

## Sense of Belongingness of Pantawid Pamilyang Pilipino Program (4Ps) Scholars and their Academic Performance

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### **ABSTRACT**

The Pantawid Pamilyang Pilipino Program (4Ps) is a scheme for social development of the poorest Filipino. It, in effect, is expected to have a positive impact to education. This study, involving 157 4Ps scholars investigated their sense of belongingness and academic performance. It also aimed to find out: (1). the sense of belongingness of the students as an entire group and when classified in terms of their personal profile (2). their academic performance as an entire group and when classified in terms of their personal profile (3). the significant difference between their sense of belongingness and personal profile (4). the significant difference between their academic performance and personal profile, and (5). the significant relationship between their sense of belongingness and academic performance? Goodenow's (1993) Psychological Sense of School Membership Scale (PSSM) was used to determine the students' sense of belongingness and secondary data on their academic performance. Statistical tools used were percentage mean, standard deviation, t-test, ANOVA, and Pearson r. Results revealed that students have a "moderate" sense of belongingness and when classified as to sex, provincial address, course program, and monthly family income; students have "good" academic performance and when classified as to sex, and monthly family income; a significant difference exists between their sense of belongingness and personal profile in terms of course, parents' education, and monthly family income; there is a significant difference between their academic performance and personal profile in terms of course; and no significant relationship exists between their sense of belongingness and academic performance.

**Keywords:** belongingness, Pantawid Pamilyang Pilipino Program (4Ps), academic performance

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## INTRODUCTION

School year 2014-15 was a remarkable year for Capiz State University (CAPSU) Pontevedra Campus as it catered two-hundred fifty-nine (259) 4Ps scholars who came all the way from around Region VI, being permanent residents of Capiz, Negros Occidental, and Antique provinces. These 4Ps grantees enrolled at CAPSU Pontevedra Campus for its different course programs such as the Bachelor of Agriculture (BSA), Bachelor of Agricultural Engineering (BSAE), and Bachelor of Science in Business Administration (BSBA), Bachelor of Computer Science (BSCS), and Bachelor of Secondary Education (BSED).

The Pantawid Pamilyang Pilipino Program (4Ps) is a scheme for social development of the poorest Filipino. It, in effect, is expected to have a positive impact to education and health. However, the Pantawid Pamilyang Pilipino Program (4Ps) does not only provide outright monthly cash assistance to its beneficiaries but also affords scholarship program called Expanded Students Grant-in-Aid Program for Poverty Alleviation (ESGP-PA). The scholarship is open to all 4Ps beneficiaries of the city who wish to continue college after finishing high school. The ESGP-PA also aims to contribute in the increase of the number of enrolment in higher education in line with the national government's priority degree programs among poor households and support college graduates' entry to labor markets through placement assistance. The researcher of this study theorized that students could not move toward the acquisition of knowledge without first feeling as though they were a part of a group. A sense of belonging is considered one of the five major needs in Maslow's (1962) hierarchy of needs, and until this basic human need is satisfied, no true learning will ever occur. Likewise, according to Mayer, Slovey, and Caruso (2000), cognition and emotions interact and influence human behavior. Their work on emotional intelligence (EI) underscores salience of emotions in influencing performance (<http://www.pjprnip.edu.pk>, ret. 1/20/14).

This study, then, was an attempt to investigate whether the 4Ps scholars who came all the way from the provinces of Negros Occidental, and Antique and those coming from other municipalities of Capiz to study at Capiz State University, Pontevedra, felt like they fit in at CAPSU Pontevedra Campus and whether such sense of belongingness had an effect on their academic performance in school.

The main purpose of this study was to investigate the 4Ps scholars' sense of belongingness in relation to their academic performance. Specifically, this study aimed to find answers to the following questions: 1) What is the level of sense of belongingness of the students as an entire group and when classified in terms of their sex, provincial address, lodging house, course program, parents' education, and monthly family income? 2) What is the level of academic performance of the students as an entire group and when classified in terms of their sex, provincial address, lodging house, course program, parents' education, and monthly family income? 3) Is there a significant difference between the students' sense of belongingness and their personal profile in terms of sex, provincial address, lodging house, course program, parents' education, and monthly family income? 4) Is there a significant difference between the students' academic performance and their personal profile in terms of sex, provincial address, lodging house, course program, parents' education, and monthly family income? 5) Is there a significant relationship between the students' sense of belongingness and their academic performance?

### CONCEPTUAL FRAMEWORK



Figure 1. Academic Performance as influenced by sense of belongingness

### METHODOLOGY

This study employed the descriptive-correlation design which aimed to investigate the students' sense of belongingness in relation to their academic performance.

The respondents of the study were one-hundred fifty seven (157) out of a population of two hundred fifty nine (259) 4Ps scholars enrolled at CAPSU Pontevedra Campus, for the School year 2014-2015.

The research instrument used in gathering the needed data in the study was Goodenow's (1993) **Psychological Sense of School Membership Scale (PSSM)** to determine the students' sense of belongingness. Secondary data, which included the students' grade point average (GPA) during the first semester of School Year 2014-2015, were utilized to obtain data on their academic performance. A Personal Data Sheet (PDS) was also utilized in order to gather the data on the students' personal profile.

The statistical tools used for the analysis of data were the frequency count, percentage mean, standard deviation, t-test for independent samples, one – way analysis of variance, and Pearson r. All inferential statistics were set at 0.05 alpha level of significance.

## RESULTS AND DISCUSSIONS

As an entire group, students have a “moderate” sense of belonging and when classified in terms of their sex, provincial address, course program, and monthly family income. However, in terms of lodging house, those who live inside and outside the school campus have a moderate sense of belongingness while those who live in their own residences have a high sense of belongingness. In terms of their parents' education, respondents have a moderate sense of belongingness, except for those whose fathers and mothers were college graduates, and are TESDA certified who have a high sense of belongingness. Tables 1 and 2 reflect the result.

Table 1. Difference between the male and female respondents' sense of Belongingness.

Sense of Belongingness	Mean	SD	t-value	df	Sig.
Sex					
Male	3.29	.39			
Female	3.24	.41	.648 <sup>n.s.</sup>	155	.518

<sup>n.s.</sup> p>.05 - not significant at 5% level

Table 2. Difference of the students' sense of belongingness when grouped according to their demographic profile

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	F-Prob
<b>Provincial Address</b>					
Between Groups	.097	2	.049	.289 <sup>n.s.</sup>	.749
Within Groups	25.87	154	.168		
Total	156				
<b>Lodging House</b>					
Between Groups	.442	2	.221	1.332 <sup>n.s.</sup>	.267
Within Groups	25.524	154	.157		
Total	156				
<b>Course Program</b>					
Between Groups	2.123	4	.531	3.384*	.011
Within Groups	23.682	150	.158		
Total	156				
<b>Father's Education</b>					
Between Groups	2.284	6	.381	2.411*	.030
Within Groups	23.682	150	.158		
Total	156				
<b>Mother's Education</b>					
Between Groups	1.965	5	.393	2.473*	.035
Within Groups	24.236	154	.157		
Total	156				
<b>Family Monthly Income</b>					
Between Groups	1.730	2	.865	5.497*	.005
Within Groups	24.236	154	.157		
Total	156				

<sup>n.s.</sup>  $p > .05$  - not significant at 5% level

\*  $p < .05$  - significant at 5% level

As an entire group, students have a "good" academic performance and when classified in terms of sex, and monthly family income but not in terms of provincial address wherein those coming from Capiz have a Very Satisfactory (VS) performance, of lodging house where those living

outside the campus have a VS performance, of course program, with the BSED and BSAE having the VS and Very Good (VG) performance, and of parents' education wherein respondents with fathers who are elementary graduates have VS performance while those with mothers who are elementary undergraduates, and are college undergraduates and college graduates, have VS academic performance.

No significant difference was found between the students' sense of belongingness and their personal profile in terms of sex, provincial address, and lodging house; however, a significant difference exists in terms of the respondents' course, parents' education, and monthly family income.

The findings of this study contradict that of Voekl (1995) which posited that females report a higher level of identification with schools than do males; and that of Wentzell and Caldwell (1997) who claimed that boys are less likely to experience a sense of belonging in school than are girls.

As shown in Tables 3 and 4, there is a significant difference between the students' academic performance and personal profile in terms of course, but not in terms of sex, provincial address, lodging house, parents' education, and monthly family income.

Table 3. Difference between male and female respondents' academic performance

<b>Sense of Belongingness</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>df</b>	<b>Sig.</b>
Sex					
Male	2.17	.21			
Female	2.23	.28	1.206 <sup>n.s.</sup>	155	230

<sup>n.s.</sup>p > .05 – not significant at 5% level

This result is opposite to that of Cabrera's (2005) wherein gender does have an impact on students' academic performance in that males and females perform better when students are in single-sex classrooms without the distractions of the opposite sex. Likewise, the result of this study runs contrary to her finding on the influence of parental

education and interest in academic achievement of the students.

Moreover, this study negates the result of Goodenow (1993) that girls' grades were higher than boys'.

Table 4. Difference between the Respondents' Academic Performance and their Demographic Profile

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	F-Prob
Provincial Address					
Between Groups	.248	2	.124	1.706 <sup>n.s.</sup>	.185
Within Groups	11.202	154	.073		
Total	156				
Lodging House					
Between Groups	.401	2	.201	2.795 <sup>n.s.</sup>	.064
Within Groups	11.049	154	.072		
Total	156				
Course Program					
Between Groups	1.212	4	.303	4.500*	.002
Within Groups	10.238	152	.067		
Total	156				
Father's Education					
Between Groups	.373	6	.062	.841 <sup>n.s.</sup>	.540
Within Groups	11.077	150	.074		
Total	156				
Mother's Education					
Between Groups	.168	5	.034	.451 <sup>n.s.</sup>	.812
Within Groups	11.282	151	.075		
Total	156				
Family Monthly Income					
Between Groups	.044	2	.022	.297 <sup>n.s.</sup>	.743
Within Groups	11.406	154	.074		
Total	156				

<sup>n.s.</sup>  $p > .05$  - not significant at 5% level

\*  $p < .05$  - significant at 5% level

Table 5. Relationship between the respondents' sense of belongingness and academic performance

Variable	r-value	r-prob.
Sense of Belongingness and Academic Performance	.066 <sup>n.s.</sup>	.414 <sup>n.s.</sup>

<sup>n.s.</sup>  $p > .05$  - not significant at 5% level

There exists no significant relationship between the students' sense of belongingness and academic performance (Table 8).

This finding affirms that of Talebpour's research (2002) which revealed that there was no significant relationship between self-evaluation of self- efficacy and achievement motivation. On the contrary, this finding denies the claim of Bandura (2007) that there is an interactive interrelationship between the sense of belongingness and academic performance; and those of Gunuc (2013), Abbasianfard (2010), Uwah, McMahan and Forlow (2008), Seif's (2005), Booker (2004), Sirin and Rogers-Sirin (2004), Osterman (2000) who all posited that sense of school belonging is related to numerous academic and psychological aspects of students' educational experiences.

## CONCLUSIONS

This paper is an attempt to determine the factors that foster creativity in an academic setting through a survey questionnaire. It was found that the respondents consider the physical environment as the most influential factor that fosters their creativity. Behaviorist approaches to creativity place emphasis on the significance of the environment in influencing the behavior of the individual. Hence, creativity can be learned and then assimilated into an individual's personality traits and thought processes given the right stimulus and reinforcement. The use of the abstract was found to be the least significant factor. As the case may be, faculty should incorporate classroom activities and design co-curricular activities that would strengthen students' abstract thinking and reasoning skills.



No significant differences were found in perceptions in the degree of contribution of the factors that foster creativity across demographic characteristics of gender, place of origin, and year level. However, there is a significant difference when the respondents are grouped according to their current general weighted average.

## **RECOMMENDATIONS**

It is recommended that curriculum mapping be undertaken by the College of Business Administration for its BS Entrepreneurship program and if possible, in all the curricular programs of the University. Aims of this endeavor are to address any gap/problem in the curriculum and identify teaching styles and instructional methods and strategies that are considered a supportive environment for creativity in a college classroom. Enhancement of students' abstract thinking and reasoning should be given extra attention.

It is also recommended that training-workshops be conducted in an effort to assist faculty of the College particularly those handling entrepreneurship core subjects in developing innovative methods and techniques needed to enhance students' proficiency in the factors that foster creativity.

Curriculum-based programs which include co-curricular activities should undergo proper planning and evaluation to be able to satisfy the needs of the students since they represent another important element of this supportive environment. They must be designed and implemented in ways that would reinforce the students' perception of creativity as a process that can be learned and developed within the four walls of the classroom. There must be a focus on abstract thinking and divergent thinking through various classroom activities as a perspective influencing the students' view of creativity and the creative process.

As well, the Office of the Student Affairs with the help of the faculty should monitor the kind of extra-curricular activities that are available for the students. In this way, the cultivation of factors that foster students' creativity is maximized within the campus community.

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