

Contributing Factors in Basic Education through 4Ps (Pantawid Pamilyang Pilipino Program) Implementation

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Abstract

This study intends to investigate the extent and contributing factors of Pantawid Pamilyang Pilipino Program (4Ps) implementation in Basic Education of Public Junior High School Students in Tandag City Division which was government-aided beneficiaries. This research study was evaluated through descriptive-survey and secondary data analysis. It covers the five Public Junior High Schools of Tandag City Division with 436 total numbers of respondents. The researcher made use of the universal and purposive sampling procedure. A researcher-made questionnaire was used in the study and at the same time adapted from the study of Dr. Analiza G. Doloricon entitled: A Meta-Analysis of 4Ps in the Division of Surigao Del Sur. The usual occupation and daily work of most 4Ps parents are farming, thus, parents can still allocate budget for food and school supplies from the cash grants although Conditional Cash Transfer (CCT) is not enough for recipients with big family members that leads them to pawn their cash cards. The student-4Ps beneficiaries are aided by the educational needs that helped them achieve and perform well in their academic pursuits where none of them failed in the different subjects of basic education.

Keywords: implementation, Pantawid Pamilyang Pilipino program (4ps), basic education, conditional cash transfer program, cash grants.

Introduction

The implementation of Pantawid Pamilyang Pilipino Programs (4Ps) flaunts a lot of targets and attractive benefits to marginalized Filipino families. This program was found very effective to alleviate the poverty of those who are vulnerable in need of government financial assistance. This support covers the basic needs of man for survival, provided that eligible beneficiaries who will receive cash grants should secure food, send their children at school, guarantee consistent attendance to family development sessions conducted by Department of Social Welfare and Development (DSWD), and actively engage to various relevant community services offered by the government. This provision gives so many responsibilities to parents because they were identified and considered chief monitoring team for their children. Parents are also the essential push and motivation for their students in encouraging them to learn and play at school.

Learners who belonged to the disadvantaged family were given chances to achieve their dream in life of walking in the aisle, wearing an academic gown during commencement exercise but they need to perform well to successfully achieve their scholastic desires. This means of helping the 4Ps beneficiaries increase the investment in human capital for society by providing

free and accessible education to those who cannot afford it. Hence, 4Ps implementation has contributing factors in basic education and attaining quality academic performance. It is also a good way of strengthening the capacity of our country in distributing extra wealth and resources wisely to undeniable poor but deserving students.

In the study of (Mushtaq & Khan, 2012), poverty is a significant problem and in the combination of income inequality, it possesses a serious threat to stability in the academic performance of students. Studies show that student's performance depends on many factors such as learning facilities, classroom environment, familial relationship between teachers and students, social, economic and financial problems. Thus, the government has implemented this Conditional Cash Transfer program to alleviate poverty and help suffice the needs of the students who cannot avail to enrol at the school.

In Surigao Provinces, there were 2,671 new 4Ps beneficiaries availed the CCTP and received cash cards ready to withdraw with cash subsidy from the bank. Through this flagship program in fighting against poverty and extremely poor households have provided grants to improve health, nutrition, and education to break the intergenerational cycle of poverty as observed in the community with the student-4Ps beneficiaries in school (surigaotoday.com/2010/05/2671-new-4ps-beneficiaries-receive-cash.html). Yet, there are still 4Ps recipients who suffer from hunger and illiteracy. In the midst of this implementation, there were still children who were not able to avail the chance of living in a competitive world.

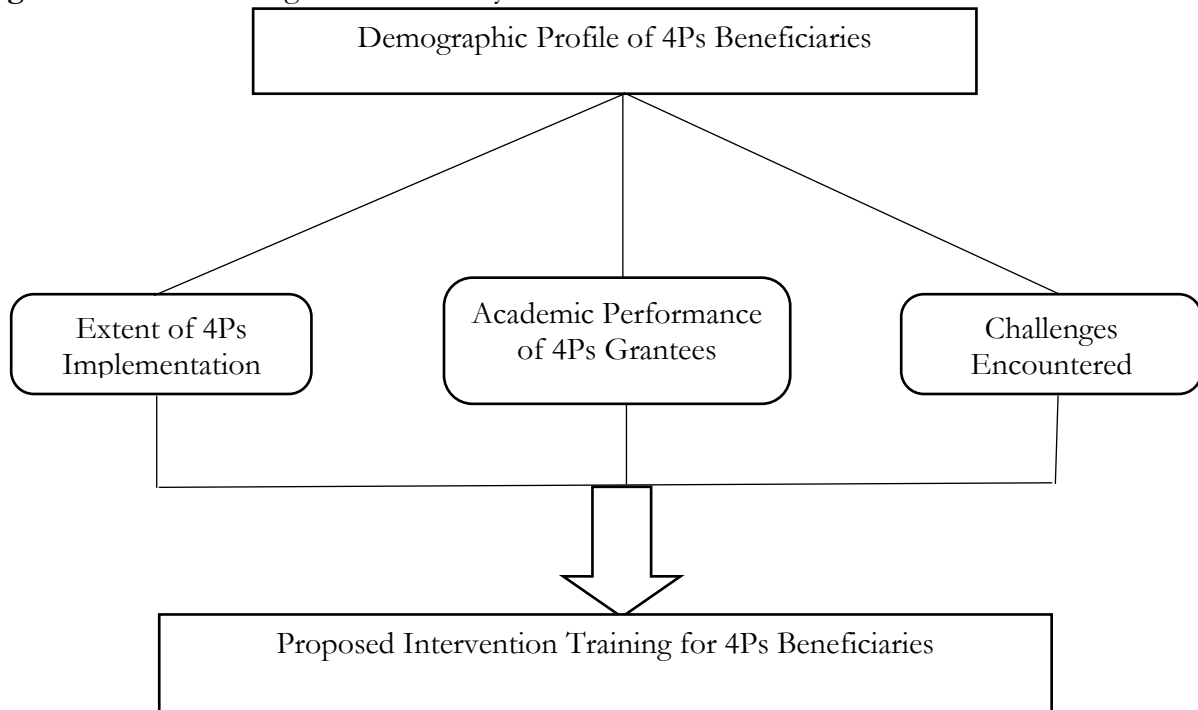
Hence, the researcher investigates the extent of 4Ps implementation whether or not it has significantly contributed to the academic performance, educational and health needs of the 4Ps student-beneficiaries in basic education. Through this paper, an intervention was designed to enhance the implementation of 4Ps. It also pursued into the relationships between the academic performance of the 4Ps student-beneficiaries in Public Junior High School and the implementation of 4Ps. The challenges encountered or problems met by the implementers and the beneficiaries of the program are treated to create and improve, enrich, and upgrade implementation of the program to address the needs in the implementation to the student-beneficiaries.

Conceptual Framework

The paradigm of the conceptual framework of this study was shown below in Figure 1 the schematic diagram showing the variables as indicated. Inside the first box is the demographic profile of 4Ps grantees in Tandag City Division among the Public Junior High Schools which was assessed with the use of the questionnaire. It included their specific information such as sex, age, health status, no. of siblings in the family, parents' occupation and monthly income, and their ways of living. The search for detailed information in the first box, the researcher made used a standardized checklist survey questionnaire.

The next three boxes enclosed the independent variables of this study which are the extent of 4Ps implementation, the Academic Performance of Public Junior High School-4Ps Grantees, and the challenges encountered by the beneficiaries in the implementation of 4Ps. The output is depicted in the third box highlighting the suggested intervention based on the findings.

Figure 1: Schematic Diagram of the Study



The researcher hopes that findings, conclusions, recommendations, and proposed enhancement activities presented in this study will contribute and will have a positive implication for the improvement of Pantawid Pamilyang Pilipino Program (4Ps) implementation. More importantly, the researcher believes that the results and output of this study will create a progressive impact on the welfare of 4Ps Junior High School Beneficiaries and the implementers of this program.

Method

Research Designs

This research was evaluated through descriptive survey and secondary data analysis. The quantitative method was utilized in the study to get the numerical data from the responses to each question about the profile of the respondents, 4Ps implementation, and challenges met. The researcher used a survey questionnaire which was distributed to the respondents in order to address the problems posed in the study.

Secondary data analysis was used to interpret the grades obtained by the 4Ps student-beneficiaries from the current grading periods for School Year, 2016 - 2017. The records of grades were based on the report card or form 138 from the class adviser or school records officer. It further tells the performance of Junior High School Students whether a particular 4Ps grantee/beneficiary excels and academically achieve in the class and school activities.

Respondents/Participants

The respondents of this study are the Parents, Grade 10 Student-Beneficiaries of 4Ps from the five Public Junior High Schools in Tandag City Division and the Teachers/Stakeholders/Administrators.

Table 1: Distribution of Respondents

Public Junior High Schools of Tandag City	Students	Parents	Teachers	Total
Buenvista National High School	43	43	10	96
Carmen Integrated School	26	26	8	60
Jacinto P. Elpa National High School	96	96	13	205
Tandag Nat'l Science High School	2	2	9	13
Vicente L. Pimentel Sr. NHS	29	29	4	62
Total:	196	196	44	436

In determining the respondents, the researcher made use of Universal and Purposive Sampling Procedure. The Universal Sampling procedure was used in identifying the Student-respondents from Buenvista National High School, Carmen Integrated School, Tandag National Science High School, and Vicente L. Pimentel Sr. National High School due to its manageable number of beneficiaries. While in Jacinto P. Elpa National High School (JPENHS), Purposive Sampling Procedure was used through a Sloven formula in calculating the total number of sample size due to its large number of population. The fact, that JPENHS is a leading secondary school in Tandag City Division. The 4Ps students who received a questionnaire to answer have also given to their parents.

Procedure

Before the launching of the validated questionnaires, the researcher first sent a letter of permission to the Principal of every Public Junior High School (JHS) to seek approval to launch the questionnaires to the respondents. After the approval of the request letter, the researcher has personally administered the questionnaires to the respondents. After the administration of the questionnaire, they were immediately retrieved. The researcher also conducted an interview to triangulate the data. After which, they were tallied, analyzed and interpreted.

The grades of the student-respondents were computed and classified into the descriptors of DepEd Order No. 8, series of 2015 – Grading System page 16 of 33 after it has been converted into an average. The grading scale and descriptors used were: Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Fairly Satisfactory (75-79), and did not meet expectations or failed (below 75).

Results and Discussion

This part presents the analysis and interpretation of the data gathered based on the respondents' responses. The use of tables contains the frequency, mean, and percentage of each problem answered to ensure the accuracy and consistency of data.

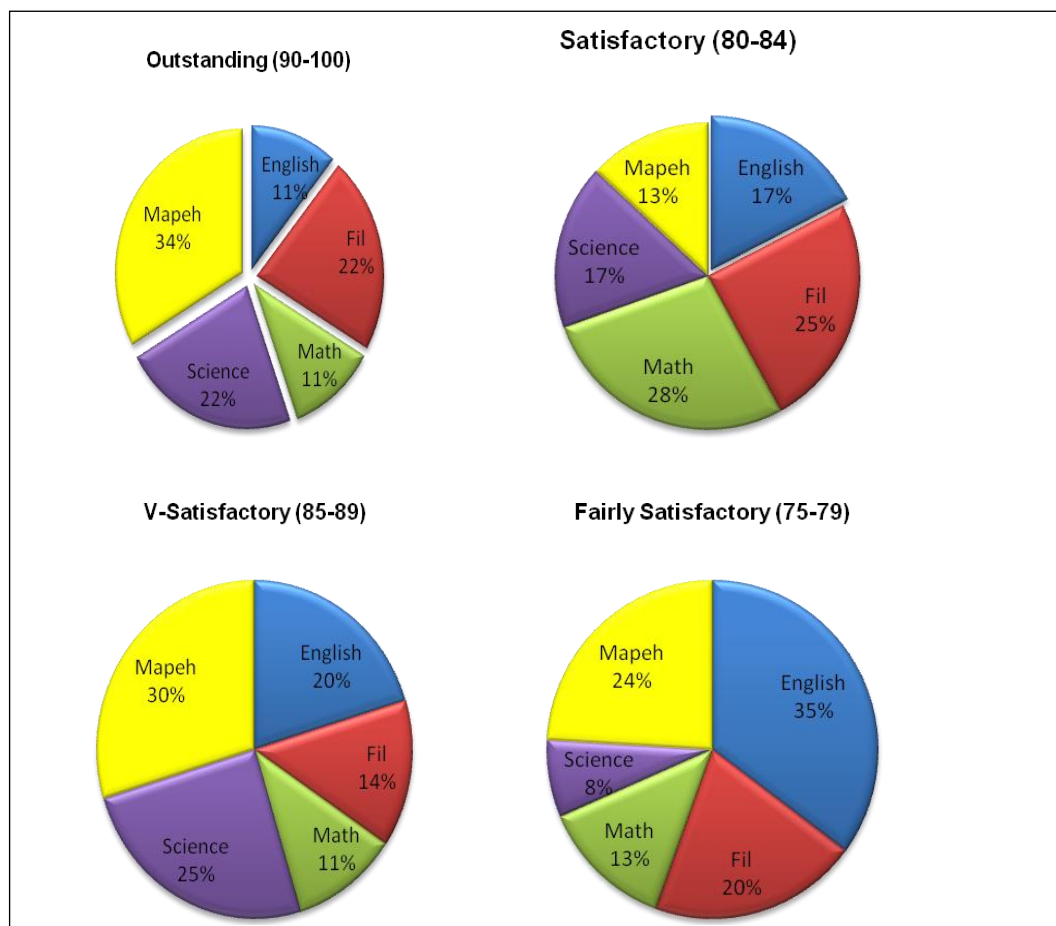
Table 2: Extent of 4Ps Implementation in Basic Education

INDICATORS	Weighted Mean	Adjectival Rating
Ensures that grantees are enrolled at the school.	4.51	Very Well Implemented
Sees to it that learners are regularly attended classes.	4.58	Very Well Implemented
Regularly make sure that students' grades are passed.	3.14	Implemented
Annually check if grantees have a complete school uniform and school supplies.	3.55	More Implemented
Ensures that we eat meals before going to school.	3.73	More Implemented

Conducts feeding program to malnourished and severely wasted students.	3.32	Implemented
Provide sufficient cash allowance.	2.83	Implemented
Ensures that we are doing projects and wear clean clothes in going to school.	3.88	More Implemented
Encourages the grantees to join curricular, co-curricular, and any school-related activities.	3.46	More Implemented
Encourages us to join and become members of any school organizations	2.65	Implemented
Conducts regular health check-up.	2.72	Implemented
Conducts vaccination and immunization twice a year.	2.92	Implemented
Nurses regularly monitor weight and nutritional status.	3.93	More Implemented
Students practice proper garbage disposal.	3.21	Implemented
Ensures that students are practicing proper hygiene every day.	3.10	Implemented
Over-all Weighted Mean	3.43	More Implemented

The data revealed in Table 1 that there is a high level of implementation on ensuring that 4Ps student-grantees were officially enrolled and were regularly attending classes through collaborative monitoring conducted by DSWD City Link Officer and School 4Ps Coordinator. The results negate the statement of Albert, *et al.*, (2011), that children of underprivileged families are less likely to enrol and complete the specific school year because of the associated costs of attending classes even it is offered free.

Figure 2: Academic Performance of 4Ps Grantees



These data gathered showed that none of the student-beneficiaries failed or did not meet the expectations in the different subjects. Instead, most of them are in the bracket of satisfactory having a percentage share of 35.19 across the basic education subject taken by the 4Ps student-grantees.

According to Bloom (2008), it is academically agreed to provide suitable educational needs in building for a better future of the children. Moreover, investing in children's human capital ensured that they grow into a well-rounded individual. On the other hand, the socio-economic factor greatly affects the academic performance of the students. Thus, the implementation of 4Ps helped the country achieved the Universal Primary Education accessible to all especially to the young ones as the study revealed that all 4Ps students passed all the subjects offered in Junior High School.

Table 2: Challenges Encountered in the Implementation of 4Ps

INDICATORS	Weighted Mean	Adjectival Rating
Conditional Cash Transfer is not enough to sustain big families.	4.83	Very Much Prevalent
Cash Transfer is not enough for the needs and projects of students in school.	3.83	More Prevalent
Parent-beneficiaries depend on the government financial assistance and do not work anymore.	4.11	More Prevalent
Parent-beneficiaries did not properly allocate the budget for school and for food.	3.58	More Prevalent
Cash Transfer is not downloaded on time.	3.48	More Prevalent
This implementation has no monitoring and evaluation of the beneficiaries' progress.	2.97	Prevalent
Loss/pawning of Cash Cards.	3.58	More Prevalent
Selection of grantees is not reasonable. There were beneficiaries that had average economic status.	3.86	More Prevalent
There were instances of unfair distribution of benefits.	3.55	More Prevalent
The money intended for school, food, and health were diverted to unnecessary wants of the parents.	3.04	Prevalent
Parent-beneficiaries were indulging in gambling and vices.	2.72	Prevalent
Health professionals and government agencies don't prioritize of giving immediate services to the 4Ps beneficiaries.	2.62	Prevalent
Discrimination among the 4Ps grantees is oftentimes observed.	3.95	More Prevalent
The student grantees are not giving importance to the benefits.	3.79	More Prevalent
There was no improvement to beneficiaries' way of living.	3.53	More Prevalent
Overall Weighted Mean	3.49	More Prevalent

The data showed that top three (3) prevalent problems met in the implementation of 4Ps were the following: parent-beneficiaries depend on the government financial assistance and do

not work anymore; cash transfer is not downloaded on time resulted to pawning of cash cards, and it is oftentimes observed that 4Ps student-grantees were discriminated.

Calvo (2011) agreed on the problem why people becomes poor not just because of the dearth of basic needs and economic resources but it is also because of inequality of opportunities in a social, economic, and political system they lived. This idea of inequality and social exclusion has impeded the building of a good system of rights and opportunities.

In this case, Coady & Parker (2002) confirms that being a 'demand-side' instead of 'supply-side' intervention has become most crucial characteristic in the implementation of 4Ps in the Philippines and any conditional cash transfer programs in other countries. In that regard, to be considered as the recipient of the program, beneficiaries must religiously follow the government's demands and conditions to properly utilize financial assistance for schooling, food, and health of the children.

Findings

The different group of respondents has commented that this government program has helped the vulnerable people especially those who aimed to improve their daily living and also helped the parents who wish to send their interested children to school for their dream to a brighter future. 4Ps has also helped sustain the daily needs and wants of every beneficiary.

In health concerns, unfortunate children can take vitamins and other food supplements because of cash grants receive from 4Ps program. However, issues on enrolment arise because there are those who deserved but were not given access to the program. This instance shall be addressed through a close monitoring and evaluation to educate the parent-beneficiaries that 4Ps program primarily aimed for education but not for gambling and any form of vices.

Conclusions

The Department of Social Welfare and Development (DSWD) in the partnership of Department of Education (DepEd) have a strong implementation of Pantawid Pamilyang Pilipino Program for the welfare of the students in achieving the Universal Primary Education as one of the Millennium Development Goals of the country. It is to ensure that the student-grantees are enrolled at school and sees to it that they are regularly attending classes. Student grantees were not encouraged to join and become a member of any school organizations.

Student 4Ps beneficiaries are aided of their educational needs that helped them achieve and perform well in their academic pursuits where none of them failed in the different perspective in basic education. Conditional Cash Transfer (CCT) is not enough for recipients with big family size. The situation leads them to pawn their cash cards. Anent to this, there is a need to increase the conditional cash transfer especially to big families for them to suffice their daily needs and survive.

Recommendations

Aside from farming and other unstable occupations of the 4Ps parent-beneficiaries, it is recommended that they are to engage in some micro-entrepreneurs that enable them to acquire daily income to sustain for the day-by-day needs and wants of their family. A Seminar-Workshop on Livelihood Training for the 4Ps Parent-beneficiaries is also proposed.

A strong family planning of Parents and decision to leave from indulging in gambling and vices are resolutions to suffice the government aids to every 4Ps members. Every family is entitled not to depend on the government financial assistance instead of being a contributor to

help make a good government. Thus, the Responsible Parenthood Seminar and Review of 4Ps Policies Awareness is proposed.

The Department of Social Welfare and Development (DSDW) and Department of Education (DepEd) strengthen its linkages to better serve the entire welfare of vulnerable and marginalized citizens of the countrymen especially in encouraging the young children and 4Ps students to become one of the active members in any school organizations to participate and develop into a refine well-being.

Training-workshop on Livelihood for the 4Ps parent-beneficiaries to help the community grow economically and guide the people to live simple life provided with the basic needs of man. Feasibility study on the expenses for whole year round of 4Ps beneficiaries is highly proposed to answer the increase of conditional cash transfer.

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