

The Relationship Between Resiliency and Academic Success: The Case of Government Grants-In-Aid Recipients in a State College in The Philippines

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Abstract—*This study assessed the impact of resilience to the academic performance of the Expanded Students Grant-in-Aid Program for Poverty Alleviation Program (ESGP-PA) grantees in Masbate State College, Philippines. Through purposive combined with convenient sampling, there were 260 participants (67 males and 193 females) included in the study. They were chosen based from their low-income status and as dependents of the Pantawid Pamilya Pilipino Program (4 P's) beneficiaries in the Province of Masbate, Philippines. The researcher used Ungar and Liebenberg (2011) Child and Youth Resilience Measure in assessing the resilience of participants and the general weighted average grades of marginal students (GWA) were taken from their evaluated grades issued by the College Registrar. Results revealed that there is a significant relationship between resilience scores and general weighted average grades of ESGPPA grantees. This study therefore concludes that if a student is resilient, there is a tendency for him to get good grades and eventually will lead to career success.*

Keywords: *ESGP-PA, impact, resilience, academic performance*

INTRODUCTION

Notwithstanding a considerable increase in enrollment rates in Philippine tertiary education over the past few years, there are still wide disparities in access by socio-economic status [1]. One of the possible reasons for these disparities may be the lack of a well-developed financial aid system [2]. As a result, the Philippine government has tried to provide financial aid for low-income students in the country. Through the Conditional Cash Transfer (CCT), or more commonly known as Pantawid Pamilyang Pilipino Program (4Ps), the Expanded Students Grant-In-Aid Program for Poverty Alleviation (ESGPPA) was integrated to increase the opportunity of poor but deserving students to enter higher education.

The ESGPPA started its implementation during the Academic Year 2014-2015 at the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), the only agricultural state college in the Province of Masbate. The recipients were the children/ dependents of the Pantawid Pamilya Pilipino Program (4 P's) beneficiaries who are enrolled in any of the CHED priority programs offered in DEBESMSCAT. Each

grantee is entitled to a free tuition fee (P10,000/semester), book allowance of P2,500 per semester and a monthly stipend of P3,500 [3]. Aside from the above mentioned benefits, series of activities were conducted such as Seminar on Values Formation/Career Guidance, Financial Management, Leadership Training, acquaintance parties and the like to improve their knowledge, skills, attitude and values so that they can easily adjust and cope up to the fast changing life in the world a college student.

Based from the study conducted by Philippine Institute for Development Studies (PIDS) [4] authored by Silfverberg and Orbeta (2016), "There are aspects to the ESGP-PA program, which go beyond the academic realm. The cultural change experienced by the grantees from being relocated to a more urbanized setting than what they have been accustomed to is a legitimate issue brought up by the state universities and colleges (SUCs)."

The ESGP-PA program was a well-planned program of the Philippine government in order to break the cycle of poverty in the country but there are still grantees who find difficulty in coping up with the academic standards set by SUCs.

There is a need to investigate the resilience of the financial aid grantees and its relationship with scholastic success. This study assumes that the measures of relationship derived in this study would at least provide information about the possible impact of ESGP-PA on strengthening resilience of low-income students, thereby equipping them with capacity to hurdle academic challenges.

This study was based from the “Protective Factor Model of Resilience” [5].

“In the protective factor model of resilience, there is an interaction between protection and risk factors, which reduces the probability of a negative outcome and moderates the effect of exposure to risk (O’Leary, 1998). This model of resilience is derived from developmental literature and systems theory. It indicates that these protective factors foster positive outcomes and healthy personality characteristics despite unfavorable or aversive life circumstances (Bonanno, 2004; Ungar, 2004). The protective factors identified included emotional management skills, intrapersonal reflective skills, academic and job skills, ability to restore self esteem, planning skills, life skills, and problem-solving skills (Ungar, 2004).”

OBJECTIVES

After more than three years of implementation of the study was conducted to assess the impact of resiliency of ESGP-PA grantees and its relationship to their academic performance in the only state college of Masbate, Philippines.

Specifically, this sought answers to the following question: 1. What were the activities conducted by the management of the college that contributed to the resiliency of the grantees? 2. What is the level of resiliency of the grantees? 3. What is the level of academic performance of the grantees? 4. Is there a relationship between resiliency scores and academic performance of grantees

MATERIALS AND METHODS

Research Design

The study used a combination of descriptive and correlational research design. Purposive sampling was used since some of the grantees were having their On-the-job training and practice teaching phase outside the college. Only those grantees who are currently staying in the campus were considered.

A total of 260 respondents were included in the study.

Respondents

There were 260 ESGP-PA grantees enrolled in Masbate State College composed of 74.2% females and 25.8% males. As to degree sought, 40% belong to the College of Agriculture, 23.46% are taking Education courses, 20% belong to the Arts and Sciences courses and 16.54% are enrolled in Industrial technology courses. All of them belong to low-income families since they were the dependents of the “Pantawid Pamilyang Pilipino” Program beneficiaries. These students were selected due to the high probability of their having low level of academic resilience before the commencement of schooling.

Research Instrument

This study used the Resiliency Questionnaire developed by Ungar and Liebenberg (2011) [6] with a slight modification and a data collection sheet in gathering the respondents’ resiliency scores and general weighted average (GWA). These instruments were personally distributed to the grantees backed up by informal interview. Analysis of the instrument’s internal consistency revealed an acceptable value of Cronbach alpha, which is 0.89 [7].

The respondents were requested to accomplish the questionnaire during the ESGPPA regular general assembly of their 3rd year in the college. Only those grantees who wish to participate were considered. Their identity was kept confidential through the use of codes.

Statistical Tool Used

Data were analyzed with the use of frequency counts and percentages for objectives 1, 2 and 3. For objective 4, data were analyzed using Pearson Product Moment Correlation with the aid of SPSS Version 20.

This research also used the Siebert’s Resiliency scale in categorizing the different levels of resiliency [8].

RESULTS AND DISCUSSION

Based from the gathered data, there were several factors that contributed to the resiliency level of the individual. Table 1 shows the activities conducted by the SUCs in the implementation of ESGPPA.

Table 1. Activities conducted by the SUCs that contributed to the ESGP-PA grantees' resiliency

Activities Conducted	Remarks
Orientation program	This was held every start of the semester. During the activity, the grantees with their parents, College key officials and DSWD (Department of Social Welfare and Development) personnel were present. The guidelines about the program were discussed.
Issuance of individual ATM Cards for their monthly stipend.	This is processed once in the whole duration of the program. (If the card is lost, a replacement is immediately processed.)
Organized ESGP-PA Scholar's Association (ESA)	The ESA was organized during the start of the program. The officers of the ESA were active in sponsoring acquaintance party, induction programs, graduation party and other celebrations.
Seminar on Values Formation and Career Guidance Program	The Guidance Counselor gave some tips on how to study effectively. A resource speaker was invited to discuss about good habits and good values.
ESGPPA Mini Cooperative Store	Operating at 24/7, managed by the officers of the ESA. The basic needs of the grantees are available in the store such as soap, shampoo, rice, noodles, canned goods. They can buy goods on credit if they ran out of cash and shall pay the accounts payable upon release of allowance.
Conduct of Financial Management Seminar for ESGP-PA Grantees	This was conducted when the ESGP-PA grantees were in their 2 nd year in college. The resource speaker coached the grantees how to budget properly their monthly stipend with the pattern of 70-20-10 guide (70% for daily expenses, 20% for savings and 10% for tithes.
Conduct of Youth Development Session (YDS)	This was held twice and was conducted during the grantees' 3 rd and 4 th year level. The DSWD ML's gave series of lectures and workshops about gender and sexuality, personality development and other related topics.

The major findings in Table 1 implies that grantees should have a support group in the campus that are ready to assist them whenever they encounter problems. This is backed up by Ungar's work [9], "*The Social Ecology of Resilience* "which suggests the need for an ecological, culturally sensitive interpretation of what resilience means to people who are confronting great adversity. Ungar challenged people to think about resilience as something nurtured rather than something innate. With stories from the individuals and families whom Ungar met around the world, he show how seven factors associated with resilience make it more likely people will do well. He discussed each factor along with strategies families, communities and governments can use to make each more available and accessible."

Resiliency Level of ESGPPA Grantees

Table 2 shows the resiliency level of grantees. The scaling is based from Siebert from his book "The Resilience Pocketbook" [10]

Table 2. Resiliency Level of ESGP-PA Grantees

Level of Resiliency	Adjectival Rating	Frequency	Percentage
Above 80	Very Resilient	0	0%
65 to 80	Better	239	92%
50-64	Adequate	21	8%
40-49	Struggling	0	0%
Below 40	Seek help	0	0%

Based from Table 3, majority of the ESGP-PA grantees' level of resiliency is "Better" which was 92% and only 8% got adequate resiliency score. This implies that they are more resilient enough in facing life's difficulties especially as a college student.

The above result is also backed up by the study of Pitzer and Skinner [11] which revealed that students performed better in school to the extent that they are able to engage fully, cope adaptively and bounce back from obstacles and setbacks in their academic work.

The level of academic performance of ESGP-PA grantees was determined through the use of the evaluated grades issued by the College Registrar as

shown in Table 3. The level of scaling was based from the approved DEBESMSCAT Academic Manual

Table 3. Level of Academic Performance of ESGP-grantees

GWA	Adjectival Rating	Frequency	Percentage
1.1-1.0	Excellent	0	0%
1.9-1.2	Very Good	45	17.3%
2.7-2.0	Good	179	68.8%
3.0-2.8	Fair	36	13.8%

Based from Table 3, result shows that majority (68,8%) of the ESGP-PA grantees' grades were categorized as "GOOD", while 17.3% were "VERY GOOD" and 13.8% were "FAIR". This implies that the majority of the grantees' are just performing good in their studies and this can be attributed to the support given by the ESGPPA program.

Table 4. Relationship Between Resiliency Scores and GWA (N=260)

	RS	GWA
RS Pearson Correlation	1	-0.300**
Sig (2-tailed)		0.000
GWA Pearson Correlation	-.300**	1
Sig (2-tailed)	0.000	

**Correlation is significant at .01 (2 tailed)

Based from Table 4, it can be gleaned that there is a significant relationship between resiliency and GWA. (The negative sign does not necessarily mean that as resiliency increases, GWA decreases. Note that the student's grade used in this study is expressed in interval scale with 1.0 as the highest and 5.0 as the lowest.) This implies that the higher resiliency score, there is a tendency that ESGP-PA will get a higher GWA which is a good indicator for successful college life.

The above result conforms to the findings of De Baca (2007) [12] where she claimed that strong evidence connecting resilience and academic success. She stated that academic resilience has proven highly effective in improving academic performance.

Results of the study were also congruent to the findings conducted by Novotny and Kremenikova [13]. They claimed that there is a relationship between the resilience and academic performance among Caucasian and Romany youth.

CONCLUSION AND RECOMMENDATION

Based from the findings, this study concludes that the management of the state college extended full support to the ESGPPA program which was contributory to the "Better Resilience Level" and "Good" academic performance of the grantees.

This research further concludes that the higher is the resiliency score, an ESGPPA grantee tend to get good grades. Good grades will serve as their passport in acquiring good paying jobs and would eventually improve the quality of life thereby breaking the cycle of poverty among the families of Filipinos.

Since the ESGPPA has helped improve the resiliency level and academic performance of the grantees, the study has the following recommendations: First, each higher educational institution that extend scholarships to the beneficiaries should not only give financial assistance but also moral and spiritual support. Second, the Philippine government should continue implementing the Expanded Grants In Aid Program for Poverty Alleviation because it was really a big help to poor but deserving students in finishing their studies which will eventually improve the quality of life of the grantees' family and ultimately help break the cycle of poverty in the country. In connection with this, policy makers that are involved in crafting a scholarship program may include in the screening process that the would be beneficiaries should undergo a resiliency test so that potential grantees/scholars will successfully finish their chosen course within the given time frame.

Since this study was limited only to one state college, it is also recommended that further study be conducted to other colleges in different parts of the country to arrive at an in depth analysis and a more conclusive result.

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