

Academic Performance of Senior High School 4Ps Educational Grantees

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Academic Performance of Senior High School 4Ps grantees was assessed using descriptive survey method during school year 2017-2018. Forty three educational grantees participants with the teachers in Senior High School Department. Research showed a fairly satisfactory academic performance of the educational grantees in English, Science and Mathematics. Parents educational attainment, combined monthly family income and family size were significant related to the academic performance of the educational grantees. Findings revealed that participants had poor performance in the First Quarter. The result could also be anchored to the teaching strategies of the teachers. Parents of the grantees should focus on its family responsibilities on guiding their children since they were the first teachers of their children. Therefore, it is recommended that the 4Ps educational grantees should have study habits at home and should do the task in school and parents should also plan and follow up their children in school. Localization and contextualization of the topics by the teacher could help the students better understand the learning competencies. Mentoring of the teachers who taught the topics with difficulties is essential to have a smooth teaching-learning process.

Keywords: 4P's Educational grantees; Descriptive study; Canduman National High School

INTRODUCTION

Education is a human right and children deserve it (UN Human Rights). Article XIV, section 1 of the 1987 Philippine Constitution states that, "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. Nowadays, we adopt the K-12 education system in our country. K 12 education system is used internationally in many countries such as United States, Canada United Kingdom and other parts of Europe ,it has been occurring in some form for centuries in all parts of the world (Department of Education, 2017). Philippines adopted this education system to make the learners globally competent and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. This school year 2017-2018, the pioneering students of K12 education system will be marching soon as the school year ends (Department of Education, 2017). Moreover it is necessary to assess the academic performance of our future graduates most especially to the Pantawid Pamilyang Pilipino Program educational grantees.

The Pantawid Pamilyang Pilipino Program is a human development program 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. It is patterned after the conditional cash transfer schemes in Latin American and African countries, which have lifted millions of people around the world from poverty (Dela Torre, 2016). Education is the answer of the existing poverty in the country and to attain such Pantawid Pamilyang Pilipino Program is a great help .However,

nowadays, the program has ongoing issues in the society most especially in the schools which concerns about the education of the 4Ps educational grantees.

Students could graduate when they pass the academic standards as prescribed by the Department of Education and simply implies that they learned in their class based from the targeted competencies in the curriculum (Department of Education, 2017). Learning is reflected in the way a child responds to environmental, social ,emotional and physical stimuli and understands new information(Rogel,2012).

The grade of a learner is measured through the following components; Written works, Performance Task and Quarterly Assessment, in the Core subjects of the Senior High School Curriculum, Written Works is given 25 %, Performance Task is 50% and Quarterly Assessment is 25% with a total of 100 % .

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).

These days the present condition of the 4Ps Educational Grantees is delinquent in their studies, as noticed by most teachers. They attend classes for the sake of checking the attendance but do not show eagerness to perform the task in the class. This study aimed to assess the Academic Performance of the Senior High School 4Ps educational grantees as basis for policy note.

THE PROBLEM

Statement of the Problem

This research assessed the academic performance of Senior High School 4Ps educational grantees at Canduman National High School, Mandaue City during first grading period of school year 2017-2018 as basis for policy note.

Specifically, this study answered the following sub-problems:

1. What is the cultural profile of the 4Ps educational grantees in terms of :

- 1.1 highest educational attainment of parents,
- 1.2 source of income of parents,
- 1.3 combined monthly family income,
- 1.4 size of the family, and
- 1.5 acquired assets ?

2. What is the academic performance of 4Ps educational grantees in the following core subject areas ;

- 2.1 English
- 2.2 Science, and
- 2.3 Mathematics?

3. Is there significant relationship between the 4Ps educational grantees' cultural profile and their academic performance?

4. Based on the findings, what policy note can be formulated?

Methods

This study employed a descriptive survey method on the academic performance of the senior high school 4 Ps educational grantees grade 11 and grade 12 at Canduman National High School, Canduman Mandaue City. Canduman national High School is one of the big schools in Mandaue City Division. The respondents in this study are the 4Ps educational grantees Grade 11 and Grade 12. The main instrument used in setting data was a researcher made questionnaire which focuses on the academic performance and some questions were based from the study of Quijano, 2013. Part 1 of the questionnaire pertains to the cultural profile of the respondents in terms of Highest Educational Attainment of Parents, source of income of parents, combined family monthly income, size of the family, acquired assets. Part 2 of the questionnaire is all about the academic performance of the educational grantees in terms of written works, performance task and grade in the subject core areas of English, Science and Mathematics.

RESULTS

CULTURAL PROFILE OF THE RESPONDENTS

The cultural profile considered in this study are the following: highest educational attainment of parents, source of income of parents , combined family monthly income , size of the family and acquired assets.

Highest Educational Attainment of Parents.

Educational Levels	Mother		Father	
	Frequency	Percentage(%)	Frequency	Percentage(%)
College Graduate	0	0.00	2	4.65
College Undergraduate	1	2.33	2	4.65
High School Graduate	14	32.56	11	25.58
High School Undergraduate	8	18.60	9	20.93
Elementary Graduate	4	9.30	5	11.63
Elementary Level	16	37.21	14	32.56
Total	43	100.00	43	100.00

The highest educational attainment of parents of the 4Ps educational grantees refers to the level of education that parents had obtained. The data are presented in Table 3.

**Table 1
 Parents Highest Educational Attainment**

As reflected in Table 1, the highest educational attainment of parents of the educational grantees in mother side is elementary level with 37.21 percent, Followed by High School Graduates with 32.56 percent. High school undergraduate with 18.60%, college undergraduate has 2.33 % while nobody from the mother side graduated from college. The highest educational attainment of the fathers of the educational grantees is elementary level with 32.56%, followed with High School Graduates with 25.58 % respectively. Approximately 21% were high school undergraduate while 12 % obtained elementary education. Only two out of 43 or 4.65 obtained college level and college undergraduate respectively.

Majority of the respondents' parents, both mother and father have only attained elementary level of education. Parents have a big role in forming the behavior of their children and to their performance in school. According to Davis-Kean, (2005) the educational attainment of parents is vital indicator of the children's behavioral outcomes and educational performance. Parents with higher education make sure their children are exposed to lots of school activities, and tend to have in mind that what they achieve would also be achieved by their children in terms to their children's academic achievement.

Source of Income of Parents.

Income is a cash that an individual receives in exchange for providing a good or service. Income is

Mother	Frequency	Percentage (%)	Father	Frequency	Percentage (%)
Babysitter	4	9.30	Babysitter	0	0.00
Laborer	5	11.63	Laborer	8	18.60
Laundry	1	2.33	Laundry	0	0.00
Vendor	8	18.60	Vendor	3	6.98
Driver	0	0.00	Driver	10	23.26
Others	5	11.63	Others	11	25.58
Jobless	20	46.51	Jobless	11	25.58
Total	43	100.00	Total	43	100.00

consumed to provide the daily needs of the family. Table 2 has the data on the source of income of parents.

Table 2
Source of Income of Parents

Based on the Table, mothers of the educational grantees are jobless with 46.51 percent, this got the highest percentage. Jobless here means no work at all, has no small business manipulated and just a plain housewife. Followed by vendor with 18.60 percent. Laborer and other source of income have the same percentage which is 11.63 percent. Other source of income here means that mothers have source of income but not listed on the choices. Babysitter has a percentage rate of 9.30. Lastly, launderer has 2.33 percent which got the lowest percentage. In the respondent's father side, other source of income such as fishing, farming, electrical maintenance and jobless have the same percentage which is 25.58 percent and this got the highest percentage. Followed with driver which is 23.26 percent. Laborer has 18.60 percent. Lastly, fathers who were vendors have 6.98 percent which got the lowest percent in the source of income of parents in the father side.

It means that the parents of the 4Ps educational grantees are dependent on the Pantawid Pilipinong Program since it is reflected on the table that most of the parents have no source of income and no small business at home. They are reliant to the government for they know that they will be provided for as long as they follow the conditions set by the agency for them to receive their cash. In order to receive the subsidies, all the succeeding conditions must be met by the household-beneficiaries: Pregnant women must avail pre- and post-natal care, and be attended during childbirth by a trained professional; Parents or guardians must attend the family development sessions, which include topics on responsible parenting, health, and nutrition; Children aged 0-5 must receive regular preventive health check-ups and vaccines; Children aged 6-14 must receive deworming pills twice a year; and Children-beneficiaries aged 3-18 must enroll in school, and maintain an attendance of at least 85% of class days every month (Pantawid Pamilyang Pilipino Program, 2015).

Combined Family Monthly Income of Parents.

Combined family monthly income is the combined income of the parents in one household, such as salary and monetary gain in a small business. The combined family income of parents is shown in table 3.

Combined Family Monthly Income	Frequency	Percentage (%)
P9000 and above	1	2.33
P7000-P8099	1	2.33
P5000-6099	12	27.91
P4099 and below	29	67.44
TOTAL	43	100.00

Table 3

Combined Family Monthly Income

It can be elucidated in the table that the highest percentage in the combined family monthly income of the educational grantees is P4099 and below which is 67.44 percent. Followed by P5000-6099 which is 27.91. Lastly P7000- P8099 and P9000 above combined family monthly income have the same percentage which is 2.33 percent which got the lowest percentage.

It means that the 4Ps educational grantees does not have enough budget at home since it is reflected in the table that the respondents has P4099 pesos and below combined family monthly income. Thus, the 4Ps household belong to the below poverty line which means that the 4Ps program is an important program for those who need it. According to the poverty threshold 2015, the family with 5 members should have P9064 combined monthly family income that would be spend for food and non food, specifically P6329 combined monthly family income would be spend for their basic food. The 4Ps household does not have enough monthly combined family income since they are in the below line of P6329.

Size of the Family.

Family size is the number of person in the family. This includes the mother, father and their children. The size of the family is shown in Table 4.

Size of the Family	Frequency	Percentage(%)
9 members and above	14	32.56
7-8 members	11	25.58
5-6 members	12	27.91
3-4 members	6	13.95
TOTAL	43	100.00

Table 4
Size of the Family

Based on the Table, out of 43 respondents, the highest percentage in the size of the family is 9 members and above which is 32.56 percent .Followed with 5-6 members with 27.91 percent. Eleven of the respondents is within the family size of 7-8 members which is 25.58percent. Six of the respondents is within 3-4 members which is 13.95 percent. The highest family size was 9 members and above and the lowest was 3-4 members.

It means that the 4Ps educational grantees have a bigger size of the family. Information from literature depicted that children from larger families are found to do worse than children from smaller families (Lacovou, 2001). Parental attention by parents decreases as the number of children increases. The more increase of children in a family the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource delusion and so on (Bradley and Corwyn,2002). It implies that the parents of the educational grantees have lesser time to give to the educational grantees since their time is divided among the members of the family.

Acquired Assets.

In this area, the respondents choose more than one answer as long as they acquired the assets at home. The acquired assets in the family are shown in Table5.

Acquired Assets	Frequency	Percentage (%)
Television	28	65.12
Radio	13	30.23
Computer Set	0	0.00
Cell Phone	29	67.44
Reading Materials	14	32.56

Table 5
Acquired Assets

It is shown in Table 5 that majority of the respondents acquired a cell phone with a frequency of 29 equivalents to 67.44 percent followed with a television specifically 28 of them which is equivalent to 65.12 percent.

It can be elucidated in the table that there are 14 of the respondents who has reading materials at home like magazines , newspapers and books. Thirteen of the respondents also has a radio at home which is equivalent to 30.23 percent and no one of the respondents has a computer set at home.

It implies that educational grantees have cellular phones and nowadays cellular phones are necessary to communicate with people. It is good to acquire such thing as long as it will be used for good purpose.

Academic Performance in English.

The Academic Performance in English is based from its first grading grade which is computed through the following: written works is 25 %; performance task is 50 % and quarterly assessment is 25 %, a total of 100 %. Table 6 displays the Academic Performance in English.

Grade	Frequency	Percentage (%)	Verbal Response
91-100	7	16.28	Outstanding
85-90	4	9.30	Very Satisfactory
80-84	11	25.58	Satisfactory
75-79	15	34.88	Fairly Satisfactory
Below 75	6	13.95	Did Not Meet Expectations
Total	43	100.00	

Table 6
Academic Performance in English

It is shown in table 6 that most of the 4 Ps educational grantees has a grade of fairly satisfactory specifically 15 of them with a percentage of 34.88. Eleven or 25.58 % of the respondents belongs to satisfactory. Seven or 16.28 % the respondents belongs to outstanding. Six or 13.95 % did not meet the expectations and 4 or 9.30% of the respondents belongs to very satisfactory.

In the written works in English majority (30.23) of the respondents belong to satisfactory followed by 25.58 percent that belongs to very satisfactory. 20.93 percent belongs to fairly satisfactory.18.60 percent belongs to did not meet expectations and 4.64 belongs to outstanding which has the lowest percentage of all.

The activities in the written works in English are the following: making compositions specifically story composition, poem composition, making rationale, making

resume, application letter, quizzes and seat works about the topics are also part of the written works in English. The teachers of the core subjects in English followed the competencies in the curriculum guide provided by the Department of Education. In Reading and Writing the content is all about Reading and Thinking Strategies across Text types, which includes: A. Text as Connected Discourse, B. techniques in Selecting and Organizing Information. Patterns of Development ;D. Properties of a well-written Text . In the content Text and Context Connections in Critical Reading, this includes the following: A. Critical Reading as Looking for Ways of Thinking which focuses on explicit and implicit claims in a text and context of text development; B. Critical Reading as Reasoning focuses on formulating evaluative statements and determining textual evidence. In the content Purposeful Writing in the Disciplines and for Professions, its main focus is that the learner would understand the requirements of composing academic writing and professional correspondence and be able to apply it (K to 12 Basic Education Curriculum Senior High).

In the Performance Task in English, majority (72.09) of the respondents has an outstanding performance task in English. 11.63 belongs to satisfactory; 9.30 belongs to did not meet expectations; 4.65 belongs to very satisfactory and 2.33 belongs to fairly satisfactory. The activities in performance task in English are the following: collaborative groups, group works in making compositions specifically in making stories, group works in dramatization and role play, group work in making power point presentations about the topic and group reporting. Most of the activities in the performance task in English is cooperative learning. The activities prepared by the teachers in this subject are in line with the learning competencies in the curriculum guide as mentioned above.

Based from the data presented, the researcher implied that that the 4Ps educational grantees were not that good in English since most of them did not excel in the said area, most were fairly satisfactory and there were some who failed. The educational grantees who has fairly satisfactory grade would try their best in the second quarter to improve their grade. According to the teachers in English, the failed educational grantees in the said subject area could still cover up their failed grade in the first quarter since there is still enough time to make up in the second quarter to get a final grade of passed in the final grade in the first semester. The educational grantees needs focus on their studies to make it in the final, they need also to attend classes and perform the task provided for them.

Academic Performance in Science.

The Academic Performance in Science is based from its first grading grade which is computed through the following: written works is 25 %; performance task is 50 % and quarterly assessment is 25 %, a total of 100 %. Table 7 displays the Academic Performance in Science.

Grade	Frequency	Percentage %	Verbal Response
91-100	4	9.30	Outstanding
85-90	8	18.60	Very Satisfactory
80-84	12	27.91	Satisfactory
75-79	14	32.56	Fairly Satisfactory
Below 75	5	11.63	Did Not Meet Expectations
Total	43	100.00	

Table 7
Academic Performance in Science

It is shown in table 7 that, out of the 43 respondents, 14 or 32.56% of the 4Ps educational grantees has a fairly satisfactory grade in Science. Twelve or 27.91% has a satisfactory grade in Science. Eight or 18.60% has a satisfactory grade in Science, five or 11.63% did not meet the expectations. Four or 9.30% has an outstanding grade in Science.

In the written works in Science 41.86 % of the educational grantees belongs to satisfactory. 37.21% belongs to very satisfactory; 9.30 % belongs to did not meet expectations; 6.98 % belongs to fairly satisfactory and 4.65 % belongs to outstanding.

The activity in the written works in Science includes assignments, quizzes and seat works in the topic. The content standard as based from its learning competencies in the curriculum guide in the core subject area Science specifically Earth and Life Science are the following: The learners demonstrate an understanding of the formation of the universe and the solar system; the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth ; the Earth’s internal structure. In the Disaster Readiness and Risk Reduction the content standard in the first quarter are as follows: The learners demonstrate understanding of the concept of disaster; concept of disaster risk; nature of disasters; effects of disasters; various elements that may be exposed to hazards: Physical ;Social; Economic; Environmental Vulnerability of each exposed element (K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL) .

In the Performance Task in Science, 41.86% belongs to outstanding. 27.91 belong to satisfactory. 9.30 did not meet the expectations and 6.98 belong to fairly satisfactory. According to the Science teachers during the interview, the activities in the performance task in Science are the

following: reporting by group together with their creative presentations about their topic such as role playing, poster making by group, song presentation by group, jingle contest by group about their chosen topic, and power point presentations about the topic. The performance task given to the learners were in line with its performance standard and learning competencies mentioned above.

Most of the educational grantees have a fairly satisfactory grade in Science which implies that they need to improve in the second quarter to get a better grade in Science. They were more interested to perform the performance task given by their Science teacher than to have the individual works. Learners learn more in class doing collaborative works and group works because they need to collaborate with their team mates and share insights for the success of the group. According to the teachers in Science, the 5 failed educational grantees were given special activities to passed the subject and meet its deadlines, but the educational grantees did not make the activities provided for them to passed the subject for some invalid reasons such as forgot to make it. The other remedy to the issue is that, they would have remedial classes to cover up with their grades and could pass in the second quarter.

Academic Performance in Mathematics.

The Academic Performance in Mathematics is based from its first grading grade which is computed through the following: written works is 25 %; performance task is 50 % and quarterly assessment is 25 %, a total of 100 %. Table 8 displays the Academic Performance in Mathematics.

Grade	Frequency	Percentage %	Grade Descriptor
91-100	7	16.28	Outstanding
85-90	5	11.63	Very Satisfactory
80-84	12	27.91	Satisfactory
75-79	14	32.56	Fairly Satisfactory
Below 75	5	11.63	Did Not Meet Expectations
Total	43	100.00	

Table 8

Academic Performance in Mathematics

It is shown in table10 that out of 43 respondents, 14 or 32.56% of them has a fairly satisfactory grade in Mathematics. Twelve or 27.91% has satisfactory grade in Mathematics. Seven or 16.28% has an outstanding grade in Mathematics. Five or 11.63 has a very satisfactory grade in Mathematics. Five or 11.63 of the respondents did not meet the expectations.

Most of the educational grantees belong to satisfactory in the written works in Mathematics. The activities in the written works are the assignments, quizzes,

seat works, word problems and summative assessments about the topics discussed. Activity Sheets and assessment numbers were given to the students and they will answer it comprehensively during their class period, this is according to the mathematics teachers during the interview. The learning competencies in General Mathematics is in line with its content standards such as, the learner demonstrates understanding of key concepts of functions, key concepts of rational functions, key concepts of inverse functions, exponential functions, and logarithmic functions (K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL) .

When it terms to the performance task in Mathematics, majority (53.49) of the educational grantees belong to outstanding. According to the Mathematics teachers during the interview, the performance task given to the learners during their class were the following: problem posing, group problem solving, creating big book of functions, and anchor of the day, anchor of the day is daily routine similar to MOL wherein the assigned pair of the day will present the prayer, set the mode of the audience and give the recapitulation last meeting. The learning competencies in the performance task in Mathematics are in line with its performance standard where in the learner is able to accurately construct mathematical models to represent real-life situations using functions, accurately formulate and solve real-life problems involving rational functions, and apply the concepts of inverse functions, exponential functions, and logarithmic functions to formulate and solve real-life problems with precision and accuracy (K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL) .

From the statements mentioned above it implies that the educational grantees have more interests in doing the performance task in Mathematics provided by their teachers than doing the written works. It is also evident that the educational grantees learn more when exposed to the group mates and group members than doing the task alone. Moreover, collaborative learning is important to apply in class scenario because with it there is better and deeper understanding among students. Thus collaborative learning strategy has been used mainly by teachers to promote mathematics achievement of students (Leavey,1984). However, performance task is not only the measurement to have a higher grade in Mathematics, there should be balance among the components of the grade to achieve a satisfactory grade to outstanding .According to the teachers in Mathematics, the failed students in Mathematics are in remedial classes but some of them could not make to attend

the session, absenteeism and cutting classes were some of the reasons for having a failed grade.

SIGNIFICANT RELATIONSHIP BETWEEN RESPONDENT’S CULTURAL PROFILE TO ACADEMIC PERFORMANCE.

Significant relationship between respondent’s cultural profile to academic performance means that the cultural profile of the educational grantees determines the academic performance of the respondents. Table 11 shows the significance difference between the 4Ps educational grantees’ cultural profile to academic performance.

Cultural Profile of the respondents	Df	Chi-square	P-value	Interpretation
Highest Educational Attainment of Parents vs. Academic Performance	20	56.67	0.0000	Significant
Source of Income of Parents vs. Academic Performance	24	34.35	0.0786	Not Significant
Combined Monthly Family Income vs. Academic Performance	12	30.33	0.0025	Significant
Size of the family vs. Academic Performance	12	16.80	0.0025	Significant

Table 9

Significant Relationship of 4Ps Educational Grantees’ Cultural Profile to Academic Performance

Based on the Table presented, there is significant relationship between the Highest Educational Attainment of Parents, combined monthly family income and size of the family to the Academic Performance of 4Ps educational grantees since the p-value of the cultural profiles mentioned above is lesser than 0.05.

This simply means that the highest educational attainment of parents, combined monthly family income and size of the family associated the academic performance of educational grantees. Highest educational attainment of parents is one of the factors that affect the academic performance of the educational grantees since the parents with low educational attainment could not give the correct answers to their children if their child would ask them to help with their difficult assignments and topics in school (Aikens 2008). When it comes to the combined monthly family income, this is true that there is significant difference to the academic performance since there are times that the educational grantees could not pass their project on time because of the lack of budget. In the size of the family, it is true that it has an effect to the academic performance of the educational grantees since the 4ps household has a larger family size and here comes the bigger responsibility of the parents which is to give the specific needs of their children.

There is no significant difference between the sources of income of parents to the academic performance of 4Ps educational grantees. This means that whatever the source of income of the parents is, there is no assurance for the educational grantees to be an excellent or poor in academic performance in school.

ANALYSIS

Based on the findings of the study the following analysis were drawn:

Cultural profile of the 4Ps educational grantees such as highest educational attainment of parents, combined family income and size of the family has an effect to the academic performance of the educational grantees.

Academic Performance of the 4Ps educational grantees is poor in the core subject areas, English, Science and Mathematics. Cultural capital in an objectified state which is the highest educational attainment of parents and combined family income is essential and must be stable to support the educational grantees physically, emotionally and mentally to have a very satisfactory academic performance in school. Thus, to reduce the poor academic performance of the educational grantees, it is needed that parents should be responsible in handling the funds provided by the government. Moreover, parents of the 4Ps educational grantees should be viewed with focus on its family responsibility on guiding their children and follow up them in school since they were the first teachers of their children and they know more about their children than the teachers in school. The result could also be anchored to the teaching strategies of the teachers and the eagerness of the students to perform the task provided for them. On the other hand, teachers have something to do with it which is to strengthen their patience and raise its responsibility higher to address the problem arising.

DISCUSSION

The 4Ps educational grantees should have study habits at home and in school to avoid having low grades in class, they should also perform the task provided by the teacher, they should practice proper time management in helping their parents and in doing the task in schools.

Contextualization and Localization of the topics by the teacher could help the students better understand the learning competencies.

Mentoring of teachers having difficulties in teaching the topics which are not under his/ her specialization is a good way to have a smooth teaching-learning process.

Since cultural capital has an effect to the academic performance of the educational grantees, parents should have a stable monthly income and they must guide their

children and protect their family because they are the roots of the tree that they planted.

Moreover, it could also be beneficial to students if the teachers will have the flipped classroom strategy to aide the students who are working for their livelihood and at the same time schooling. It is adviseable to use this strategy for somehow it could help the 4Ps educational grantees. Furthermore, the policy note crafted by the researcher is essential to the scholastic improvement of the 4 Ps educational grantees.

POLICY NOTE

School Level Policy Note for Satisfactory Academic Performance of Educational Grantees

Introduction

The Pantawid Pamilyang Pilipino Program gives remediation to underprivileged families and in helping those families poverty reduction is attainable. However, the present issues and the situation of the 4Ps educational grantees caught the attention of the Filipinos. As what the teachers mostly experienced in their class, the educational grantees have a poor performance in their academic performance. The educational grantees have a poor performance in school since they were only interested to come to school for attendance to be checked for they all know that 85% of attendance is needed as a condition to avail the monthly subsidy but they were not interested to do the class activities. The policy note proposed by the researcher will help the 4Ps educational grantees improve their academic performance in school and prepare their self in the future. It also strengthens the responsibility of the teachers in school.

The researcher humbly suggested to the teachers in Canduman National High School specifically in the Senior High School Department as well as to the School Principal to adopt the proposed policy note for the betterment of the 4Ps educational grantees and to our school.

Policy Note at the school level:

1. Proposal of Institutional Flipped Classroom

Each student has different cultural capital. Some learners have more social capital than economic capital and vice versa. Moreover, 4 Ps students has less economic capital and they have no choice but to help their parents to suffice the needs of the whole family financially. In this case, the presence of the learner in class will be sacrificed. Thus, the researcher proposed to adopt the flipped classroom model

to enhance the academic performance of the 4Ps educational grantees.

The main goal of a flipped classroom is to enhance student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers post short video lectures online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home (Mohan, 2018).

The advantages of the flipped classroom are the following :

1. Students have more control

In a flipped classroom, it is possible for students to have more input and control over their own learning. By providing short lectures through videos, students are given the free will to discover at their own rate of knots and level. Students may pause or rewind the lectures on the videos, write down questions they may have, and talk about them with their teachers and peers in class. This also allows students who need more time to understand certain ideas to take their time reviewing the material without getting left behind, and receives abrupt assistance from teachers and classmates. As a result, this can not only improves student achievement, but improves student behavior in class as well. In this case, the students will be more equipped to think critically (Acedo, 2018).

2. It promotes student-centered learning and collaboration

Flipped classrooms allows class time be used to master skills through collaborative projects and discussions. Performance task is very evident in this teaching strategy wherein students can give more insights to the class based from what they have understand from the lecture video material provided by the teacher. This encourages students to teach and learn concepts from each other with the guidance of their teachers. This can build self confidence to the students as they contribute their insights to the class. Furthermore, teachers are given the ability to identify errors in thinking or concept application, and are more available for one-on-one interaction (Acedo, 2018).

3. Lessons and content are more accessible

By making video lectures available at all times online, students who are forced to miss class due to illness, sports, vacations ,emergencies or can't attend to class due to work

related problems can catch up quickly. This also gives teachers more flexibility when they themselves are sick and also eliminates make-up assignments (Acedo, 2018).

4. Easier for parents to update their children on what's going on.

Unlike traditional classroom models, flipped classrooms give parents 24/7 access to their student's video lectures. This allows parents to be better prepared when attempting to help their students and gives them insight into the quality of instruction their students are receiving (Acedo, 2018)

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