

A Study on the Academic Performance of Pantawid Pamilyang Pilipino Program Recipients in a Selected Secondary School

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Abstract

Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer program of the Philippine government and a poverty reduction strategy that provides monthly allowance to the poorest of the poor to improve their health and education particularly of 0-18-year-old children. It provides cash grants to poor households based on the condition of said households increasing their investments in their children's human capital. It was started by then President Gloria Macapagal-Arroyo in 2008 and continued in massive scale during the Aquino Administration.

This study attempts to track the student recipients' scholastic status based on academic performances in comparison with average attendance, level of progress and achievements and completion rate in a selected high school in the Philippines. Based on this study, 4P's recipients' academic performances decreases as they are promoted to higher grades affecting its promotional rate same with the decline of their average attendance as they go to higher grades.

Keywords: *Pantawid Pamilyang Pilipino Program, Conditional cash transfers, Academic performance*

I. Introduction

Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer program of the Philippine government and a poverty reduction strategy that provides monthly allowance to the poorest of the poor to improve their health and education particularly of 0-18-year-old children. It provides cash grants to poor households based on the condition of said households increasing their investments in their children's human capital. It was started by then President Gloria Macapagal-Arroyo in 2008 and continued in massive scale during the Aquino Administration.

Under the 4Ps, the DSWD provides cash grants to beneficiaries consisting of P6,000 a year, or P500 per month, to households for health and nutrition expenses and P3,000 per school year or P300 a month for each child's educational expenses. A maximum of three children per household is allowed. In order to remain a beneficiary of the 4Ps program, household-recipients need to comply with their co-responsibilities which are 85 percent school attendance.

To employ 4P's program at school-based level, the Municipal Social Welfare Development (MSWD) provides the list of 4Ps recipients to the school every year firstly. And then, the Guidance Office checks the list to identify the recipients who are enrolled in the school. During the opening of school year, there is a general assembly of parents of the students' recipient together with the school's administration and the MSWD representatives. In compliance with the government's effort of promoting quality of life through education, High School and other organizations and agencies are committed to implement the said measure to attain its goal.

Monitoring of recipient's daily attendance is always checked by classroom advisers. The recipients who failed to comply with the required percentage of school attendance is reported to the MSWD by presenting the certified checklist. Constant coordination among the teachers, parents and MSWD is being practiced to track the recipients' school attendance.

This study attempts to track the student recipients' scholastic status based on academic performances

in comparison with average attendance, level of progress and achievements and completion rate in a selected high school in the Philippines.

II. Method and Materials

The authors focused the 4Ps recipients on a secondary school, Los Baños National High School. The school is one of the biggest government high school in terms of student population in the province of Laguna in the Philippines, with thousands of students are enrolled every year. Students coming from different barangays and nearby municipalities. Being a government high school, it is understood that majority of students belongs to marginal class and some are even from below poverty level. The reason why many of the students are recipients of 4P's, a conditional cash transfer program that aims to improve the living conditions of poor households while at the same time encouraging them to increase their investments on the education and health of their children. It provides cash grants to poor households based on the condition of said households increasing their investments in their children's human capital.

The study involved monitoring the four-year performance of 4Ps recipients from 2013 until 2017 (Grade 7 to Grade 10). To measure the contribution of the aid allowance in the improvement of attendance, academic performance and completion rate of the 4P recipients, the authors conducted a survey of the following:

1. Profile of the respondents
 - 1.1. Gender
 - 1.2. Age
 - 1.3. Grade Level
2. Average academic performance for the school year (based on 100%)
3. Average attendance (number of school days)
4. Promotional rate and completion rate of (based on 100%)

III. Summary of Findings

Table I Academic Performance by General Average of 4P's Recipient of Grade 10 in SY 2016-2017

	GENERAL AVERAGE		
	MALE	FEMALE	TOTAL
Grade7	80.89	83.64	82.63
Grade8	81.64	84.61	83.52
Grade9	81	84	83
Grade10	81	84	82

4P's Recipients of Grade 10 in SY 2016-2017, there are 32 males and 55 females with a total of 87. Out of them, 59 were 15 years old, 23 were 16 years old, 3 were 17 years old and 2 were 18 years old. Table I shows the summary of academic performance by general average of 4P's recipient of Grade 10 in SY 2016-2017. Based on the summary, there is an inconsistent increased and decreased during their promotion from their Grade 7. 82.63% was their general average. An increase of .89% during Grade 8 with 83.52% as their general average. During their Grade 9, there was a decrease of .52% at 83% for their Grade 9 general average and for Grade 10 a decrease of 1% at 82% is their general average. For their average attendance, 97% was their average attendance during their Grade 7 and 8. A decrease of 2% on their Grade 9 at 95% and a decrease of 3% at 92% on their Grade 10. Data reveals that there is 94% of completion rate for Grade 10 4P's recipients of Grade 10 for SY 2016-2017.

Table II Academic Performance by General Average of 4P's Recipient of Grade 10 in SY 2017-2018

	GENERAL AVERAGE		
	MALE	FEMALE	TOTAL
Grade7	81.35	82.79	82.17
Grade8	80.43	82.59	81.65
Grade9	80	82	81
Grade10	80	82	81

On the other hand, 4P's recipients of Grade 10 in SY 2017-2018, there are 30 males and 39 females with a total of 69. From the 69 recipients, 7 were 15 years old, 41 were 16 years old, 13 were 17 years old, 6 were 18 years old and 2 were 19 years old. Table II shows us the summary of academic performance by general average of 4P's recipient of Grade 10 in SY 2017-2018. For their academic performance, there is also an inconsistent increased and decreased of their grades from their Grade 7. 82.17% was their general average. A decrease of .52% during Grade 8 with 81.65% as their general average. During their Grade 9 and Grade 10, they have consistent general average of 81%. For their average attendance, during their Grade 7 98% was their average attendance. A decrease of 6% on their Grade 8 at 92% was their average attendance. A decrease of 3% at 89% was their average attendance during Grade 9. An increase of 1% at 90% was their average attendance during Grade 10. Data reveals that there is 95% of completion rate for 4P's recipients of Grade 10 in SY 2017-2018.

Table III Level of Progress and Achievements in SY 2017-2018

	SY2016-2017	SY2017-2018
Did Not Meet Expectations (74 and below)	5(6%)	3(5%)
Fairly Satisfactory (75-79)	21(24%)	24(38%)
Fairly Satisfactory (80-84)	29(33%)	24(38%)
Very Satisfactory (85-89)	23(26%)	9(14%)
Outstanding (90-100)	9(10%)	4(6%)
Total	87(100%)	64(100%)

As for the comparison of 4P's recipients Grade 10 in SY 2016- 2017 and SY 2017- 2018, Table III shows. The data reveals that on the level of progress and achievements, 5 or 6% did not meet expectations with the average grades of 74 and below for SY 2016-2017, while 3 or 5% for SY 2017-2018. 21 or 24% got fairly satisfactory with the average grades of 74-79 for SY 2016-2017 while 24 or 38% for SY 2017-2018. 29 or 33% got satisfactory with the average grades of 80-84 for SY 2016-2017, while 24 or 38% for SY 2017- 2018. 23 or 26% got very satisfactory with the average grades of 85-89 for SY 2016- 2017 while 9 or 14% for SY 2017-2018. 9 or 10% got outstanding with the average grades of 90-100 for SY 2016-2017, while 4 or 6% for SY 2017-2018. Separated by gender for SY 2016- 2017, 81% for male and 84% for female with the total Average Grade of 82%. While SY 2017- 2018 has 80% for male and 82% for female

with a total average grade of 81% a difference of 1% which shows that SY 2016-2017 has a better average grade.

For the comparison of the average attendance, 91% for male and 94% for female with the total average attendance of 93% in SY 2016-2017. While 88% for male and 92% for female with a total Average Attendance of 90% for in SY 2017-2018. A difference of 3% which shows that the class in SY 2016-2017 has a better average attendance.

For the comparison of retention and completion rate, 11 out of 87 students were retained with a completion rate of 95% in SY 2016-2017. While 8 out of 69 students were retained with a completion rate of 96% in SY 2018-2018. A difference of 1% shows that the class in SY 2016-2017 has a better completion rate.

IV. Conclusions

Based on the findings of this study, conclusions were drawn

1. 4P's recipients' academic performances decreases as they are promoted to higher grades affecting its Promotional Rate same with the decline of their Average Attendance as they go to higher grades. And retained/dropped students of Grade 10 increase affecting a decrease of its completion rate.

2. Although there is a school-based implementation of 4P's to promote human capital through education, there are students who were not able to finish their studies.

V. Recommendations

Based on the conclusions the following recommendations were given

1. A close monitoring of 4P's recipients on Academic Performance and Attendance.
2. A support mechanism to sustain students' needs.
3. Further studies related to school-based implementation of 4P's.

Acknowledgment

This work was supported by JSPS KAKENHI Grant Number JP16K04524.

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