



Academic Performance and Motivation of the Senior High School Pantawid Pamilyang Pilipino Program Beneficiaries: Basis for an Action Plan

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ABSTRACT

This study aimed to assess the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries of the senior high school learners of San Juan Senior High School Stand Alone during the school year 2022-2023 and the results served as the basis in the preparation of an action plan. Specifically, it sought to answer the following: 1) What is the level of academic performance of the learners in terms of final grade? 2) What is the level of motivation of the respondents in terms of intrinsic and extrinsic motivation? 3) Is there a significant relationship between academic performance and the level of motivation of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries? 4) What plan of action can be proposed to address the academic performance of the senior high school learners? 5) What is the level of acceptability of the action plan?. The researcher used a descriptive correlational developmental research design. The study was conducted among the 60 beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) enrolled at San Juan Senior High School Program. Based on the salient findings, the following conclusions are drawn: 1. A strong positive relationship between students' academic performance and level of motivation has been revealed. The level of intrinsic motivation and extrinsic were reported to have a significant impact on students' academic performance as reflected in their final grades. 2. The students are found to be more intrinsically motivated than extrinsically. They take up or perform well academically for their interest or curiosity and their learning. 3. An action plan is helpful material that contains strategies to improve the academic performance of the senior high school 4 Ps beneficiaries. From the findings and conclusion drawn, the following recommendation hereby offered: 1. Students, parents, and teachers will empower students with self-awareness about their academic performance and motivation levels to increase the positive influencing factors. 2. That, by having an understanding of the results of this study, teachers would be able to recognize the importance of these motivations when interacting with students in classrooms and adjust their teaching methods. Teachers should be intentional in creating learning opportunities that are engaging and motivating to increase students' level of academic performance. 3. That parents give encouragement, support, and proper learning facilities to enhance their children's motivation. 4. The action plan is timely and appropriate and it is a nice material to be used as the benchmark to improve the academic performance

Keywords: academic performance, intrinsic motivation, extrinsic motivation, pantawid pamilyang pilipino program, action plan

INTRODUCTION

Most nations provide basic education that includes skills such as literacy, numeracy, and critical thinking. Among other indicators of the development of a nation, education has been found to be the basis upon which nations advances. Hence the ultimate venture that nay country can make and educate its people by equipping them the right skills, knowledge, and attitudes for the survival of the society. As the world evolves, there is an increasing recognition of the importance of integrating technology and practical skills into the curriculum to prepare learners for the challenges of the modern workforce. We need to integrate and enhance knowledge, rationality and useful practical skills for living. The mass-based population of the country is struggling to combat the poverty problem in the urban and rural areas. They are the least fortunate people deprived of economic, social, and political well-being and whose plight needs an immediate solution by the government. It is the fundamental obligation of the state to promote the family as the foundation of the nation, strengthen its solidarity to ensure total development Low-income parents are often overwhelmed by diminished self-esteem, depression, and a sense of powerlessness, and inability to cope with the feelings that may get passed along to their children in the form of insufficient nurturing, negativity, and a general failure to focus on children's needs (Jensen, 2009).

The Pantawid Pamilyang Pilipino Program (4Ps) is a social program that involves monetary and nonmonetary transfers or grants to the poor or poorest families provided that families who have school-age children meet certain requirements that are geared toward improving their capacities (Cecchini & Madariaga, 2011). The objective was to give cash to families living in extreme poverty in exchange for some education and healthcare commitments. the 4Ps are the national government's poverty-reduction and social development strategy. It provides cash transfers to impoverished households to help improve their health, nutrition, and education (Reyes et al., 2014). Academic performance is affected by several factors, whether internal or external (Bello & Gumarao). Stress is one factor that affect the academic performance of students. As study conducted by Crego et.al (2016) stated that academic

stress might compromise students' performance. Motivation is a kind of energy or force which leads the individual to behave willingly and voluntarily. Guay et.al 2010, motivation as the reason underlying behavior. It can also be said that motivation is a process which are movement in the organism. The movement is caused by the release of energy within the tissue. Intrinsic motivation is the tendency to engage in tasks because one finds them interesting, challenging, involving and satisfying. Extrinsic Motivation is the tendency to engage in tasks because of tasks unrelated factors such as promise of rewards and punishments, dictates from superiors, surveillance and competition with peers (Deci 2015). Both these factors motivation stimulate desire and energy in people to be continually interested in and committed to a job, role or subject and to exert persistent effort in attaining a goal. It is a force that energizes the behavior of the learner. It also energizes a man to act and to make constant efforts in order to satisfy his basic motives. Motivation inculcates and stimulates learner's interest in learning activities. In learning situation the learner's are not only motivated for learning but also motivated for achievement and success. So, motivation in learning implies the arousal of interest, direction of interest and control of behavior in various learning situations. In San Juan Senior High School – Stand Alone, learners from all walks of life may not necessarily successful but as they try to imbibe quality education, some fails. We can not deny the fact that motivation plays a major role in students' academic performance and in their achievements. Some of our students were confuse about or disinterest in the subject, lack of attention from the teacher, low grades, bullying, not attending classes due to financial problems. Other learners face intense anxiety and stress related to taking tests and other kinds of evaluations and family support. The 4Ps beneficiaries of the senior high school are not exempted from these factors. In addition, assessment is very important to students' academic performance, teaching and learning process through assessment feedback could be provided to both students and teachers, Hence, to study was conceptualized.

Statement of the Problem

This study assessed the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries of the Senior High School learners of San Juan Senior High School Stand Alone during the school year 2022-2023 and the results served as the basis in the preparation of an action plan.

Specifically, it sought to answer the following sub-problems: What is the level of academic performance of the learners in terms of final grade? What is the level of motivation of the respondents in attending school in terms of: a. intrinsic motivation, and; b. extrinsic motivation? Is there a significant relationship between the level of motivation and the academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries? What plan of action can be proposed to address the academic performance of the Senior HighSchool learners? What is the level of acceptability of the action plan?

Methodology

This study utilized the descriptive correlational developmental research design. Descriptive correlational design since the study will look into the academic performance and motivation of 4Ps beneficiaries and its relationship to their academic performance. The researcher used a descriptive correlation research design. Descriptive research is a method that involves describing, analyzing and interpreting conditions that exists. It includes some parts of comparison, contrast, and attempt to discover relationship between non-manipulative variables (Best 1990). The study likewise uses the developmental research design to delve deeper into the preparation of an action plan for senior high school learners. The study was conducted among the 60 senior high school 4Ps beneficiaries in San Juan Senior High School Stand – Alone during the school year 2022-2023. A total enumeration of the 4Ps beneficiaries were used as respondents to answer the questionnaire. Informed consent was asked from the school principal and the teachers concerned as well as from their respective parents. The main data gathering instrument was adopted from "Assessing academic intrinsic motivation" by Regina Shia and form 137 of the 4Ps beneficiaries. To solicit pertinent information from the students, and questionnaire was used.

Results and Discussions

The academic performance of the learners was satisfactory evidenced by an 84.00 overall mean. There were 22 or 36.67 percent of the respondents had 75-79 grades categorized as fairly satisfactory; 21 or 35 percent of them got 80-84 described as satisfactory; 14 or 23.33 percent got 85-89 interpreted as very satisfactory and 3 or 5.00 percent described as outstanding. The findings imply that the respondents are practical and sensible students who could hardly excel due to the situation that they are in. Some learners performed not so well but this is due to a lack of interest, they are not motivated well toward academic performance. Academic performance, and motivation has been shown to positively influence the academic performance of every students in a particular way. Motivation is important factor that can affect academic performance. Although grades may motivate some learners to learn and study concepts, grades also have limitations in terms of motivation. Vero & Puko (2017) point out that motivation is important to improve student learning because motivation and learning processes are interrelated. Without striving for a goal through motivation, it is not possible for students to achieve anything, not only in education but also in real life. In this sense, it can be said that motivation is an inner power which encourages students to face their challenges in the learning process (Gopala, et, al 2017). Table 2. reflects the level of motivation of the respondents in attending school in terms of intrinsic motivation. It is revealed that respondents in terms of intrinsic motivation were agreed with the mean value of 2.69. The highest indicator was "no matter how much I like or dislike a class; I still try to learn from it" with a 2.93 mean value categorized as Agree. This finding implies that the learners are willing to participate in the teaching-learning process. They do the tasks because they are supposed to and like to learn when they are inside the school. They are more likely to complete the chosen task and eager because of the challenging nature of an activity. Similarly, when people are intrinsically motivated to engage in certain tasks, they experience many positive traits such as a rise in creativity levels, the ability to perform better, the preference of a challenging task, and remaining interested for a longer period. The result of the present study was also in consonance with the findings of Sharma (2018), when students are already motivated to engage in an activity for their own personal pleasure and then a teacher provides the late childhood school students with feedback, the type of feedback given can change the way that student views the activity and can even undermine their

intrinsic motivation, while Conti (2001) found that intrinsically motivated people are less concerned with the difficulties of a certain task and how long it takes, than someone who is more extrinsically motivated. While the lowest indicator was “I feel good about myself when others do not understand the material that is clear to me” with a 2.35 mean value described also as disagree. This implies that learners with low motivation for learning tend to have a negative attitude in learning they are not actively involved in class activities. This finding also confirms that learning strategies need to support learning process, improve study skills and learning habits, and thus academic outcomes and performance. The teaching learning process in the school should be activity based that will arouse the curiosity and interest of the learner. When the students are positively reinforced after completing a task they are motivated to learn more when similar situation arise. Table 3. reflects the level of motivation of the respondents in attending school in terms of extrinsic motivation. It is seen on the table that the extrinsic motivation obtained an average mean value of 2.39 which is interpreted as Disagree. The highest indicator was “it is important to complete assignments the way that my teacher would want them completed” with a mean value of 2.65 classified as Agree. On the other hand, “I get nervous when teachers begin to hand back tests” the lowest indicator with a mean value of 2.27 described as Disagree. This imply that extrinsically motivated learners tend to focus on earning higher grades, obtaining rewards and acceptance from peers. According to Benabou and Tirole (2003), extrinsic motivation promotes effort and performance with rewards serving as positive reinforces for the desired behavior. The table shows that in terms of intrinsic motivation got the highest average weighted mean of 2.69 described as Agree. As a result, intrinsically motivated individuals have an inherit tendency to seek out new things and challenges, to expand and exercise one’s capacity, to explore and to learn. It can be understood that intrinsically individuals will take the activities they carry out very seriously because these activities are part of the individual interest and is driven by intrinsic motivation, the individual will feel pleasure and focus only on what he is doing at the moment. It is said that learners who are intrinsically motivated will increased their learning achievement. It could be inferred on the table that two variables intrinsic and extrinsic motivation have strong positive correlation between the academic performance indicated by 0.612, and 0.649 r-values. As overall motivation both intrinsic and extrinsic motivation increases, academic performance also tends to increase significantly. The findings of the study illustrate that motivation improves the academic performance of students. These findings suggest that when teachers are caring and supportive and emphasize the teaching-learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, & McCombs, 2001).

Conclusion and Recommendations

In light of the findings of the study, the following conclusions were drawn. A strong positive relationship between students’ academic performance and level of motivation has been revealed. The level of intrinsic motivation and extrinsic were reported to have a significant impact on students’ academic performance as reflected in their final grades. The students are found to be more intrinsically motivated than extrinsically. They take up or perform well academically for their interest or curiosity and their learning. An action plan is a helpful material that contains strategies to improve the academic performance of the senior high school 4 Ps beneficiaries. Based from the findings and conclusions drawn, the following recommendations are hereby offered: Students, parents, and teachers will empower students with self-awareness about their academic performance and motivation levels to increase the positive influencing factors. That, by having an understanding of the results of this study, teachers would be able to recognize the importance of these motivations when interacting with students in classrooms and adjust their teaching methods. Teachers should be intentional in creating learning opportunities that are engaging and motivating to increase students’ level of academic performance. That parents give encouragement, support, and proper learning facilities to enhance their children’s motivation. The action plan is timely and appropriate and it is nice material to be used as benchmark to improve the academic performance.

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