationally for easy reference and understanding of the study.

**Academic Performance.** This refers to the outcome of education- the extent to which a student, teacher or institution has achieved their educational goals (Annie, Howard & Mildred, 2006). In this study, it means getting grades than most of the learners in a class.

**Pantawid Pamilyang Pilipino Program (4Ps).** It refers to the human development measure of the national government that provides conditional cash grants to the poorest of the poor, to improve the health, nutrition, and the education of children aged 0-18 (DSWD, 2007). The same definition is adopted in this study.

**Department of Social Welfare and Development (DSWD).** DSWD is the lead government agency of the 4Ps.

**Department of Education (DepEd).** DepEd is the lead government agency responsible for the education of students from elementary to high school. It also cooperates with DSWD in implementing 4Ps.

**Poverty.** It means about not having enough money to meet basic needs including food, clothing and shelter (Smelser and Baltes, 2001). In this study, it refers to the lack of money parents to support the schooling of their elementary grade children.

**CCT or Conditional Cash Transfer.** This is a program that transfer cash, generally to poor households, on the condition that those households make prespecified investments in the human capital of their children. Health and nutrition conditions generally require periodic check-ups, growth monitoring, and vaccinations for children less than 5 years of age; perinatal care for mothers and attendance by mothers at periodic health information talks. Education conditions usually include school enrolment, attendance on 80–85 percent of school days, and occasionally some measure of performance (Fiszbein et.al).

**4Ps Beneficiaries.** Refer to poor households with pregnant women and/or with children 0-18-year-old selected by the Department of Social Welfare and Development to be a part of the program through the National Household Targeting System for Poverty Reduction (NHTSPR).

**Alleviate.** It means to lessen, ease or improve something.

**Performance.** It means how something is done.

**Zumarraga.** It is the research locale of the study; a 5th class island municipality in the province of Samar.

## Chapter 2

### RELATED LITERATURE AND STUDIES

This chapter presents concepts and ideas regarding the research problem reviewed from different sources.

#### Related Literature

The Philippine government shows its serious effort to combat poverty through the continuing expansion of the Pantawid Pamilyang Pilipino Program (4Ps), the Philippines' version of the conditional cash transfer (CCT) program modeled by Latin American countries (DSWD, 2014). The 4Ps by far is the most comprehensive and also, controversial poverty reduction program of the Philippine government because of the huge amount of money the government is spending for this.

The basic common structure of CCTs refers to transferring monetary and non-monetary resources to the poor or poorest families who have school-aged children on the condition that they meet certain commitments aimed at improving their capacities (Cecchini and Madariaga, 2011). The first CCT program was launched in the 1990s in Brazil and Mexico. The main purpose was to provide cash transfers to families living in extreme poverty in exchange for commitments in education and healthcare. Since then the CCT scheme has spread in many other countries including the Philippines.

The Philippines' version of the CCT, the 4Ps, is patterned after the basic CCT structure. In the DSWD brief of the 4Ps, it indicated that the Pantawid Pamilyang Pilipino Program (4Ps) is a poverty reduction and social development strategy of the National Government that provides conditional cash grants to extremely poor households to improve their health, nutrition and education particularly of children aged 0-14. It has dual objectives: (i) Social Assistance - to provide cash assistance to the poor to alleviate their immediate need (short term poverty alleviation); and (ii) Social Development - to break the intergenerational poverty cycle through investments in human capital. It helps to fulfill the country's commitment to meet the Millennium Development Goals, namely: (1) eradicate extreme poverty and hunger, (2) achieve universal primary education, (3) promote gender equality, (4) reduce child mortality, and (5) improve maternal health.

The eligible beneficiaries are selected by DSWD from the poorest municipalities based on the 2003 Small Area Estimates (SAE) of poverty incidence generated by the NSCB. Municipalities with poverty incidence higher than or equal to 50 percent are saturated – that is, all families are interviewed and assessed for eligibility. In municipalities where the poverty incidence is less than 50 percent, “pockets of poverty” are identified by the municipal social welfare and development officer and then families in these pockets are interviewed and assessed for eligibility. Families residing outside these pockets of poverty are excluded in the assessment anymore. This may lead to significant exclusion.

Eligible households have income that are equal to or below the provincial poverty line, have children 0 to 14 years old and/or a pregnant woman at the time of assessment; and those who agree to meet the conditions of the program. To obtain the poorest households in the municipalities, the DSWD uses the National Household Targeting System for Poverty Reduction (NHTS-PR). The system employs Proxy Means Test Model to identify the poor families. The Proxy Means Test model was estimated using data from the 2006 Family Income and Expenditure Survey and the 2006 Labor Force Survey.

According to Cecchini and Madariaga (2011), Ecuador has covered 100 percent of its poor population; both Uruguay and Brazil, 84.6%; Mexico, 62.8%, and Colombia, 56.5%. These are the countries with the highest CCT coverage in terms of percent of poor population. With 2.3 million beneficiaries representing, the Philippines' CCT can be considered as one of the larger programs in the world.

In the long-run, the 4Ps' goal is to achieve improvements in human capital. The 4Ps is seen to have great potential in increasing educational attainment and improving nutrition and health outcomes based on the experience of other countries who have implemented the CCT. One of the problems in the educational system that the 4Ps is expected to impact is increasing dropout rates. The CCT programs in other countries have been successful in achieving higher enrolment rates.

A simple before-and-after comparison of the growth rate in school enrolment was done by Manasan (2011) for Set 1 areas of the 4Ps. The result provides some indication of the 4Ps' success in improving school attendance though this is yet to be confirmed using more rigorous analyses. The paper shows that the growth rate of enrolment in 2008-2010 is significantly higher for both public elementary and secondary levels than that during the pre-4Ps period. This was observed from Set 1 areas of the 4Ps outside of National Capital Region (NCR) and ARMM. Set 1 refers to the first phase of 4Ps expansion completed in end of 2008 covering 160 municipalities.

The rise in the enrolment growth rate is higher for elementary than for the secondary level. Gross enrolment rate also improved in the said areas. It is noteworthy that said education indicators improved for Set 1 areas in the ARMM both in elementary and secondary levels albeit, delayed for the elementary level. Meanwhile, improvements were not seen for Set 1 areas in NCR and this as Manasan (2011) mentioned needs further investigation.

In an overview of the 4Ps by Fernandez and Olfindo (2011), it was noted that this program was successfully rolled out to the poorest households. In particular, the DSWD and partner agencies had successfully implemented the pilot program and established the targeting system necessary for expansion. The authors also marked that the targeting system based on the PMT has produced good results as about 90 percent of the beneficiaries belong to the bottom 40 percent of the population and 72 percent belong to the poorest 20 percent.

They also presented anecdotal evidence that the net education enrolment rates of children in the targeted households have risen while the number of children who have availed of the health services has also increased. According to Fernandez and Olfindo (2011), an impact evaluation of the 4Ps was scheduled in 2011, the results of which are not yet released to the public as of publication time of this paper. They noted key challenges in the implementation of the 4Ps. Due to the complexity of the administrative processes involved in implementing a CCT program, the DSWD faced challenges in terms of available resources for the program such as personnel, equipment, and financial resources. These challenges were exacerbated by the rapid scaling up of the program which happened when the systems were still being developed.

The study likewise noted that the rigid institutional structure and weak procurement system were constraints in the expansion of the program's human and capital resources. For instance, the staffing for the national PMO was only 69 percent of the positions needed by end of 2010 and that for the regional PMO, only 74 percent of the approved positions.

Delay in implementation was also caused by weak procurement system of the DSWD which hampered the necessary IT systems in the regions. Moreover, key challenges involved the supply-side preparedness of the target areas. Because the program has been scaled-up in a rapid pace, some municipalities with a high concentration of the poor with inadequate education and health facilities have been included in the program. Spot check surveys conducted by the AusAID and World Bank found poor state of day care centers and school infrastructure; and lack of teachers in the schools of children of beneficiaries. This lack of facilities has a major implication for beneficiary compliance with conditionalities.

Since its inception, the 4Ps has been the subject of many praises and criticisms. It has been hailed as a program to help fulfill the country's commitment to meet five of the eight Millennium Development Goals, namely: (1) eradicate extreme poverty and hunger, (2) achieve universal primary education, (3) promote gender equality, (4) reduce child mortality, and (5) improve maternal health. On the other hand, some have questioned whether this is the most effective and sustainable way of reducing poverty.

One of the main issues being raised concerns targeting, or selection of beneficiaries. Various reports on the status of the 4Ps focus on its poor targeting as the DSWD delists many of its target beneficiaries. In fact, as of November 2011, there were already 171,947 households or 7.5% of total 2.3 million household beneficiaries the program has served so far who were delisted from the program. The delisted households included those who were found to be nonpoor or those with stable income sources and those who did not comply with the program's conditions (COA Report, n.d.).

A study done by Fernandez and Olfindo (2011) using the 2009 FIES reveals that 72 percent of the beneficiaries in 2009 below to the bottom 20 percent of the families. Official estimate of poverty incidence for the same year is 20.9 percent. Thus, about 73 percent of the beneficiaries can be classified as poor. For every 100 beneficiaries, 73 are poor and 27 are non-poor. This suggests the need to fine-tune the program's targeting scheme prior to further expansion.

The Pantawid Pamilyang Pilipino Program gives Php 300/month as support for the education of pupils from 3-4 years, thus as a condition, a child enrolled in elementary school must maintain class attendance rate at least 85% per month and as expected by schools they can pay their contribution and provide school requirements such as projects, school supplies, allowance, etc. (Maligalig, 2008). Findings show that pupils responded excellently that they are able to attend classes everyday with the average rating of 4.37, and motivated to go to school every day because of 4P's. The study also revealed that pupils of D.R.C.E.S. responded excellently with an average rating of 4.69 that their parents/guardian are able to pay their school contributions and 4.74 weighted average shows a excellently response of pupils that their parents/guardian are able to provide their school requirements (projects, school supplies, allowance, etc.).

With the support of the government, parent involvement in education has included home-based activities (such as homework, encouraging children to read, and promoting school attendance) and school-based (such as attending PTA meetings, parent-teacher conferences, concerts and other school events, helping to raise money for various school-improvement projects, and voluntary at school during the day). Thus, study shows that 4Ps beneficiary pupils are excellently benefited by the program with an average weighted mean of 4.56. (Dela Torre, 2014).

In the Philippines, just like other countries, the right to education has been hindered by poverty. Poverty has been one of the major problems and societal concerns in the country. As defined by Crossman (2014), poverty is a condition in which people lack the basic things in order to survive such as food, shelter, water, clothes and education. In a report by the Philippine Statistics Authority (PSA) in 2014, it is said that Philippines' poverty rate eased to 24.9% in the first half of 2013 from 27.9% of the same period in 2012.

Despite this good news, Filipinos continue to suffer from the effects of poverty in the country (Philippine Statistics Authority, 2014). Sad to note, 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).

Barrientos (2009) described the Pantawid Pamilyang Pilipino Program (4Ps) as a conditional cash transfer (CCT) program that transfers cash to beneficiary families if they follow its conditionalities. Just like other CCT programs, 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 conditionalities 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.

Velarde and Fernandez (2011) 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. Considering these aforementioned points, this study was undertaken to assess the strengths, weaknesses, opportunities and threats (SWOT) of the Pantawid Pamilyang Pilipino Program (4Ps) from the viewpoint of its beneficiaries and to recognize the changes it brings forth to education.

### **Related Studies**

The following are relevant studies reviewed by the researcher.

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.

Further, 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, 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.

With this as the ground, the government initiated the so called Pantawid Pamilyang Pilipino Program or 4Ps in which one of the aims is to achieve universal primary education. As stated in the Explanatory Note of Sen. Miriam Defensor Santiago on the Constitution, Article 2, Section 9, of Fifteenth Congress of the Republic of the Philippines, first Regular Session, Senate S. No. 92, The Pantawid Pamilyang Pilipino Program (4Ps) is more than a welfare program; it addresses structural inequities in society and promotes human capital development of the poor, thus, breaking the intergenerational cycle of poverty. The conditions attached to the grants require parents to undergo trainings on responsible parenthood, have their children undergo health check-ups and ensure school attendance. The program ensures that there is sufficient resource for the health, nutrition and education of children aged 0-14 year old.

In addition to the note of Sen. Santiago, an initial study on the pilot areas of the program shows promising results. In Esperanza and Sibagat, Agusan del Sur for example, two of the pilot areas of the 4Ps elementary school enrollment has increased



by fifteen percent (15%). Children covered by 4Ps have higher attendance compared to the general population of children in school. Given the far reaching effects of this program in empowering the poor to cross over from their lives of poverty to a better future, there is a need to ensure the sustainability of this Program from one administration to another. The passage of this bill is earnestly sought.

Furthermore, because of the success of the study, it was realized that the program has helped children in their studies, thus they implement the Pantawid Pamilyang Pilipino Program last 2008. As stated again from the above Explanatory Note of Sen. Miriam Defensor Santiago, the Pantawid Pamilyang Pilipino Program (4Ps) shall refer to the national poverty reduction strategy that provides conditional cash transfer to extremely poor households to improve their health, nutrition and education particularly of children aged 0-15. The program has strict compliance when it comes to the school attendance of the students who are beneficiaries because it is their basis in giving the cash transfer. It is therefore expected for the beneficiaries to attend school regularly or at least 85% of the school days. There are studies that shows how the 4Ps program affects the school attendance and the performance of the student.

A study was conducted by Montilla, Delavin, Villanueva JR., & Turco (2015) entitled "Pantawid Pamilyang Pilipino Program (4Ps): Assistance to Pupils Education" in Diogenes R. Cabarles Elementary School and the finding was that 4Ps has significant impact on pupils' education based on its beneficiary conditionalities, is able and motivated to attend classes because of adequate school supplies, satisfied meals, parasitic free stomach and supportive and active parents.

Another study conducted by dela Torre (2016) entitled "Financing Education through the Pantawid Pamilyang Pilipino Program (4Ps)", revealed that 4Ps contributed greatly to the school's performance indicators. This study also raised the awareness of the school personnel and the recipients of the program's strengths, weaknesses, opportunities and threats. Furthermore, the study concludes that 4Ps certainly helped its recipients and the school with 4Ps enrollees. It is therefore recommended that the program be continued but improved to ensure the attainment of its objectives.

As cited by Reyes and Tabunga (2012), in the long-run, the 4Ps' goal is to achieve improvements in human capital. The 4Ps is seen to have great potential in increasing educational attainment and improving nutrition and health outcomes based on the experience of other countries who have implemented the CCT. One of the problems in the educational system that the 4Ps is expected to impact is increasing dropout rates. The CCT programs in other countries have been successful in achieving higher enrolment rates.

And this program does not only achieve higher enrolment and attendance but also produces students who have good academic performance. A study was conducted by Agbon et.al (2013) in Cebu City, and according to one of the respondents, "Every year in Tejero, we have a recognition day for children who are beneficiaries of the 4Ps. In the past, they have not been part of the honors' list because they did not have the resources to buy materials for their experiments and other school requirements. From just being part of the regular class, they are now in the science class. We have the recognition day to remind everyone that these children are beneficiaries of the 4Ps."

On the other side, a report about conditional cash transfer was conducted by Fiszbein (2009), that a number of education programs have been shown to increase school enrollment (in some cases dramatically so) without improvements in learning outcomes. The result of the evaluations conducted present particular challenges for CCTs. The results from these evaluations present particular challenges for CCTs. Conditional cash transfers frequently are targeted geographically. Because they work in especially poor areas, the quality of the supply of education (and health) services is low. In addition, CCTs use proxy means to identify poor households. The evaluations discussed above generally suggest that raising the achievement of these disadvantaged students is particularly difficult— even when they have been brought into school.

In light of all of the legal precedents and research on how the Pantawid Pamilyang Pilipino Program influences beneficiary school attendance, enrolment, and educational achievement, this study wished to know if the program has also enhanced the academic performance of beneficiary students.

The preceding literature and studies guided the study as to its organization, scope, focus, limitations and research design.

## Chapter 3

### METHODOLOGY

This chapter discusses the methodology employed by the researcher in this study. Among the items that are discussed in detail are research design, instrumentation and its validation, sampling procedure, data gathering procedure and the statistical treatment of data.

#### **Research Design**

This study employed descriptive correlational research design. Descriptive research design since the study aimed at determining the profile variates of student-respondents such as age, sex, family size, parents' educational attainment, parents' average monthly income, parents' affiliation with the 4Ps program, and academic performance. It is also correlational since the academic performance of student-respondents was correlated with their profile variates.

Descriptive and inferential statistical tools were used in the analysis of data such as frequency count, percentage, mean, t-test for independent samples, Pearson Product Moment Correlation, and Fisher's t-test.

#### **Instrumentation**

As mentioned earlier, this study used the questionnaire as the main data gathering instrument.

**Questionnaire.** The self-formulated survey questionnaire was used, which was composed of three (3) parts; Part I-Survey questionnaire on the Profile of the recipients and beneficiaries, Part II is the questionnaire about the academic performance of respondents which they indicated their average grades for the previous three (3) school years, Part III is the questionnaire about the problems encountered of 4Ps beneficiaries where they ranked the indicated problems from 1-8.

**Form 137 (Learner's Permanent Record).** The researcher used the Form 137 as the basis of the identification of the academic performance of the 4Ps student-recipients since it contains the learner's profile and the historical academic and co-curricular records.

#### **Validation of the Instrument**

The researcher drafted the questionnaire and submitted the same to the adviser for comments and suggestions. The modified questionnaire based on the adviser's comment and suggestions have underwent face and content validation during the pre-oral defense, evaluation by experts, peers, and by pilot try-out.

#### **Sampling Procedure**

The respondents of this study were the elementary children of Zumarraga, Samar. The researchers used stratified random sampling and Slovin's formula to determine the number of respondents in different selected 4Ps beneficiaries of elementary school in Zumarraga, Samar. One hundred forty-four (144) 4Ps recipients and beneficiaries were involved in this research.

#### **Data Gathering Procedure**

Preliminary data gathering was conducted. The DSWD 4Ps Municipal Link was tapped in acquiring information about 4Ps implementation in Zumarraga. The researcher conducted Focused Group Discussion (FGD) among 4Ps household parents to identify the problems they have encountered being affiliated with the program.

After drafting the questionnaire, it was submitted to the researcher's adviser for comment and suggestions. It also underwent face and content validity evaluation by experts, peers, and by pilot try-out.

The researcher obtained permission from the school heads of the five (5) elementary schools in Zumarraga, Samar: Zumarraga Central Elementary School, Botaera Elementary School, San Isidro Elementary School, Tinaugan Elementary School, and Bioso Elementary School. Following that, the researcher was given permission to distribute the questionnaires to the students in their various classrooms. The Part 3 questionnaire was administered with the assistance of teacher advisers since average grades of respondents for previous three (3) school years are required. Participants were told that their responses would be kept strictly confidential and that their participation in the study was entirely voluntary. After the participants had completed the questionnaires accurately, they were collected. A total of 144 questionnaires were distributed to participants, with 144 returned.

After retrieval, the data contained in the survey instruments was tabulated and feed to a computer for machine processing using Microsoft Excel.

#### **Statistical Treatment of Data**

Once the data and information were gathered and obtained from the respondents, they were tallied, organized and analyzed. All inferential statistical tests were two tailed at 0.05 significance level.

**Frequency count and Percentage.** This was used to present the profile such age, sex, family size, parents' educational attainment, parents' average monthly income, parents' affiliation with the 4Ps program, and academic performance.

**Mean.** This was employed to calculate the averages where the measure is applicable like age and family income.

**T-test for independent samples.** This was used to compare the academic performance of pupil-respondents whose parents are 4Ps or non-4Ps members.

**Pearson Product Moment Correlation (Pearson r).** This was used to determine relationships between profile variates of pupil-respondents and academic performance.

**Fisher's t-test.** This was used to determine the significance of correlation after Pearson r analysis.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, data interpretation, analysis, discussions and implications of the present study. It comprehensively discusses and analyzes the data on the profile of the student-respondents, level of implementation of 4Ps program components as to parenting, health and education, the data on the academic performance of elementary children enrolled in grade six under 4Ps program, the significant relationship between respondents' profile variates and academic performance, the significant difference in the academic performance of children before and during 4Ps program, the problems encountered by the 4Ps program beneficiaries that affect the implementation policy that may be redirected towards the improvement of the academic performance of 4Ps elementary children.

#### The Profile of the Student-Respondents

The data collection procedures of this study started with the gathering of pertinent data about the demographic profile of the student-respondents in terms of age and sex, family size, parents' educational attainment, parents' average monthly income and parents' affiliation with 4Ps program. The data gathered on the respondents' profile were deemed vital and influential in the other significant variables of the study including students' academic performance, level of 4Ps implementation and problems encountered by 4Ps beneficiaries.

**Table 1**  
**Age of the Student-Respondents**

| Age (in years) | f            | Percent      |
|----------------|--------------|--------------|
| 16             | 1            | 0.7          |
| 15             | 1            | 0.7          |
| 14             | 2            | 1.4          |
| 13             | 13           | 9            |
| 12             | 64           | 44.4         |
| 11             | 63           | 43.8         |
| <b>Total</b>   | <b>144</b>   | <b>100.0</b> |
| <b>Mean</b>    | <b>11.73</b> | <b>-</b>     |
| <b>SD</b>      | <b>0.83</b>  | <b>-</b>     |

**Age.** It was shown in Table 1 that majority of the student-respondents were 11-12 years old with 88 percent.

These findings imply that age of the children has significant influence on their selection or qualification as beneficiaries of any supportive program or project advocated by the national government just like the 4Ps. Age is considered as one of the significant indicators of the level of needs either physical or academic needs of beneficiaries that are considered and addressed by these programs.

The findings of the present study affirm the results of another related study conducted by Rodolfo Barerra (2010) entitled "A Comparative Study of Academic Needs between 4Ps and Non-4Ps Student-Beneficiaries in Daet Elementary School" which also showed that majority of its respondents were intermediate pupils between the age of 11-12 years. It was revealed that majority of the respondents were 4Ps beneficiaries with a total of 53 percent. It was also indicated in the study that age is a significant aspect that defines students' qualification as beneficiaries of 4Ps.

**Table 2**  
**Sex of the Student-Respondents**

| <b>Sex</b>   | <b>f</b>   | <b>Percent</b> |
|--------------|------------|----------------|
| Male         | 84         | 58.3           |
| Female       | 60         | 41.7           |
| <b>Total</b> | <b>144</b> | <b>100.0</b>   |

**Sex.** As shown in Table 2, it was found that majority of the respondents were females with 58 percent while 42 percent were males. Therefore, it was revealed that most of the participants were female student-beneficiaries of 4Ps.

The results of this current research attest to the findings of another related study by Joseph Nieves (2015) entitled "A Survey of Student-Beneficiaries' Perceptions on the Quality of Services Offered by Pantawid Pamilyang Pilipino Program" which revealed that majority of its respondents were also female learners with a total of 48 percent. It was revealed in the study that majority of the respondents perceived and experienced that there was no discrimination, partiality or unequal treatment between male and female student-beneficiaries of this program.

**Table 3**  
**Family Size of the Student-Respondents**

| <b>Family Size</b> | <b>f</b>   | <b>Percent</b> |
|--------------------|------------|----------------|
| 11-13              | 8          | 5.6            |
| 8-10               | 43         | 29.9           |
| 5-7                | 80         | 55.6           |
| 2-4                | 13         | 9.0            |
| <b>Total</b>       | <b>144</b> | <b>100.0</b>   |
| <b>Mean</b>        | <b>7</b>   |                |
| <b>SD</b>          | <b>2</b>   |                |

**Family Size.** In Table 3 the profile of the respondents in terms of family size, was found that majority of the respondents belong to families with 5-7 children with a total of 55.6 percent.

These findings imply that family size indeed pose direct influence or impacts on the socio-economic conditions and status of families particularly those from the marginalized sectors of the community. Typically, beneficiaries of 4Ps program are identified as families or households who belong to the poverty line or circle in the country. These poverty-stricken families usually are found by survey and reports to have larger family size or higher number of children. Thus, these families are typically more vulnerable to poverty-related problems and financial adversities. These impel them to pursue 4Ps affiliation or membership as means to gain conditional cash grants for at least temporary or minimal alleviation for these financial scarcities.

These are attested by the findings of the school-based action research of Gina Monterial (2010) entitled "School-based Support Systems and Services for Poor Children Beneficiaries of 4Ps in Paracale Elementary School" which showed that majority of its respondents belong to large size families with a total of 49 percent. It was also revealed that large family size as experienced by the respondents themselves causes unequal distribution of needs and resources of families to the children and triggered other poverty-related problems like hunger and malnutrition of children.

**Table 4**  
**Educational Attainment of Student-Respondents' Father**

| <b>Educational Attainment of Father</b> | <b>f</b>   | <b>Percent</b> |
|---|------------|----------------|
| College graduate                        | 10         | 6.9            |
| College Level                           | 7          | 4.9            |
| High School graduate                    | 27         | 18.8           |
| High School level                       | 25         | 17.4           |
| Elementary graduate                     | 27         | 18.8           |
| Elementary Level                        | 48         | 33.3           |
| <b>Total</b>                            | <b>144</b> | <b>100.0</b>   |

**Educational Attainment of Father.** It was revealed in Table 4 that majority of the respondents have fathers who attained elementary level of education with a total of 33.3 percent.

These imply that parental illiteracy can be also linked with problems and hindrances linked with poverty. Parental illiteracy typically makes the family more vulnerable to financial scarcities, economic adversities and poverty-stricken conditions. Parents' incomplete or poor educational attainment or acquisition equals to limited employment and career opportunities that eventually leads to financial dilemmas experienced by the household.

These are corroborated by the findings of another past study conducted by Dennis Calueng (2012) entitled "Investigating Effectiveness Levels of Pantawid Pamilyang Pilipino Program as an Intervention to Poverty-Triggered Problems of Filipino Households" that also showed that majority of its respondents were also born from parents with incomplete or poor level of educational attainment. It was revealed that parents' insufficient educational attainment was the major cause of their failure to qualify in better occupations or employment.

**Table 5**  
**Educational Attainment of Student-Respondents' Mother**

| <b>Educational Attainment of Mother</b> | <b>f</b> | <b>Percent</b> |
|---|----------|----------------|
| Masteral Graduate                       | 1        | 0.7            |
| College graduate                        | 11       | 7.6            |
| College Level                           | 8        | 5.6            |

|                      |            |              |
|----------------------|------------|--------------|
| High School graduate | 30         | 20.8         |
| High School level    | 35         | 24.3         |
| Elementary graduate  | 35         | 24.3         |
| Elementary Level     | 22         | 15.3         |
| No Schooling         | 2          | 1.4          |
| <b>Total</b>         | <b>144</b> | <b>100.0</b> |

**Educational Attainment of Mother.** It was shown in Table 5 that majority of the respondents were of mothers who attained elementary graduate to high school education with a total of 48.6 percent.

These imply that parents' insufficient educational acquisition or background can be viewed as one of the concrete and typically factors causing family's exposure to poverty-related adversities. 4Ps parents typically belong to families or households in indigent and marginalized communities or population. These parents can be considered marginalized not only in the context of financial status but also in terms of educational aspects. It implies the reality that educational deprivation or educational marginalization of parents would cause limited economic opportunities for their families. These are affirmed by the results of the study conducted by Wilhelm Weshner (2016) entitled "Parental Illiteracy Equals Poverty: A Descriptive- Investigative Study" which revealed that most of its respondents were also poor parents who faced problems of unemployment and limited career opportunities and worst extreme poverty-related conditions due to illiteracy.

**Table 6**  
**Parent's Average Monthly Income of the Student-Respondents**

| <b>Parent's Average Monthly Income</b> | <b>f</b>        | <b>Percent</b> |
|--|-----------------|----------------|
| 17,000-20,999.00                       | 2               | 1.4            |
| 13,000.00-16,999.00                    | 1               | 0.7            |
| 9,000.00 - 12,999.00                   | 12              | 8.3            |
| 5,000.00-8,999.00                      | 57              | 39.6           |
| below Php5,000.00                      | 73              | 50.7           |
| <b>Total</b>                           | <b>144</b>      | <b>100.0</b>   |
| <b>Mean</b>                            | <b>5,083.33</b> |                |
| <b>SD</b>                              | <b>2,954.22</b> |                |

**Parents' Average Monthly Income.** It was shown in Table 6 that majority of the respondents belong to families with an average monthly income of below 5,000 pesos.

These findings imply that average monthly income can be viewed as one of the most concrete measures or indicators of family's level of socio-economic or financial status. The average monthly income of one household should be proportionate to the family size to establish the balance of resources and needs. However, this is typically not observable in families or households from poverty-stricken or marginalized sectors as the family's resources through the monthly income are most of the time insufficient and scarce to meet the needs of the household. This was attested by the results of the past study of Kesha Lenon (2014) entitled "The Level of Family's Financial Status as Indicators of Socio-Economic Needs, Demands, Expectations and

Conditions” which revealed that majority of the households who participated in the study have less than average monthly income, thus making them more prone to financial inadequacies.

**Table 7**  
**Academic Performance of the Student-Respondents According to**  
**4Ps Program Affiliation**

| Academic Performance (GWA) | Adjectival Performance | 4Ps Affiliation |         |        |         | Total |         |
|----------------------------|------------------------|-----------------|---------|--------|---------|-------|---------|
|                            |                        | Non Member      |         | Member |         |       |         |
|                            |                        | f               | Percent | f      | Percent | f     | Percent |
| Above 90                   | Advanced               | 3               | 2.1     | 5      | 3.5     | 8     | 5.6     |
| 85-89                      | Proficient             | 15              | 10.4    | 17     | 11.8    | 32    | 22.2    |
| 80-84                      | App. Proficient        | 19              | 13.2    | 56     | 38.9    | 75    | 52.1    |
| 75-79                      | Developing             | 4               | 2.8     | 25     | 17.4    | 29    | 20.1    |
| Total                      |                        | 41              | 28.5    | 103    | 71.5    | 144   | 100.0   |
| Mean                       |                        | 84.22           | -       | 81.96  | -       | 82.60 | -       |
| SD                         |                        | 3.7             | -       | 3.53   | -       | 3.71  | -       |

Table 7 indicates the data on the academic performance of the respondents whose parents are not affiliated in 4Ps, that 19 or 13.2 percent have obtained appropriately proficient level with 80-84 general academic grades. Out of 41 respondents, only 4 or 2.8 percent obtained developing level with 75-79 general academic grades.

These findings imply that non-membership of parents or households in anti-poverty programs of the government doesn't mean having a better socio-economic status in life compared to those families who are beneficiaries of such programs. There are several aspects or areas that could serve as real and concrete measures of the chains and cycles of poverty among household units in the community and society. These also imply that the academic performance of students either beneficiaries or non-beneficiaries of anti-poverty program depend would still be largely dependent on students' personal factors as study habits, learning motivation and educational commitment and not on the contributions or absence of contributions receive from anti-poverty programs.

These are supported by the findings of another locally conducted study of Vener Justinio (2016) entitled “A Critical Analysis of the Comparative Academic Performance Level between Children 4Ps Beneficiaries and Non-4Ps Beneficiaries in Batobalani Elementary School”, it was shown that most of its pupil-respondents were 4Ps beneficiaries with a total of 49 percent. However, it was found that there were more non-4Ps who attained better academic ratings within the school year 2016-2017 compared to the pupils who were 4Ps beneficiaries.

In addition, as gleaned in Table 8, it depicted that the academic performance of the respondents whose parents are affiliated in 4Ps, 56 or 38.9 percent have obtained appropriately proficient level general academic grades. Out of 103, 25 or 17.4 percent obtained developing level with 75-79 general academic grades.

These findings imply that the true and ultimate objective of 4Ps in selecting children or students as its beneficiaries is to help these learners improve their status especially in terms of academics or educational aspects. Therefore, in return, beneficiaries are expected to strive harder and pursue their studies better to credit and give justice on the benefits and contributions of 4Ps to the learners. The program is more than just the provision of conditional cash grants, but is profoundly after the educational empowerment and nutritional improvement of children. It is an in-depth anti-poverty program that aims to break the cycles of poverty by working on the educational contributions for children and youth who belong to marginalized sectors in the community.

In a related local study by Dino Asperas (2013) entitled "A Descriptive-Correlational Study of the Relationship between 4Ps and the Academic Performance of its Children-Beneficiaries in Vinzons District, Camarines Norte", it was found that majority of its pupil-respondents were also beneficiaries of 4Ps with a total of 58 percent. The results showed that most of its pupil-respondents attained satisfactory level of average ratings as a result of the collaborative guidance and monitoring of teachers and 4Ps parents with the schooling status and performance of the children-beneficiaries.

### **The Significant Relationship between Elementary Children's Profile Variates and Academic Performance**

The researcher also aimed to identify the factors that affect students' academic performance. These factors might include the children's profile as to age, sex, grade level, parents' educational attainment, parents' average monthly income and parents' 4Ps affiliation. Each of these aspects was viewed to have certain influence or impact on how well the children beneficiaries perform in the various learning areas.

**Table 8**  
**Relationship Between Student-Respondents' Academic Performance and**  
**Their Profile Variates**

| <b>Profile</b>     |                     | <b>Academic Performance</b> |
|--------------------|---------------------|-----------------------------|
| Age                | Pearson Correlation | -.021                       |
|                    | Sig. (2-tailed)     | .799                        |
| Sex                | Pearson Correlation | .100                        |
|                    | Sig. (2-tailed)     | .233                        |
| Family Size        | Pearson Correlation | -.088                       |
|                    | Sig. (2-tailed)     | .294                        |
| Income             | Pearson Correlation | <b>.344(**)</b>             |
|                    | Sig. (2-tailed)     | <b>.000</b>                 |
| Affiliation        | Pearson Correlation | <b>-.276(**)</b>            |
|                    | Sig. (2-tailed)     | <b>.001</b>                 |
| Father's Education | Chi-square          | <b>36.47(*)</b>             |
|                    | Exact (Sig.)        | <b>0.001</b>                |
| Mother's Education | Chi-square          | <b>42.07(*)</b>             |
|                    | Exact (Sig.)        | <b>0.004</b>                |

\* Correlation is significant at the 0.05 level (2-tailed).



Table 8 presents the significant relationship between elementary children's profile variates and academic performance. It was found that the correlation between elementary children's profile variates in terms of age, sex, family size, income, affiliation and parents' educational attainment and academic performance is significant at the 0.05 level. Therefore, it was found that there is a significant correlation between the respondents' profile and academic performance.

These findings imply that there are various and multiple aspects or factors that could pose impact or influence on children's academic performance and over-all educational status. Biological factors like for instance age and sex would be correlated with children level of cognitive abilities, skills and competencies. On the other hand, parents' education would have something to do with the intellectual and cognitive aspects that are affected by heredity or hereditary aspects. Meanwhile, aspects in relation to family size and income would explain the physical and material factors that influence children's education as these are determinants of children's access to basic needs, necessities and services to support their schooling.

These are attested by the results of the related study of Mary Ann de Dios (2016) entitled "Examining the Extent of Poverty Cycles in Rural Areas in Paracale and Its Impacts of Children's Educational Status" wherein it was found that problems on distance deprived the children in rural areas with easier and faster access to educational services compared to children in urban settlements. It was also concluded in the study that factors as family size, parental education, parental occupation or livelihood have direct contributions and influence on children's level of educational status and performance.

**The Significant Difference between the Academic Performance of Elementary Children According to their Parents' 4Ps Program Affiliation**

**Table 9**

**The Significant Difference between the Academic Performance of Elementary Children According to their Parents' 4Ps Program Affiliation**

| Parameter                    | 4Ps Affiliation |            |
|------------------------------|-----------------|------------|
|                              | Member          | Non-member |
| Mean                         | 81.96           | 84.22      |
| SD                           | 3.53            | 3.70       |
| N                            | 103             | 41         |
|                              |                 |            |
| difference (member - non)    | -2.258          |            |
| standard error of difference | 0.675           |            |
| z-value                      | -3.35*          |            |
| p-value (two-tailed)         | .0008           |            |

\*Difference is significant @ 0.05 level of Significance

Table 9 shows that there is a significant difference between the academic performance of learners with parents who are affiliated in 4Ps and children whose parents are not affiliated in 4Ps as attested by the computed significance value of 0.05, interpreted as significant. Therefore, it was found that there is a significant difference between the academic performance of elementary children based on their parents' 4Ps affiliation.

These imply that the Pantawid Pamilyang Pilipino Program or 4Ps is considered by many parents as a great support to provide for the educational needs of their children. This is especially true for parents who belong to poverty-stricken or most indigent households or families in the community. These poor parents typically shoulder the burden of limited or even scarce financial and economic resources to help sustain the schooling of their children. That is why when 4Ps started to be implemented, many parents found at least considerable form of alleviation for their financial adversities. However, parents are not actually the main beneficiaries of 4Ps but their children. The conditional cash grants offered by 4Ps are actually intended to provide and sustain children-beneficiaries' education as well as nutrition.

However, there is a question as to whether or not 4Ps affiliation of parents really helps improve children's educational status. This is to consider the several issues linked with this program including the inappropriate spending or utilization of the conditional cash grants by the parents. There are cases when parents are found to be involved in the misuse of the grants spending it on other unnecessary things instead of providing the schooling needs of their children. These are just some of the adverse issues and conflicts associated with this program, hence many are questioning the veracity if 4Ps affiliation of parents really leads to educational improvement of the children.

The study of Arlene Tumulac (2013) entitled "A Critical Investigation on the Reality behind the Effectiveness of Pantawid Pamilyang Pilipino Program," investigated the comparative difference in the academic performance between children whose parents have 4Ps affiliation compared to children whose parents are non-4Ps members. This study explored on how the children's academic performance are affected by factors like 4Ps affiliation of parents, financial status, quality of parenthood as well as educational attainment of parents. However, the researcher concluded that whether or not 4Ps affiliation or non-affiliation affects children's academic performance, what matters most is to give top priorities on the welfare, status and development of children especially in educational aspects.

#### **The Problems Encountered by the 4Ps Beneficiaries that Affect the Academic Performance of Elementary Children**

The academic performances of children who are selected as beneficiaries of 4Ps program are highly dependent on certain influential factors. These factors include the possible problems or challenges encountered by the beneficiaries in relation to the actual implementation of the 4Ps program itself. Likewise, these factors are considered to be associated with the experiences of the beneficiaries as to the contributions or effects of 4Ps.

**Table 10**

#### **The Problems Encountered by the 4Ps Beneficiaries that Affect the Academic Performance of Elementary Children**

| <b>Particular Problems</b>  | <b>f</b> | <b>Mean</b> | <b>Interpretation</b>       |
|---|----------|-------------|-----------------------------|
| Delay of release of cash-grant  | 712      | 4.94        | Most Frequently Encountered |
| The Cash grant is Minimal   | 642      | 4.45        | Frequently Encountered      |
| Pawning of cash card could not be avoided.  | 694      | 4.81        | Most Frequently Encountered |
| Poor understanding of conditions and provisions of 4Ps programs.                    | 699      | 4.85        | Most Frequently Encountered |
| Lack of money for transportation and food during the processing                     | 697      | 4.84        | Most Frequently Encountered |
| Lapses in implementation of 4PS particularly on selection procedure of beneficiary. | 542      | 3.76        | Moderately Encountered      |
| Lack of money for transportation and food during claiming of their money.           | 537      | 3.72        | Moderately Encountered      |
| Lack of facilitators and resource person from DSWD.                                 | 541      | 3.75        | Moderately Encountered      |

Legend:

4.50-5.00 -Most Frequently Encountered

3.50-4.49-Frequently Encountered

2.50-3.49-Moderately Encountered

0-1.49 -Seldom Encountered

1-Not Encountered

Table 10 indicates the data on the problems encountered by the 4Ps beneficiaries that affect the academic performance of elementary children. It was found that majority of the respondents' most frequently encountered problems in terms of minimal cash grants of 4Ps with the highest obtained mean of 4.75, interpreted as most frequently encountered.

These findings imply that it is largely and entirely dependent on parents, families or households on what measures, efforts and endeavor that they need to pursue in order to extricate themselves from poverty-related conditions. The contributions provided by anti-poverty programs of the government like 4Ps are great financial aids, but still this should not make them fully reliant on these grants. These conditional cash grants are just forms of aids or support for poverty-stricken households, but these are not implemented to make parents disregard other potential means and opportunities for financial and economic alleviation. These further imply that the government's implemented anti-poverty programs are supportive but should not be spoon-feeding in nature. Spoon-feeding in the sense that parents have to be entirely dependent on the grants offered by the program to sustain their household needs particularly in terms of their children's education.

## **Chapter 5**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter indicates the summary of the objectives and over-all contents of the study. It presents and discusses the formulated findings and conclusions of the study. This chapter also includes the recommendations in accordance with the cited findings and conclusions.

#### **Summary of Findings**

The following were the salient findings derived from the study.

1. Majority of the student-respondents were 11 years old with 44 percent, were females with 58 percent, belong to families with 8-10 children with a total of 30 percent, have fathers who attained elementary level of education with a total of 34 percent, were born of mothers who attained high school education with a total of 25 percent, belong to families with an average monthly income of 5,000-7,000 pesos and have parents who were members of 4Ps with a total of 74.30 percent.

2. Majority of the respondents whose parents are affiliated to 4Ps have satisfactory level of academic performance with a total of 78 percent. But majority of the respondents whose parents were non-members of 4Ps have a better academic performance with a total of 37 percent.

3. It was found that the correlation between elementary children's profile variates in terms of age, sex, family size, income, affiliation and parents' educational attainment and academic performance is significant at the 0.05 level. 4.

There is a significant difference between the academic performance of learners with parents who are affiliated in 4Ps and children whose parents are not affiliated in 4Ps as attested by the computed significance value of 0.05, interpreted as significant.

5. It was found that majority of the respondents most frequently encountered problems in terms of minimal cash grants of 4Ps with the highest obtained mean of 4.75, interpreted as most frequently encountered.

#### **Conclusions**

Based on the aforementioned findings, the following conclusions were considered:

1. Most of the student-respondents were 11 years old, were females, belong to families with 8-10 children, have fathers who attained elementary level of education, were born of mothers who attained high school education, belong to families with an average monthly income of 5,000-7,000 pesos and have parents who were members of 4Ps.

2. Student-respondents whose parents were not affiliated with 4Ps program have better academic performance than students with parents who were 4Ps members.

3. There is a significant relationship between elementary children's profile variates in terms of age, sex, family size, income, affiliation and parents' educational attainment and academic performance.
4. The academic performance of children with parents affiliated in 4Ps significantly differs with the academic performance of children with non-4Ps parents.
5. Most of the student-respondents are affected by the problems regarding the minimal cash grants of 4Ps.

### **Recommendations**

Based on the findings of the study, the following recommendations are considered relevant in view of improving the Academic Performance of Elementary Children of Zumarraga, Samar:

1. Schools should formulate clearer and more specific policies and guidelines as to the monitoring of academic status and performance of children who are 4Ps beneficiaries. Regular school-based conferences with 4Ps parents need to be also initiated to keep these parents well-oriented about these policies and guidelines and to educate them further about the true essentiality of 4Ps program in relation to their children's education.
2. Both teachers and parents should undergo intensive trainings and orientation on how to effectively assist, aid, guide, monitor and support the children who are 4Ps beneficiaries in terms of schooling. This support system should be defined and extended on the context of 4Ps students' learning needs, academic performance, skills and competencies, study habits, learning motivation and educational status.
3. Teachers and parents need stronger collaboration and partnership in order to effectively monitor the academic performance and over-all educational status of children-beneficiaries of 4Ps. One way of attaining this is to conduct regular conference, communication and interaction between parents and teachers or class advisers especially in planning and discussing significant matters on children's academic performance.
4. Schools should conduct regular conferences for 4Ps parents to orient, inform and further educate them about the true objectives and purposes of 4Ps as well as to remind them about their significant parental roles and functions in providing for their children's education.
5. The national government, local government units and the Department of Education should collaborate well in terms of redefining policies, guidelines and standards of 4Ps specifically in terms of the amount of cash grants offered to its beneficiaries. It is high time to modify the policies on offering cash grants based on the beneficiaries' actual schooling needs and other necessities.

### **BIBLIOGRAPHY**

- [1] An ADB project document (n.d.). Retrieved December 10, 2017 from <http://www.adb.org/Documents/RRPs/PHI/43407/43407-01-phiea.pdf>
- [2] Annie, W., Howard, W.S. & Mildred, M. (1996) "Achievement and Ability Tests – Definition of the Domain", Educational Measurement 2, University Press of America, pp. 2-5
- [3] Azevedo, Viviane (2013) "Multidimensional Targeting: Identifying Beneficiaries of Conditional Cash Transfer Program". Miami State University.
- [4] Barrientos, A. (2009) Understanding Conditions in Income Transfer Programs', Global Social Policy Forum 9(2): 165-167.
- [5] Bedi, Juan (2013) "The Impact of a Cash Transfer Program on Cognitive Achievement: The Bono de Desarrollo Humano of Ecuador". University of Agder.
- [6] Bradshaw, T. (2006) Theories of Poverty and Anti-Poverty Programs in Community Development. Rural Poverty Research Center. Oregon State University.
- [7] Cecchini, S. and Madariaga, A. (2011) Conditional Cash Transfer Programmes: The Recent Experience in Latin America and the Caribbean. United Nations Economic Commission for Latin America and the Caribbean (ECLAC). Chile. United Nations
- [8] COA Report. (n.d.) Retrieved December 3, 2017 from <http://pantawid.dswd.gov.ph/index.php/news/279-dswd-clarifies-coa-report>
- [9] Dadap, Emma (2011) "The Politics of Conditional Cash Transfers of the Philippines". International Institute of Social Studies, Hague, Netherlands.
- [10] De los Reyes, C. (May 2011) CCT debt trap? Future of pro-poor deal a poser. Philippine Center for Investigative Journalism (PCIJ). Retrieved August 20, 2016 from <http://pcij.org/stories/cct-debt-trap-future-of-pro-poor-deal-a-poser/>
- [11] Dela Torre, O. (2014) Financing Education through the Pantawid Pamilyang Pilipino Program (4Ps). Balamban Elementary School Mahayag South District Division of Zamboanga del Sur, Region IX – Zamboanga Peninsula Republic of the Philippines
- [12] Department of Social Welfare and Development (2014) Pantawid Pamilyang Pilipino Program Briefer. Retrieved December 3, 2017 from <http://pantawid.dswd.gov.ph/images/stories/briefernew.pdf>
- [13] Department of Social Welfare and Development. December (2011) Pantawid Pamilya Registers 2.3 Millionth Household Beneficiary. DSWD Social Marketing Service. Available online at <http://www.dswd.gov.ph/index.php/component/content/article/1-latest-news/2461-pantawid-pamilya-registers-23-millionth-household-beneficiary> Retrieved December 3, 2017

- [14] DSWD (2014) The Pantawid Pamilyang Pilipino Program. Retrieved December 3, 2016 from <http://pantawid.dswd.gov.ph/index.php/about-us>
- [15] Durea, Suzanne (2013) "The Effect of Conditional Transfers on School Performance and Child Labor". University of Florida.
- [16] Fernandez, L. and Olfindo, R. (May 2011). Overview of the Philippines Conditional Cash Transfer Program: The Pantawid Pamilyang Pilipino Program (Pantawid Pamilya). Philippine Social Protection Note. No. 2
- [17] Hanushek, Eric, and Ludger Woessmann (2008) "The Role of Cognitive Skills in Economic Development." *Journal of Economic Literature* 46(3), 45-50.
- [18] Hoddinott, J. and Bassett, L. (November 2008) Conditional Cash Transfer Programs and Nutrition in Latin America: Assessment of Impacts and Strategies for Improvement. Available online at <http://ssrn.com/abstract=1305326> Retrieved December 15, 2012.
- [19] Kassouf, Paul (2012) "The Impact of Conditional Cash Transfer Program on Enrolment, Grade Promotion and Drop-out Rates in Brazil". University of Minnesota.
- [20] Lindert, K. and Linder, A. (2007) The Nuts and Bolts of Brazil's Bolsa Familia Program: Implementing Conditional Cash Transfers in a Decentralized Context. Social Protection Discussion Paper No. 0709. The World Bank.
- [21] Maligalig, D. (2008) Measures for assessing basic education in the Philippines. PIDS Paper Series No. 2008-16. Makati City, Philippines: Philippine Institute for Development Studies.
- [22] Pantawid Pamilyang Pilipino Program (4Ps) (2007) Department of Social Welfare and Development. Retrieved December 4, 2016 from <http://www.gov.ph/programs/conditional-cash-transfer/>
- [23] Reyes, C. (2011) Dynamics of Poverty in the Philippines: Distinguishing the Chronic from the Transient Poor. New York: McGraw Hill, Inc..
- [24] Reyes, C. and Tabuga, R. (2014) Dynamics of Poverty in the Philippines: Distinguishing the Chronic from the Transient Poor. PIDS Discussion Paper 2011-31.
- [25] Smelser, N. and Baltes, P. (2011) International Encyclopaedia of the Social and Behavioural Sciences. Elsevier. Oxford Science Ltd.
- [26] Soares, S., R. Osorio, F.V. Soares, M. Medeiros, and E. Zepeda (2007) Conditional Cash Transfers in Brazil, Chile, and Mexico: Impacts upon Inequality. International Poverty Centre Working Paper No. 35.
- [27] Stampini, M. and Tornarolli, L. (2012) The Growth of Conditional Cash Transfers in Latin America and the Caribbean: Did They Go Too Far? IZA Policy Paper No. 49. Retrieved December 16, 2017 from <http://ftp.iza.org/pp49.pdf>
- [28] The Millennium Development Goals Report (2015) United Nations New York. Retrieved December 3, 2017 from [http://www.un.org/millenniumgoals/2015\\_MDG\\_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)