

Influence of 4PS on the Pupil-Beneficiaries of the Program among Selected Schools in the Zamboanga Peninsula

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Abstract

The study attempted to determine the influence of the 4Ps on the pupil-beneficiaries of the program. It used descriptive-quantitative research using questionnaire-checklist as the primary tool in data gathering among selected public schools in the Zamboanga Peninsula with 217 4Ps pupil beneficiaries who were chosen using Slovin's formula and systematic random sampling. There was the use of a researcher made instrument with a Cronbach of 0.85. The results show that the influence of 4Ps to the pupil-beneficiaries is highest regarding nutrition, followed by school attendance and then, compliance with school requirements. No significant differences exist between the influence of 4Ps on pupil-beneficiaries regarding nutrition and GPA from SY 2015-16, 2016-17, and 2017-18. Concerning school attendance, no significant differences exist between school attendance and GPA for SY 2015-16 and 2017-18. However, a significant difference exists between school attendance and GPA for SY 2016-17. Regarding, compliance with school requirements and GPA, significant differences exist between these two variables for all the three School Years (SY 2015-16, 2016-17, 2017-18). No significant differences exist between the influence of 4Ps regarding nutrition and curricular activities for SY 2015-16, 2016-17, and 2017-18. For school attendance, no significant differences exist for SY 2015-16 and 2016-17. However, a significant difference exists between attendance to school and curricular activities for SY 2017-18. Regarding compliance with school requirements and curricular activities, significant differences exist between these two variables for SY 2015-16 and 2017-18; however, no significant difference exists for SY 2016-17.

Keywords: 4Ps, Academic Achievement, Compliance, Partnership, Status.

Introduction

Governments in many developing countries adopted the conditional cash transfer (CCT) scheme at an impressive rate to alleviate short-term poverty and reduce the intergenerational transmission of poverty (Fieszben et al., 2009). The programs gave low-income families the opportunity to receive financial support, provided they keep their children in school and maintain their health through regular check-ups. This approach is considered as option to more customary social aid programs and supplement the provision for health and education services (Rawlings & Rubio, 2005).

The 4Ps is a human development measure of the Philippine government which was introduced in 2008 through the Department of Social Welfare and Development (DSWD) in coordination with other government agencies such as, the Department of Education (DepEd) and the Department of Health (DOH) aimed at alleviating poverty among the extremely poor families and investing on health and education of poor children.

The 4Ps is a mechanism of the government to fulfill its commitment to the Millennium Development Goals (MDGs). It is the cornerstone of the government's social protection efforts by promoting gender equality, achieving primary education among others (Das et al., 2005).

In the Philippines, the PantawidPamilyang Pilipino Program (4Ps) is the government's version of the CCT. The Philippine government employed the 4Ps as a poverty reduction and social development strategy that provides conditional cash grants to impoverished households so that they can improve their health, nutrition, and education, particularly of their children ages 0-14 years old.

The 4Ps has family-beneficiaries who have been enjoying financial support and health services from the government since its inception in 2008. The financial support is intended for the education and other basic needs of the school children. In this context, parents are obliged to send their children to school and to provide other basic needs like health and nutrition. As a safety net, the DSWD in coordination with the DepEd is tasked to monitor the attendance of the school children and the other services that the government provides to assure the proper implementation of the program as mentioned earlier.

The 4Ps desires every pupil to attend classes regularly and manifests improved academic achievement since there is now the provision of free basic needs like financial assistance for their education, health, and nutrition. It is on this parameter that the study was conducted to find out the influence of the 4Ps on the pupil-beneficiaries of the program regarding food/nutrition, school attendance, and compliance to school requirements. This study also included the 4Ps influence on the academic achievement of the pupil-beneficiaries concerning grade point average and co-curricular activities.

Theoretical Considerations

According to Rousseau (1987) in his social contract theory, the state exists to ensure or guarantee the preservation of rights, life, property, and liberty. Its main goal is for the protection of the citizenry not as single individual, but as a whole community (Rousseau, 1987).

The main part of the PantawidPamilyang Pilipino Program (4Ps) is a social contract where a state provides financial resources to a family in exchange for that family's fulfillment of certain conditions set by the government. Through the implementation of 4Ps, the state intends to accomplish the country's commitment for the Millennium Development Goals particularly in (1) eradication extreme poverty and hunger; (2) achieving universal primary education; (3) promoting gender equality; (4) reducing child mortality; and (5) improving maternal health.

Methods

It is a descriptive-quantitative method of research utilizing questionnaire-checklist as the primary tool in data gathering. The conduct was in selected public schools in the Zamboanga Peninsula. All the participating schools were coded using letters for ethical purposes.

The 217 4Ps pupil beneficiaries were chosen using Slovin's formula. Systematic random sampling was utilized in the individual pupil beneficiaries to be part of the study.

There was the utilization of a researcher made instrument which was pilot tested in another school in the Zamboanga Peninsula with the same characteristics as the respondents of the study. The Cronbach alpha shows a 0.85 result which based on Nunally and Bernstein (1994) suggestions is acceptable since they suggested a 0.60 and above as an appropriate score for a valid instrument. The instrument made use of 4 point Likert scale: 4=Strongly Agree 3.25 – 4.00; 3=Agree 2=2.50-3.24; 2=Disagree 1.75-2.49; and 1=Strongly Disagree 1.00-1.74.

The gathered data were tested using SPSS program, and there was a normal distribution, so parametric tests were utilized such as 2-tailed t-test for independent samples and One-way Analysis of Variance (ANOVA) including multiple regression analysis.

Results and Discussions

At the core of the 4Ps is a social contract where the government allocates financial resources to a family in lieu for that family's fulfillment of specific tasks such as ensuring that their children's attendance in school, regular visits to community health centers, participation in government-sponsored feeding programs and attendance in more specific training.

Results revealed that for the influence of the 4Ps on the pupil-beneficiaries regarding nutrition, four out the five statements obtained weighted means ranging from 3.25 -4.00 with a descriptive rating of strongly agree. Only one statement was within 2.50 -3.24 and described as agree.

Table 1. The Influence of the 4Ps to the Pupil-beneficiaries in terms of Nutrition

Statements	WM	Description
1) I regularly eat breakfast before going to school.	3.53	Strongly Agree
2) I eat nutritious food during feeding services.	3.15	Agree
3) My weight has improved.	3.30	Strongly Agree
4) I had de-worming twice a year.	3.51	Strongly Agree
5) I am not sleepy during class hours.	3.30	Strongly Agree
Average Weighted Mean	3.26	Strongly Agree

The table further shows that the highest weighted mean (3.53) is in statement 1 "I regularly eat breakfast before going to school." It implies that the pupils strongly agreed that they regularly ate their breakfast before reporting to school. Similarly, they strongly agreed (3.51) that they de-wormed twice a year through the de-worming program of the Department of Education (DepEd) and the Department of Health (DOH).

On the other hand, they agreed (3.30) their weight has improved, and they do not feel sleepy in school. The pupils gave the lowest weighted mean (3.15) in eating nutritious food during feeding services. It implies that the pupils agreed that they eat nutritious foods in school during the feeding services.

The average weighted mean on the influence of the 4Ps to the pupil-beneficiaries regarding nutrition is 3.26 with a descriptive rating of strongly agree. It signifies that the pupils strongly agreed that 4Ps had provided them with the opportunity to improve their health. This finding is consistent with Chaudhury (2013) study in which she reported that the 4Ps program has helped keep the impoverished children healthy. Besides, Flores (2011) claimed that 4Ps had made a significant improvement in the health services specifically on nutrition.

Table 2. The Influence of the 4Ps to the Pupil-beneficiaries in terms of School Attendance

Statement	WM	Description
1) I attend classes regularly.	3.42	Strongly Agree
2) I seldom come late to school.	3.19	Agree
3) I participate in extra-curricular activities of the school.	3.23	Agree
4) I have improved my grades.	3.25	Strongly Agree
5) I seldom make absences.	3.15	Agree
Average Weighted Mean	3.25	Strongly Agree

Table 2 shows the influence of the 4Ps to the pupil-beneficiaries concerning school attendance. Out of the five statements, two obtained weighted means between 3.25-4.00 with strongly agree description while three were between 2.50 – 3.24 with ratings of agree.

Statement 1 “I attend classes regularly” obtained the highest weighted mean of 3.42 with a descriptive rating of strongly agree. It implies that the pupils regularly attended all their classes. In the same manner, they agreed that “they seldom make absences” (3.15). It shows that since they attend classes regularly, they seldom missed their classes.

The average weighted means of the pupils’ responses on the influence of 4Ps to school attendance is 3.25 with an agree descriptive rating. It shows that pupils agreed that 4Ps had influenced their attendance in school. This finding is supported by the previous study which revealed that compliance with attendance among school-age beneficiaries was high at 88% (Flores, 2011).

Table 3. The Influence of the 4Ps to the Pupil-beneficiaries in terms of Compliance with School Requirements

Statement	WM	Description
1) I submit my school requirements on time.	3.22	Agree
2) I make school assignments.	3.24	Agree
3) I participate in group activities.	3.29	Strongly Agree
4) I enjoy making my projects.	3.33	Strongly Agree
5) I am no longer bullied.	3.16	Agree
Average Weighted Mean	3.25	Strongly Agree

Table 3 presents the influence of the 4Ps to the pupil-beneficiaries concerning compliance to school requirements. As shown, two out of five statements obtained means within 3.25-4.00 with strongly agree descriptive ratings while three of the statements were within the scale of 2.50-3.24 with descriptions of agree.

It could be gleaned from the table that statement 4 “I enjoy making the projects” got the highest weighted mean of 3.33 followed by statement 3 “I participate in group activities” with 3.29. It reveals that indeed the pupils enjoy going to school every day and they also actively participated in all classroom activities.

On the other hand, the pupils rated statement 5 “I am no longer bullied” with the lowest weighted mean (3.16). It implies that the pupil beneficiaries of 4Ps agreed that their classmates and schoolmates no longer bullied them unlike in the past where they have no confidence in going to school and participating in class with an empty stomach.

The average weighted means of the pupils' responses on the influence of the 4Ps to the pupil-beneficiaries concerning compliance to school requirements is 3.25 and with strongly agree descriptive ratings. It implies that the pupils complied with the requirements in school as prescribed by the agencies implementing the 4Ps.

Table 4. The Summary of the Influence of the 4Ps to the Pupil-beneficiaries

Statement	WM	Description
1) Nutrition	3.26	Strongly Agree
2) School Attendance	3.25	Strongly Agree
3) Compliance with School Requirements	3.25	Strongly Agree
Total WM	3.25	Strongly Agree

Table 4 presents the summary of the influence of the 4Ps towards the pupil-beneficiaries of the program. Data reveal that nutrition (3.26) is ranked ^{first} which signifies that going to school with a satisfied stomach is vital for the learning followed by school attendance (3.25) and compliance with school requirements (3.25).

The total weighted mean of 3.25 reveals a strongly agree responses from the 217 pupil-beneficiary participants of the study.

Table 5. Influence of 4Ps on the Academic Achievement in terms of GPA

IV	DV	r	r ²	F-Obs	p-value	t-Obs	p-value	Interpretation
Nutrition	Grade Point					-1.212	.227	Not significant
Attendance	Average	.327	.107	8.078	.000	1.390	.166	Not significant
Compliance	SY 2015-16					3.300	.001	Significant
Nutrition	Grade Point					.217	.828	Not significant
Attendance	Average	.352	.124	9.542	.000	2.046	.042	Significant
Compliance	SY 2016-17					2.539	.012	Significant
Nutrition	Grade Point					.474	.636	Not significant
Attendance	Average	.205	.042	2.440	.066	-.448	.655	Not significant
Compliance	SY 2017- 18					2.193	.030	Significant

Table 5 presents the influence of 4Ps on the academic achievement concerning GPA. As revealed, the coefficient r ($r = 0.327$) shows that there is a low relationship between the influence of 4Ps taken collectively and the academic achievement of the pupils regarding GPA during the school year 2015 – 2016. The coefficient of determination ($r^2=.107$) which means that the influence of 4Ps taken collectively explains 10.7% of the variance of the academic achievement concerning GPA. The p-value of F –Obs is less than the alpha level (p-value .000<.05) which is significant.

It implies that there is a significant relationship between the influence of 4Ps taken collectively and the pupils' academic achievement regarding GPA in the school year 2015-2016. It implies that the pupils' academic achievement concerning GPA is affected by the influence of 4Ps taken collectively. Therefore, the hypothesis that states, “The influence of the 4Ps do not significantly affect the academic achievement of the pupil-beneficiary in terms of Grade Percentage Average and co-curricular activities,” is rejected for the school year 2015-2016.

However, the table further reveals that the p-value of t-Obs is less than the alpha level (p-value .001<.05), significant, implies that influence of 4Ps regarding compliance significantly influenced pupils' academic achievement concerning GPA in the school year 2015-2016. On the other hand, the p-value for nutrition and attendance is greater than the alpha level (p-value 0.227/0.166<.05) which implies that 4Ps influence regarding nutrition and attendance have taken individually does not significantly influence pupils' academic achievement concerning GPA in the school year 2015-2016.

The same table further reveals that the coefficient r ($r = 0.352$) indicates that there was a low relationship between the influence of 4Ps taken collectively and the academic achievement regarding GPA during the school year 2016 -2017. The coefficient of determination ($r^2= 0.124$) indicates that the influence of 4Ps taken collectively explains 12.4% of the variance of the academic achievement of the pupils concerning GPA. The p-value of F –Obs is less than the alpha level (p-value 0.00<.05), significant, indicates that there is a significant relationship between the influence of 4Ps taken collectively and pupils' academic achievement regarding GPA during the school year 2016-2017. Thus, the hypothesis “The influence of the 4Ps does not significantly affect the academic achievement of the pupil-beneficiary in terms of Grade Percentage Average and co-curricular activities” is rejected for the school year 2016-2017.

Furthermore, the p-value of t-Obs is less than the alpha level (p-value 0.042/0.012<.05) implies that 4Ps influence regarding attendance and compliance taken individually significantly influence pupils' academic achievement concerning GPA in the school year 2016-2017. On the other hand, the influence of 4Ps regarding nutrition did not significantly affect pupils' academic achievement concerning GPA in the same school year.

The table further reveals that the coefficient r ($r = 0.205$) implies that there is a low relationship between the influence of 4Ps taken collectively and pupils' academic achievement regarding GPA in the school year 2017-2018. The coefficient of determination ($r^2=0.042$) suggests that the influence of 4Ps taken collectively

explains 4.2 percent of the variance of the pupils' academic achievement concerning GPA. The p-value of the F-Obs is greater than the assumed alpha (p-value $0.066 > .05$).

It signifies that there is no significant relationship between the influence of 4Ps taken collectively and the pupils' academic achievement regarding GPA during the school year 2017-2018. Hence, the hypothesis "The influence of the 4Ps does not significantly affect the academic achievement of the pupil-beneficiary concerning Grade Percentage Average and co-curricular activities" is accepted for the school year 2017-2018.

Nonetheless, the same table further reveals that the p-value of t –Obs is less than the alpha level (p-value $0.030 < .05$) which implies that the influence of 4Ps regarding compliance significantly affects pupils' academic achievement concerning GPA in the school year 2017-2018. However, the influence of 4Ps regarding nutrition and attendance taken individually does not significantly affect pupils' academic achievement concerning GPA in the school year 2017-2018.

Table 6. The Influence of 4Ps on the Academic Achievement in terms of Co-Curricular Activities

IV	DV	r	r ²	F-Obs	p-value	t-Obs	p-value	Interpretation
Nutrition	Extra-curricular Activities SY 2015-16	.363	.132	10.662	.000	-1.176	.241	Not significant
Attendance						-.536	.593	Not significant
Compliance						5.057	.000	Significant
Nutrition	Extra-curricular Activities SY 2016-17	.140	.020	1.414	.240	.457	.648	Not significant
Attendance						.636	.525	Not significant
Compliance						.900	.369	Not significant
Nutrition	Extra-curricular Activities SY 2017-18	.195	.038	2.782	.042	.322	.748	Not significant
Attendance						-2.054	.041	Significant
Compliance						2.759	.006	Significant

Table 6 shows that the coefficient r ($r = 0.363$) which implies that there is a low relationship between the influence of 4Ps taken collectively and academic achievement regarding co-curricular activities. Downie and Heath (1985) stressed that the coefficient r below .4 between two variables is considered low. The coefficient of determination ($r^2 = 0.132$) suggests that the influence of 4Ps taken collectively explains 13.2 percent of the variance of the academic achievement concerning co-curricular activities.

Furthermore, the p-value of t-Obs is less than the alpha level (p-value = $.000 < .05$) which means that 4Ps regarding compliance significantly influence pupils' academic achievement concerning co-curricular activities. On the other hand, the p-values of t–Obs is greater than the alpha level (p-values $.241/.593 > .05$) imply that 4Ps regarding nutrition and attendance taken individually does not significantly influence pupils' academic achievement concerning co-curricular activities.

In 2016-2017, the coefficient of correlation ($r = .140$) suggests that there is a low relationship between the influence of 4Ps taken collectively and academic achievement regarding co-curricular activities. The coefficient of determination ($r^2 = 0.020$) suggests that the influence of 4Ps taken collectively explains 2 percent of the variance of the academic achievement concerning co-curricular activities.

The p-values of t–Obs are greater than the alpha level (p-values $.648/.525/.369 > .05$) imply that 4Ps regarding nutrition, attendance and compliance taken individually does not significantly influence pupils' academic achievement concerning co-curricular activities.

In 2017-2018, the coefficient of correlation ($r = .195$) suggests that there is a low relationship between the influence of 4Ps taken collectively and academic achievement regarding co-curricular activities. The coefficient of determination ($r^2 = 0.038$) suggests that the influence of 4Ps taken collectively explains 3.8

percent of the variance of the academic achievement concerning co-curricular activities. The p-value of F-Obs is less than the alpha level ($p\text{-value} < .05$) implies that the influence of 4Ps taken collectively is significantly correlated with the pupils' academic achievement regarding co-curricular activities.

Furthermore, the p-values of t-Obs are less than the alpha level ($p\text{-values} .041/.006 < .05$) suggest that the influence 4Ps concerning attendance and compliance taken individually significantly influence pupils' academic achievement regarding co-curricular activities. On the other hand, nutrition does not significantly influence pupils' academic achievement regarding co-curricular activities ($p\text{-value} .748 > .05$).

As a summary, the results show that the influence of 4Ps to the pupil-beneficiaries is highest concerning nutrition (3.26), followed by school attendance (3.25) and compliance to school requirements (3.25).

Data reveal that there are no significant differences between the influence of 4Ps on pupil-beneficiaries regarding nutrition and GPA from SY 2015-16, 2016-17, and 2017-18. Concerning school attendance, there are no significant differences between school attendance and GPA for SY 2015-16 and 2017-18. However, a significant difference exists between school attendance and GPA for SY 2016-17. Regarding, compliance with school requirements and GPA, significant differences exist between these two variables for all the three School Years (SY 2015-16, 2016-17, 2017-18).

Regarding the influence of 4Ps and the academic achievement concerning co-curricular activities, no significant differences exist between nutrition and curricular activities in SY 2015-16, 2016-17 and 2017-18. For school attendance, no significant differences exist between school attendance and curricular activities for SY 2015-16 and 2016-17. However, a significant difference exists between attendance to school and curricular activities for SY 2017-18. Regarding compliance with school requirements and curricular activities, significant differences exist between these two variables for SY 2015-16 and 2017-18; however, no significant difference exists for SY 2016-17.

Conclusions

The PantawidPamilyang Pilipino Programs poses many appealing objectives, goals, and benefits for the needy families that comprise most of Philippine's population. The 4Ps is a good example of strengthening the government's capability of distributing the country's resources to those who are immensely in need. It is undeniable that many poor households will benefit from the said program, and that the program covers the basic needs that otherwise would go unmet. Likewise, the government's effort in making the country's educational and health services system inclusive is a massive step towards social mobility and equality. The researcher feels strongly about the 4Ps' principle that well-fed and educated citizens are imperative for a productive country and society.

However, it is also undeniable that the 4Ps, as well as the other CCT programs being implemented in other countries, is not the perfect solution. There are many insufficiencies that the program might face in the long run of its implementation. Moreover, as a new policy here in the Philippines, the 4Ps will undoubtedly need further revisions and studies in the future.

Nevertheless, the researcher believes that for any government program to succeed, the government and the citizens must arrive at a peaceful consensus. The government must secure the people's needs and the protection of their rights.

Moreover, the citizens, in return, must use their full capacity to be productive and help the country. The researchers believe that the implementation of the 4Ps is an excellent example of the concurring responsibilities of the government and the citizens.

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