

## THE IMPLEMENTATION OF 4PS AND THE SCHOLASTIC ACHIEVEMENTS OF THE SECONDARY SCHOOL STUDENT-RECIPIENTS IN OTON ILOILO

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**Abstract:** *This study evaluated the General Proficiency Average (GPA) and co-curricular involvement, of the student recipients of Pantawid Pamilyang Pangkabuhayan Program (4Ps) vis-à-vis its level of implementation as perceived by the parents of the 125 randomly selected respondents from Oton, Iloilo. Survey questionnaires were used with class advisers indicating the GPA. Findings show that they have approaching proficiency GPA, with female students performing better than males. They have slightly involved co-curricular participation. Those from barangays were more active than those from town proper. Youngest children join most of the activities. 4Ps has highly effective level of implementation, more felt in barangays than in town proper. Families with 2-4 children appreciate most the program. 4Ps has 88.33% completion rate and 1.85% drop-out rate. Positive and statistically significant relationship exists between GPA and co-curricular involvement and between GPA and the level of 4Ps implementation. Compliance Verification forms (CVs) are filled up by the municipal link in collaboration with the school heads. This study is significant to policy makers who are bent to break the cycle of poverty through education with conditional cash transfer as motivational tool and crux for home-school-community collaboration.*

**Keywords:** *4Ps, CVs, co-curricular involvement, GPA, level of implementation*

Valued as one of the most prized possessions, education is a must have commodity and is a highly regarded good among Filipinos. 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.

It is frustrating that not every Filipino parent has the "luxury" of this sort. Poverty seems to be the root cause of this deprivation. Revealed in the 2003 through 2008 official statistics for the Secondary Level, is an average participation rate of 60%. This means that for every 100 children of school age, only 60 can gain access to education. The completion rates of students hovered above 70%, way below the 95% target. (Excerpt from the speech given by Bro. Armin Luistro as compiled by Colinares, 2010).

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As observed, a good number of young people at their school age are forced to work to augment the household income. Usually these out of school youths never get the chance to go back schooling. And due to lack of skills and basic knowledge, more often than not, they remain to be earning meager income. They eventually marry and have their own family and repeat the cycle of deprivation.

It is also worth mentioning that students from poor families who are lucky enough to be in school are not able to participate in co-curricular activities. They would go home often to help out in earning some keep for their family. Also participation in co-curricular activities implies additional expenses, which cannot be afforded anymore by these students. The opportunity for these young people to expose themselves to another type of learning, which cannot be achieved inside the classroom, was taken away from them by poverty.

This structural problem definitely needs the intervention of the government. The Pantawid Familyang Pangkabuhayan Program (4Ps) is the response of the Filipino government to address this cyclical problem. It is a development program designed to promote investment in human capital among poor families thus breaking the intergenerational cycle of poverty. This program was patterned after the Conditional Cash Transfer (CCT) programs in Latin American and African countries which have been proven successful as poverty reduction and social development measure. The conditions attached to the grants require parents to undergo trainings on responsible parenthood, have their children undergo health check-ups and ensure school attendance. The program further warrants sufficient resource for the health, nutrition and education of children aged 0-14 (DSWD, 2009).

This researched aimed to evaluate 4Ps as a motivational tool for the recipients to have their children finish secondary education. Furthermore, the result of this study may guide policy makers to enrich the program to further the holistic development in every Filipino family.

The study was advanced based on the theory on organizational behavior modification (OBMod) evolving from the works of B. F. Skinner. Reinforcement theory and learning is comprised of operant conditioning and the different types of reinforcement. Under operant conditioning are the following: (1) Behavior is a function of its consequences, and (2) reinforcement is the consequence of behavior. Positive reinforcement encourages repetition. Negative reinforcement happens when a behavior takes place upon the removal of some negative consequence. Punishment is the implementation of unwanted consequence to put off some behavior (Newstrom, 2011).

Also the idea advanced by Joyce L. Eipstein about the imperative overlapping role of parents, teachers, and the society as a whole in shaping a better life for the young people form the core of this research. In her article entitled "School, Family,

and Community Partnerships: Caring for the Children We Share," she mentioned of the following ideas:

"The way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students."

"...The main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work."

Eipstein's Framework of Six Types of Involvement for Comprehensive Programs of Partnership and Sample Practices include the following: (1) Parenting, (2) Communicating, (3) Volunteering, (4) Learning at Home, (5) Decision Making, and (6) Collaborating with the community.

Heckman and Masterov (2007), in their article entitled "The Productivity Argument for Investing in Young Children," had an interesting finding. They cited that in the 1966 Coleman Report, the major factor that affected academic performance of children across US schools greatly depend on parental variation and not necessarily on the variation on per pupil expenditure across schools nor on pupil-student ratio. Parental variation would mean deviation from the normal family set-up which is composed of complete parents, that is a mother and a father. Schools that did well, build on the efforts of successful families, while schools that were lagging behind, deal in large parts with dysfunctional families.

From the family come skills and motivation that define successful students and workers. The family is the major factor in the participation of children in crime and in social deviance. The more troubled the child, the greater the propensity to be involved in misdemeanors. Child rearing reinforcements to financially disadvantaged families will truly go a long way.

This study delved on the relationship between the level of implementation of 4Ps and the scholastic achievement of the secondary school student-recipients in Oton, Iloilo. The scholastic achievement of the student-recipients were categorized into two, namely, (1) their GPA, and their (2) co-curricular involvement. The variables identified to be affecting the level of implementation was the type of school and the family size of the household recipient. The same variables were considered in the analysing the scholastic achievement of the student-recipients although this time two more items were considered, which are sex and birth order.

## METHODOLOGY

The subjects of the investigation were the Batch 2015 4Ps secondary student-recipients from the 5 secondary schools of the municipality of Oton, namely: (1) Batuan-Cadinglian National High School, (2) Botong-Cabanbanan National High School, (3) Cambitu National High School, (4) Sta. Rita National High School, and (5) Oton National High School.

This study used the Slovin's formula in determining the sample size based on the total population given by the Department of Social Welfare and Development (DSWD) Region VI Office.

The data gathering instrument used checklist questionnaires duly validated by the jurors. They were as follows:

1. Questionnaire for student recipients includes personal information sheet for name of their school, sex, birth order, and family size. They were asked to indicate their GPA for the past 3 school years. These figures were then verified by their current class adviser who takes charge of their permanent records.

To determine the academic performance, this scale which was also used by DepEd, was adopted (DepEd Order No. 31, series of 2012):

Mean	Interpretation
90 and above	Advanced
85 to 89	Proficient
80 to 84	Approaching Proficiency
75 to 79	Developing

The students were also asked to check the boxes, representing thirteen activity areas, according to their co-curricular involvement from first year to third year.

To determine the level of their co-curricular involvement, their indicated participations were tallied and were averaged. This scale was then used:

Mean	Interpretation
0.76 - 1.00	Fully Involved
0.51 - 0.75	Highly Involved
0.26 - 0.50	Moderately Involved
0.00 - 0.25	Slightly Involved

2. Questionnaire for parent/guardian was used to determine their perception about the level of implementation of the conditional cash transfer, regular health check-ups, and family development sessions.

Another set of questionnaire was given to the student recipients to also determine their perception about the level of implementation of the conditional cash transfer specifically in terms of the support they get from their parents in their studies, especially in their daily school attendance and in acquiring school related materials.

To determine the level of 4Ps implementation the scores of the respective parent and child were combined and the following scale was used:

<i>Mean</i>	<i>Interpretation</i>
2.34 to 3.00	Highly Effective
1.68 to 2.33	Moderately Effective
1.00 to 1.67	Slightly Effective

The following statistical tools were utilized: (a) frequency counts to determine the number of responses that belonged to each item in the data-gathering instrument; (b) percentage to determine the portion of the respondents belonging to a particular category; (c) mean to describe the competitive scores and satisfaction of respondents; (d) independent *t*-test was to assess comparisons of the competitive scores between two groups; (e) One-way ANOVA to compare the competitive scores of the three groups; (f) post-hoc analysis for the pairwise comparisons of the significant results in One-way ANOVA using Scheffe; and (g) p-values less than or equal to 0.05 set alpha level was considered significant.

The data were encoded in Microsoft excel, and processed and analyzed using the Statistical Packages for the Social Sciences (SPSS) version 17.0.

The data gathering instrument was subjected to validation and reliability testing.

Interviews with the DSWD personnel were also conducted.

The consent of the parents was sought since the students were not yet at the age of majority.

## RESULTS

The level of implementation of 4Ps in the Municipality of Oton was *Highly Effective* ( $M=2.82$ ,  $SD=0.20$ ). They find the accomplishment of 4Ps high in their lives. The student-recipients feel supported by their family members in their schooling. This is manifested in their perceived improved attendance and participation in school and in the payment of school fees. The parents value the cash transfer, family development sessions, and health check-ups.

When classified according to family size, those belonging to families with 2 to 4 children ( $M=2.85$ ,  $SD=0.13$ ) scored highest in the level of implementation. Those with 2 to 4 children must have greater need for the cash transfer than the rest.

When categorized according to type of school, those in the Barangay schools ( $M=2.88$ ,  $SD=0.11$ ) were more appreciative of the Program than those in the Municipal school ( $M=2.74$ ,  $SD=0.26$ ).

Those living in the Barangays may have lesser access to economic opportunities thus the benefits received through the program was very much appreciated. Those living in the municipality, on the other hand, have more proximity to livelihood activities that can augment their income and so their appreciation of the Program were lower compared to those living in the Barangays.

According to Mrs. Selina L. Sales, the municipal social welfare assistant of DSWD, Oton, the discreet process of selection of the recipients for 4Ps happened in 2009. Data were collected from every household without them knowing that they are being screened for the program.

These data were then forwarded to the central office of DSWD in Manila for the Proxy Mean Test (PMT). This procedure determines who gets qualified for the program. Factors considered in PMT are confidential. But basically, to qualify to the program, nobody in the household should be employed. Also there should not be anyone who works abroad. And there is no college graduate in any of the household members.

Qualifying features consist that the recipients belong to the poorest of the society, that is, they live below the poverty threshold. There has to be children from zero to fourteen years old. An expectant mother should acknowledge her pregnancy to the people conducting the survey; otherwise the child will not be included in the roster.

Once qualified, the families were contacted and were given orientation regarding the program. The novelty of the program made some people skeptical. So even if qualified, some household forego the opportunity to be assisted.

The cash transfer consisted of the following: (a) Education Grant of P 300 per child, per month, for children 3 to 14 years old, (with a maximum of 3 children per household) for ten months. This is to augment the school related expenses for every child from June to March; and (b) Health Grant of P 500 per month per household, or a total of P 6,000, to aid them in their medical needs all year round.

With the above amounts, a household can get a maximum of P 1,400 per month allowance. In the case of the Municipality of Oton, releasing happens every 2 months, so the recipient can get a maximum of P 2,800 per release. As of interview time, which happened last September 2014, the latest release took place last August 29. This release is for the months of June and July.

Being a conditional cash transfer project, recipients of the grant should comply with the following set conditions: (a) children 6 to 14 years old shall enroll in

schools and shall attend at least 85% of the time; and children 3 to 5 years old shall attend day-care/preschool program at least 85% of the time; (b) children 0 to 5 years old shall get regular preventive health check-ups and vaccines, pregnant women shall get pre-natal care, child birth is attended by skilled/health professional and mother shall get post-natal care in accordance with standard DOH protocol; and children 6-14 years old must receive de-worming pills twice a year; and (c) parent/guardians shall attend monthly family development sessions with topics ranging from mother's classes on health and nutrition to effective parenting.

Transfer of cash happens through Land Bank of the Philippines, the authorized bank to manage the disbursements. Since the bank has limited branches, the services of other financial institutions and telecommunication services were tapped. These institutions include G-cash remit, other rural banks, Cooperative Financial Institutions, First Consolidated Bank, and M. Lhuillier (DSWD, 2009).

The availment of benefits is uniform throughout identified recipients. They only differ in cases when the recipients were not able to comply with the set conditions, that is, if the recipient is not able to act in accordance with the requirements, they may lose some if not all of the benefits for some given months.

Applying Operant Conditioning, a reinforcement theory on motivation, as developed by B.F. Skinner, the implementation of 4Ps was found to be successful because the program was able to effect the desired behavior of the recipients through manipulating the consequences of their actions, that is, the recipients were able to complete their secondary education through 4Ps. Using the survey, it was determined that the parents and the children found the program to be relevant and helpful in their everyday life.

4Ps is a clear example of positive reinforcement. To encourage the completion of the secondary education of the recipients, they were given cash should they meet the terms on school attendance, family development session participation, and compliance with health check-up schedules for qualified households. As a form of punishment, the cash transfer was deferred should the recipient fail to fulfill the set conditions.

The manner of implementation must have been done properly because it was able to elicit the desired outcome. Successful implementation means delivery of reward only if the desired behavior was exhibited and the delivery of reward should be made immediately for greater reinforcement value (Schermerhorn, 2011). For the Municipality these guidelines were observed. The policy on qualification and disqualification was clearly communicated to the recipients and the delivery of grants only to compliant recipients was observed. Also the immediate release of the grant, that is every 2 months, was promptly followed, giving more reinforcement value to the cash transfer.

The implementation of 4Ps somehow reflects the overlapping of the family, the school, and the society-through the government-in advancing the welfare of the financially disadvantaged families as pointed out by Eipstein. It may not be that extensive though.

The advocacy of Heckman and Masterov which is mainly about assisting the poor families in their economic concerns can also be seen. As specified by Heckman and Masterov, the early the assistance the more effective it is. As explained in the implementation of 4Ps, the assistance starts from the very early years of the child, as early as year zero.

Also emphasis was given to the functionality of the family, although in an implied manner. The role of the woman allocating the budget for the household was upheld since the cash was entrusted to her. As the usual case, the father being the provider would normally give to the wife his earnings. It is then up to the wife to budget and allocate, although there was not much explicit activity in strengthening the role of the father in the family.

As a whole ( $M=82.01$ ,  $SD=3.40$ ) and when classified according to sex, birth order, family size and type of school, the students still have a GPA equivalent to "Approaching Proficiency".

Females ( $M=83.43$ ,  $SD=3.19$ ) have higher GPA than males ( $M=80.03$ ,  $SD=2.60$ ). This was statistically significant using scheffe test.

According to Lareau (1987), working class students experience disadvantages in terms of gaining knowledge and understanding about the world outside home through access to books and cultural institutions, parental teaching, and exploration of diverse environments since they have less access to computers at home. As regards cognitive and verbal skills, working class children develop adequate skills relying on gestures and further explanations to clarify meaning but they lack superior skills in the use of formal language, which is crucial to excel in cognitive development. In terms of values and attitude many children from lower economic backgrounds were trained to simply obey and conform. Independent learning and self-directed thinking were hardly encouraged. This further curtails the cognitive development of children coming from poor families.

These considerations may be possible reasons regarding the scholastic rating of 4Ps recipients. Although their ratings were not that bad, it seems that they can hardly attain the *Proficient* level, much more the *Advanced* level.

When taken as a whole, ( $M=0.05$ ,  $SD=0.08$ ) the students were *Slightly Involved* in co-curricular activities.

4Ps recipients may have felt pressured to find a job to help augment the financial challenges of their families. This may be the reason why they were only slightly



involved in co-curricular activities. Perhaps they prefer going home early, rather than staying in school for co-curricular activities, so that they can use their time earning for the financial concerns of their family.

When the respondents were classified according to birth order, the students belonging to the last category ( $M=0.10$ ,  $SD=0.13$ ) scored highest in co-curricular involvement and this was found to be statistically significant. It appears that the youngest are more participative than the eldest and middle children.

Students coming from barangays high schools ( $M=0.06$ ,  $SD=0.07$ ) were found to be more participative than those coming from municipal high school ( $M=0.03$ ,  $SD=0.08$ ). This result was also statistically significant.

Most probably, since the population in barangays high schools were a lot fewer than the municipal high school, there were more chances for students in Barangay high schools to participate in the activities since there were lesser number of students to choose from.

As pointed out by Berman, co-curricular activities offer good venues for children to hone their leadership skills and develop the spirit of teamwork. Students involved in co-curricular activities are also confronted with time management concerns since they have to balance academic school work with the activities they are involved into. Since they live on a tight schedule students are able to practice setting priorities and decision making at an early age in life. Also their chances of getting into trouble are diminished because they are occupied by meetings or practices. Holloway furthermore asserted that young people involved in co-curricular activities develop their self-esteem better. The students' exposure to the various activities makes them learn other skills. Example, for those in the debate club, they become proficient at expressing themselves well as they communicate and explain their point of view to others. They also acquire the ability to overcome stage fright and handle difficulties with calmness and composure.

These capabilities may not be acquired by the 4Ps recipients due to their minimal exposure on co-curricular activities. These deprivations, if not mitigated, may lead to the students' inferiority and maladjustment in the workplace.

To determine the cohort survival of the student-recipients, data as regards the number of eligible student-recipients were culled out. Specifically, these information was provided by Mrs. Marlyn Millado, the Regional Compliance Verification Officer of DSWD Field Office VI through electronic mail last April 30, 2015. The earliest record dated back last school year 2012-2013 showing 120 qualified beneficiaries. The following academic year, there were only 89 beneficiaries and on their last school year the number of recipients increased to 106.

The difference can be mainly attributed to the disqualification of some recipients, or to the transfer of the student to schools in the nearby municipality. The possibility of drop-out cannot also be discounted. However, there is no such data so far, explaining the decrease in the number of recipients from school year 2012-2013 to school year 2013-2014. The increase in the number of recipients from academic year 2013-2014 to 2014-2015 can be because of the eventual compliance of the household making the student-recipients again qualified for the grants. Another possibility is the transfer from schools outside Oton. Lastly, there was also the possibility that some qualified household who were hesitant to take part of the program during its early years of implementation decided to become a part of the program. Again, there were no corroborating evidence explicitly indicating the exact number of student-recipients and their respective status.

Overall, the impact of 4Ps on the cohort survival, 106 out of 120 (88.33 %), of the student-recipients had been positive.

The drop-out rate of student-recipients was very minimal, at 1.85%, that is, 4 out of 216 student-recipients.

There was a positive and significant relationship between the GPA and the Co-curricular involvement of the 4Ps student-recipients,  $r(123) = .234, p = .009$ . Increase in GPA also entails increase in co-curricular participation and vice versa. There was also a positive and significant relationship between the GPA and the 4Ps Implementation level,  $r(123) = .220, p = .014$ . Higher the GPA also means higher level of implementation felt.

GPA was never a basis on the Conditionalities and Cash transfers. Perhaps the Government is just practical about the support it is giving because grades and co-curricular involvement cannot determine how the children will be in their chosen career. To some extent their scholastic achievement and co-curricular involvement may eventually influence their choices in life. Much of what they will become shall rest on their decision making and on the reasons of their choices. It will be their value system that will guide them towards the path they will eventually choose.

To monitor the compliance of the beneficiaries, the Compliance Verification System (CVS) is used. The Municipal links in partnership with the teachers and health workers fill-up the CVS forms, which serve as the basis in computing the grant of each household (DSWD, 2009; Blar, Jafar & Monawir, 2015; Chadyiwa & Mgutshini, 2015).

As at writing time, the expenses of 4ps recipients were being monitored. The mothers were required to submit receipts and supporting papers as regards their spending. It was part of the policy that the cash transferred to them should be used for food and for school related expenses of their children. The mothers were

also required to attend various barangays activities as sanctioned by their respective Punong Barangays. Schools were required to submit attendance monitoring sheets to DSWD.

## **DISCUSSION & CONCLUSION**

The implementation was successful. The intended effect is very apparent. Modification of behavior was achieved through operant conditioning, that is, the giving of rewards and punishments through conditionalities and cash transfer set by the program. Also the interplay among the family, school, and community can be well observed and has effectively advanced the good of the society as a whole.

The low scholastic rating and co-curricular involvement of the student-recipients underscores the fact that people on this threshold needs special aid from the government because of the disagreeable consequences that can become widespread should this concern be left unattended. Barangay libraries with wi-fi access may be considered to address the lack of intellectual stimulus in the household of the 4Ps recipients.

It has become a trend that girls usually perform better than boys academically. Also, there is a generally accepted expectation that boys tend to misbehave and lag behind in school. This phenomenon can be looked into because there can be a silent form of discrimination against the boys. Perhaps the growth spurt brought about by puberty, which generally happens earlier to the girls, may have caused certain inferiority among the boys. Seeing the girls getting bigger ahead of them may have triggered a sense of inadequacy among the boys. Also another factor can be the general observation that most teachers are females. The thinking and communication style of males and females generally differ because of the differences in patterns as to how the brain works between sexes. It is possible that female teachers have difficulty getting the interest of their male students. At the same time, the boys may have a hard time catching-up because the classroom dynamics simply does not fit their learning style. The lack of role models for the boys and the want for learning activities suited to their psyche may have contributed to their non-attainment of optimum learning (Nidoy, 2011).

As regards co-curricular involvement, the activities in the Municipal high school may not be enough to accommodate the big number of students and so not everyone can join the fun. Another aspect for their lack of involvement can be the student-teacher ratio. There may not be enough facilitator for the activities. Most often than not, cases of delinquency are also greater in the Municipal high school than in the Barangay high schools. Although there is no conclusive evidence as regards the connection of lack co-curricular involvement to delinquency, it may still be wise to try to give more chances to the students to participate by increasing the co-curricular activities in school at the same time in Barangays. With this, the energy

of the young people can be channeled to constructive activities beneficial both to the students and to the school.

Values formation can be a point of emphasis for the student recipients and for the entire households. Aside from the formative classes to parents, forums may also be conducted to the student recipients to reinforce their emotional quotient. Side by side with the infusion of knowledge, their strength of character may as well be trained so that they become decisive individuals well-disposed to face up to life's challenges.

DSWD may consider subjecting the program to external party audit like a particular body from United Nations, or some representative from World Bank to enhance the effectiveness and efficiency of the program. In fact this particular type of control spelled the success of cash transfer in other countries such as Mexico and Columbia.

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