



Perceived Factors Affecting Academic Performance of Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries of Apayao State College

Jay Bee B. Omaweng^{a*}

^a *College of Teacher Education, Apayao State College, Malama, Conner, Apayao, Philippines.*

Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/ARJASS/2022/v18i330337

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/90856>

Original Research Article

Received 22 June 2022
Accepted 27 August 2022
Published 29 August 2022

ABSTRACT

The study aimed to determine the perceived factors affecting the academic performance of Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries of Apayao State College. Significantly, perceived factors such as personal, family, school, teacher, community and multi-media sometimes affect the academic performance of the 4Ps respondents except for peer factors. Furthermore, it has also been a result of this study that there is a significant relationship between the profile variables and the academic performance of the respondents except for age. However, the level of the academic performance of the student is found as satisfactory so it has to be improved to attain higher grades in all the subject areas in school. It is acknowledged further, that the academic performance is a multi-factorial variable; hence other problems that affect their academic performance should be dealt with in order to look into other variables affecting academic performance.

Keywords: *Pantawid Pamilyang Pilipino Program (4Ps); 4Ps beneficiaries; Conditional Cash Transfer (CCT); academic performance; perceived factors.*

^oAssociate Professor IV;

*Corresponding author: Email: omawengjaybee@yahoo.com;

1. INTRODUCTION

Education is very important to the lives of people and to the country as well. It is a basic need of every citizen and a very essential tool in an individual's success. The Philippines, as a state, includes education as a fundamental right of every individual. Therefore, the government must do everything in its power to give to its citizens the quality education that is due to them [1-7].

The effectiveness of the educational system is being reflected by the academic performance of the students. According to Minnesota (2007) "high education performance depends upon the academic performance of the students." This also affects the reputation of the administrators and the teachers within the field of the Department of Education, the main governing body regulating the education of the Republic of the Philippines. This support includes of the stakeholders that has also has a direct relationship to the academic performance of the students [8-12].

In the Philippine setting, most educators observed socio-economic status is a major factor that affect the academic performance of a student. Poverty is viewed to result to several other specific problems like high incidence of absenteeism, high drop-out rate, poor physical and mental health. To alleviate the problems on poverty and education, the government implemented many programs that can help the poor and one of which is the Pantawid Pamilyang Pilipino Program (4Ps). 4Ps is a national development program that provides conditional cash grants to the poor households to improve their health, nutrition, and education particularly of the children aged 0-18. The two main objectives of the program are social assistance that aims to alleviate the poor's immediate needs and the social development that aims to break the intergenerational poverty cycle by investing in human capital. In return, the family-beneficiaries have to commit themselves to the conditionality's: Parents must ensure that their children attend school at least 85% of the time and receive vaccination and health care. Pregnant women must receive pre-and post natal care and be attended during childbirth by skilled health professional. Parents must attend Family Development Session or seminars (DSWD Operational Manual) [13-17].

Apayao is one of the poorest provinces in the Philippines as per report of the National Statistics

and Coordination Board (NSCB) data on poverty incidence. In the province of Apayao, Municipality of Conner is one of the recipients of the program. Apayao State College (ASC) as the lone higher learning institution in the province caters to students who generally can't afford to study outside of the province and are under various scholarships. Various scholarship grants provided by the provincial and local government of Apayao on top the national (CHED, DOST, DSWD, etc...) scholarships are abundant in the school. Among these national scholarships is the Pantawid Pamilyang Pilipino Program (4Ps), it is in this context that the researcher was motivated to conduct a noble study that determines the academic performance of 4Ps Beneficiaries of Apayao State College and the perceived factors affecting it.

1.1 Statement of the Problem

Generally, the study aimed to determine the perceived factors affecting academic performance of 4Ps student beneficiaries in ASC.

Specifically, it sought to answer the following questions:

1. What is the profile of the student beneficiary relative to age, sex, ethnicity, religious affiliation, highest educational attainment of parents, occupation of parents, and monthly family income?
2. What is the academic performance of 4Ps beneficiaries during the S.Y. 2017-2018?
3. What are the factors perceived to affect the academic performance relative to: personal-related, family-related, school-related, peer-related, community-related, mass media-related?
4. What extent do these factors affect the academic performance of the 4Ps beneficiaries?
5. What are the problems encountered by the 4Ps beneficiaries?
6. Is there a significant relationship between the academic performance and profile of 4Ps beneficiaries; and the academic performance and the perceived factors

1.2 Theoretical Framework

The study is anchored on the Human Capital Theory and Social Capital Theory. Human Capital Theory indicates the importance of investments in human capital of a country, while

Social Capital Theory explains social network where individuals work together to improve wellbeing.

The range of abilities that a person can use to increase production is referred to as human capital. These abilities typically depend on a person's education, health, and work ethic (LSE Economics, 2014). Additionally, Schultz demonstrated that production and education had a beneficial relationship (Kern, 2009). The human capital theory predicts that as money is put in programs for education and training, human capital will rise (Fitzsimons, 1999). Individuals' employment opportunities, organizational competitiveness, and societal socio-political growth can all be impacted by human capital. A cost-based approach, an output-based approach, and other methods can all be used to quantify human capital, according to Kwon (2009), who also cites data on school enrollment rates, literacy rates, and other educational characteristics (through measuring the costs of education).

When you consider the context of all the aforementioned insights, it seems sense that investments in children's education and health will lead to returns on human capital. Investments in children depend on the household income and the number of kids living there for a particular household. With fewer children in the household, more resources are allocated to each child for a given level of income. As a result, nations with low levels of human capital are frequently characterized by large family sizes and low levels of investment in individual children. On the other hand, wealthy people spend more on fewer children. Thus, increasing investments in children and long-term physical capital accumulation would benefit a nation (Tamura et al., 1990).

Those elements of social ties that support cooperative and collaborative behavior within a society are referred to as social capital, according to Garson (2006). Social capital is crucial for the program's success because conditional cash transfer programs are a part of social networks where people form relationships in order to improve their wellbeing. This is especially true given that the government, the community, and household members make up the social network in this study. The cash transfer program can be viewed as a type of social protection strategy that uses the social capital theory as a foundation to reduce poverty

and vulnerability. As a result, for the program to be implemented effectively, relationships between the government and community must be built (Ressler, 2008).

2. METHODOLOGY

The researcher made use of the descriptive-correlational method of research to determine the perceived factors affecting academic performance of the 4Ps beneficiaries of ASC. The study involved one hundred twenty-nine (129) senior high school students enrolled in Apayao State College for S.Y. 2017-2018. Total enumeration of students and purposive sampling were used in the respondents as the primary criterion being a 4Ps beneficiary. The main data gathering instrument used is a survey-questionnaire adapted from the study of Bastian (1995) and used as a reference by Alos [18] and Lalpuot (2010).

Administration of survey questionnaire was done personally by the researcher in campus. Informal interviews were facilitated by the researcher to validate the data provided by the respondents in the questionnaire. Secondary data analysis was employed in the academic performance of students. Grades of students were taken from their class records provided by their respective class advisers.

Descriptive statistics such as frequency, percentage and ranking were used in the profile of the respondents and the academic related problems encountered by the students. Weighted mean was used in providing description of the student's assessment of the factors affecting their academic performance. Description of academic performance is based on existing Dep Ed guideline on grade classification and description. Chi-Square Test was used to test significant relationship between the perceived effect of the factors to the academic performance of the students.

3. RESULTS AND DISCUSSION

3.1 Profile of the Respondents

Table 1 revealed that most of the respondents are between ages 18 and 19 with a computed mean age of 17. This implies that the respondents are in their proper school age for K-12, and are at the appropriate age to determine the factors that can affect their academic

performance. Out of the 129 respondents, 85 or 66% are female which dominates the 44% male students. As to ethnicity, most (53) or 41% are Isnags, followed by 36 or 28% Malauegs, the result implies that residents of the locality are dominantly Isnags and Malauegs.

Table 1. Frequency and percentage distribution of the respondents' profile

A. Age	Frequency		Percentage	
15	9		7	
16	19		15	
17	28		22	
18	39		30	
19	34		26	
X =17	129		100	
B. Sex				
Male	44		34	
Female	85		66	
Total	129		100	
C. Ethnicity				
Isnag	53		41	
Malaueg	36		28	
Ilokano	8		6	
Igorot/ Kankana-ey	17		13	
Kalinga	15		12	
Total	129		100	
D. Religious Affiliation				
Roman Catholic	44		34	
Penticost/Born Again	28		22	
Iglesia ni Cristo	18		14	
Jehovah's Witnesses	5		4	
United Christian Christ of the Philippines (UCCP)	11		8	
Anglican	23		18	
Total	129		100	
E. Highest Educational Attainment				
	Mother		Father	
	f	%	f	%
Elementary Level	31	24	38	29
Elementary Graduate	29	22	39	30
Secondary Level	26	20	21	16
Secondary Graduate	23	18	20	16
College Level	9	7	7	5
College Graduate	11	9	4	3
Total	129	100	129	100
F. Occupation of Parents				
	Frequency		Percentage	
Farming	81		63	
house keeping	16		12	
Domestic helper in abroad	7		5	
Vendor /business	11		9	
Government/ private employee	8		6	
Seaman	2		2	
Others- retired Gov. employee	4		3	
Total	129		100	
Monthly Income of Parents				
	Frequency		Percentage	
Below 5000	54		42	
5,000- 7,000	28		22	
7,001-9,000	31		24	
9,001-Above	16		12	
Total	129		100	

As to religious affiliation, most (44) or 34% are Roman Catholics, 23 or 18% are Anglican while Iglesia ni Cristo composed of 18 or 14%. It was observed that beneficiaries are dominantly members of the Roman Catholic denomination. As to highest educational attainment of parents, most fathers reached elementary level while mothers of the beneficiaries graduated in the elementary level. Most or 63% of the parents are engaged in farming, this implies that farming is the main source of livelihood in Conner Apayao.

In terms of monthly income, 54 or 42% had a monthly income bracket below 5,000. The data implies that parents are poor because monthly income is below the poverty line which was not enough to support a family size of 5. This is supported by NEDA's record (2016) on poverty incidence that the monthly threshold of a family of 5 is at least P9,064 per month to meet the basic daily needs including, food, clothing and shelter.

3.2 Academic Performance

Table 2 presents the mean performance of the 4Ps beneficiaries for the S.Y 2017-2018. As can be gleaned, 56 or 43% have grades ranging from 85-89 with scale description of satisfactory performance, followed by 28 or 22% whose grades range from 90-94 described as very satisfactory, 21 or 16% have grades of 80-84%, 18 or 14% have grades of 75-79% which meant fair or passing and only 6 or 5% performs poorly or very low with grades that ranged from 70-74%. The results reveal that most of the respondents performed satisfactorily in their academic performance.

The researcher found out that those respondents whose grades are fair and poor are from families

with very low income. She further confirmed that families with average socio-economic status are perceived to have satisfactorily academic performance that was why family income had a very great extent to affect the academic performance of the 4ps beneficiaries. However, the mean academic performance of the students is 85.17% described as "satisfactory." This implies that respondents could manage to improve their academic performance if properly motivated and if student themselves are interested to study.

3.3 Perceived Factors Affecting Academic Performance

The Table 3.1 shows the perceived factors that affects the academic performance of the respondents. As can be gleaned, the students have assessments with means described as either 'often' or 'sometimes.' Five (5) of the statements (1,2,4,5,6) were assessed by the respondents with means described as 'often' while the rest of the statements have means described as 'sometimes.' Over-all the students claimed that personal factors 'sometimes' affect their academic performance. Such finding is similar to the study of Sampayan (2001) that students who developed interest, and acquired good habits and attitudes towards their studies are like to do well in the school than those students who do not have the desire and have not developed interest to study.

As shown from the above Table 3.2, only items 1 and 8 have means of 3.65 and 3.50 respectively described as 'often.' The remaining six (6) items or statements on family related factors have means described as 'sometimes.' The computed category mean is 3.26 which is described as 'sometimes.'

Table 2. Mean average of the academic performance of the 4Ps beneficiaries of ASC for S.Y 2017-2018

Adjectival description	Grade scale	Frequency	Percentage
Outstanding	95-99	0	100
Very Satisfactory	90-94	28	22
Satisfactory	85-89	56	43
Moderate satisfactory	80-84	21	16
Fair	75-79	18	14
Poor	70-74	6	5

N=129 Mean X=85.17

Table 3.1. Perceived personal factors by 4Ps beneficiaries that affects their academic performance

A. Personal related aspect	Xi	SD
1. Being a 4Ps beneficiary, I am very much motivated to study harder with my lesson.	3.78	0
2. I performed better achievements because all my school needs are fully provided.	3.58	0
3. I have no time to study my lesson.	3.3	S
4. I only get absent when I encounter unavoidable circumstances.	3.5	0
5. I don't have any interest to go to school but I was motivated by my parents just to receive the 4ps benefits.	3.54	0
6. I do too many household chores.	3.48	0
7. I have poor study habits.	2.44	S
8. I am late to enter in the school.	3.36	S
9. I feel tired, bored, and sleepy.	3.10	S
10. I only study when there is a quiz or exam.	3.18	S
Category mean	3.33	S

Table 3.2. Perceived family related factors that affect the 4Ps academic performance

Family related factor	Xi	SD
1. Don't have enough money for allowance to buy school supplies needed in school.	3.65	O
2. My parents are able to buy our common needs such as food, clothing and shelter.	2.96	S
3. Help my parents work in the field.	3.34	S
4. Parents are preoccupied with their work and no time for their children.	3.25	S
5. Parents assist their child in making assignments.	3.34	S
6. Parent frequently quarrels that affects my studies.	3.10	S
7. Helps take care of my baby brother and sister.	2.95	S
8. My parents consider schooling as burden.	3.50	O
Category mean	3.26	S

The finding implies that family related factor is perceived by the students to 'sometimes' affect their academic performance. The same is found by Reyes [19] that the low performance of

students is caused by variables like satisfaction in home relationship, poor home environment, parental negligence, and lack of parental motivation and encouragement.

Table 3.3. Perceived School Related Factors that Affect the 4Ps Academic Performance

School related		
A. Physical factor	Xi	SD
1. Classroom is well-lighted, ventilated and conducive to learning.	3.24	S
2. Sufficient instructional materials are adequate and available in school.	2.77	S
3. Sufficient and adequate laboratory and library facilities and equipment for students to use.	3.08	S
4. The location of the School is accessible to all students.	3.69	0
5. Classroom is spacious.	3.4	S
Category mean	3.24	S

The data in Table 3.3 is the perceived School Related Factors that affect the academic performance of the 4ps beneficiaries of ASC. Items 1, 2, 3, and 5 are perceived by the respondents as 'satisfactory' with means of 2.77, 3.08, 3.24 and 3.40 respectively, while item 4 was rated with the mean of 3.69 described as 'often.'

Generally, the results confirm that school related factor 'sometimes' affect the academic performance of the respondents. This further indicates that to make learning and study effective, the place must be clean, teaching materials adapted should be at the level of interest and needs of students.

Umali (2002) mentioned in his study, that in order to make learning effective and efficient, the school must be conducive to learning, well lighted, well cleaned, orderly arranged and spacious to the learners so that students will be in their best physical and emotional conditions to receive knowledge.

From the table, items 1, 2, 4, 5, 7, 8, and 10 have means that ranged from 3.48 to 3.98 with corresponding scale description of 'often.' On the other hand, items 3, 6 and 9 are rated with means 3.16, 3.03 and 3.17 respectively which means 'sometimes.' The findings reveal that the teacher is a factor that 'often' affected the academic performance of students.

Mosley (2003) stressed that teachers are the most probable causes of low academic performance of students, which would be due to disinteresting teaching strategy or not effective teaching strategy and untoward traits of teachers.

The data in Table 3.5 presents the perceived peer related factor that affects the academic performance of 4Ps beneficiaries. Three items (2, 6 and 8) have means of 3.88, 3.56 and 3.84 respectively with a scale description of 'often.' Five items (1, 3, 4 5, and 7) were rated with means of 3, 3.16, 3.18 and 3.20 and 3.21 with scaled description sometimes. Over-all, the category mean is 3.44 described as 'often.'

Table 3.4. Teacher related factors that affects the 4Ps Beneficiaries academic performance

D. Teacher related factor	Xi	SD
1. Teacher report to class on time	3.83	0
2. Teacher inspires /motivates encourages students' participation.	3.48	0
3. There is close supervision by school head.	3.16	S
4. Teacher is knowledgeable to the subject matter she teaches.	3.81	0
5. Teacher clearly explain the lesson and uses effective teaching strategy.	3.51	0
6. Teacher is progressive and innovative.	3.03	S
7. Teachers are sympathetic and concern.	3.70	0
8. Teachers are approachable.	3.66	0
9. Teacher has sense of humor.	3.17	S
10. Teacher treats student fairly.	3.98	0
Category mean	3.53	0

Table 3.5. Perceived peer related factors that affects the 4ps beneficiaries academic performance

E. Peer related factor	Xi	SD
1. Peers are and willing to lend /share me their resources.	3.20	S
2. Have positive concepts towards school work.	3.88	0
3. Have more chats with my friends than studying and doing research.	3.16	S
4. My peer distracts me to get absent from classes.	3.18	S
5. Tend to copy from each other when quiz or test comes.	3.00	S
6. Peer spends time with me in my studies.	3.56	0
7. Peer has no good study habits.	3.21	S
8. Have more interest in co-curricular activities.	3.84	0
Category mean	3.44	0

This implies that students perceived peer related factors to 'often' affect their academic performance.

Such finding find similarity with the study of Bonare (1998) that peer group has some bad influence on the school performance of the learners. Bad peer (Barkada) may result into gangs, and anti-social tendencies, but good ones may result to positive social relationship that is why Caldeon (1998) found different functions of this factor. Peers group can facilitate the growth too independently and may also help develop the emotional and social growth of the child. Peer can provide status and identity building. A feeling of belonging which is so much felt by youth can be enhanced if the barkada is good.

Table 3.6 presents the perceived effect of community related factor to the academic performance of the students. 50% of the students perceived that community related factor 'often' affect their academic performance while 50% perceived that this factor 'sometimes' affects them. The category mean, however, is 3.38 which is described as 'sometimes.'

The Table 3.7 shows the perceived effect of mass media to the academic performance of the student beneficiaries. All of the respondents assessed all of the identified mass media related factors to with means described as 'sometimes.' Thus, mass media related factor is perceived by the students to 'sometimes' affect their academic performance.

Table 3.6. Perceived community related factors that affects the 4ps beneficiaries academic performance

Community Related Aspect	Xi	SD
1. The distance from home to school causes my tardiness in attending my class.	3.62	0
2. Noise and Social affairs are disturbing.	3.11	S
3. Household members are regularly involved in the community recreation activities.	3.68	0
4. Noise, shouts, drunkenness are disturbing.	3.66	0
5. Barangay official assist in the implementation of 4ps programs to the concern beneficiaries.	3.16	S
6. Barangay official maintain peace and order.	3.04	S
Category mean	3.38	S

Table 3.7. Perceived Mass Media Related Factors that Affect the 4Ps Academic Performance

Mass Media Related	Xi	SD
1. Cell phone makes me lazy to study my lesson.	3.22	S
2. Laptop helps in doing my research activities.	3.26	S
3. Reading Newspaper updates daily information.	3.38	S
4. TV/watching movies/telenovela takes my time.	3.08	S
5. Radio/ hearing drama or music disturb me while studying.	3.13	S
Category mean	3.21	S

Table 4. Frequency and rank distribution of problems encountered by 4Ps beneficiaries

Problems	Frequency	Rank
1. Misappropriation of 4Ps cash grants.	61	5
2. Insufficient daily allowance to study.	78	4
3. Irregular support and assistance of parents to their children's school needs.	81	3
4. Delayed release of the 4Ps cash grants.	103	1
5. Inadequacy of reference books, technology, equipment & school facilities.	83	2
6. Unpleasant teacher trait.	42	6

As stated by Celeste (2010), there is no doubt that modern technology has an effect on the study habits of students today. The positive side of modern technology is that it makes things easier for students to research for their homework and projects. However, it is also right to mention that technologies are also a major distraction for students.

Pertaining to the problems encountered by the respondents, it was ranked accordingly. The result is summarized below:

Of the six identified problems of students related to the implementation of 4Ps, delayed release of cash grants ranks 1st. 2nd most encountered problem by the students is the inadequacy of reference books, technology, equipment and school facilities. Irregular support and assistance of parents to their children's school needs is claimed by the respondents as the 3rd most encountered problem. The least problem encountered by the students is unpleasant teacher trait.

The Table 5 showed the result of the computed X^2 result on the significant relationship between the 4Ps beneficiaries' profile and their academic performance for the school year 2017-2018. The computed tabular values are way greater than the critical values for each variable in the profile. The findings revealed that the null hypothesis is rejected across all demographic profile variables

of the students. In other words, there is a significant relationship of the respondents' profile variables to their academic performance.

As shown in Table 1, most of the respondent are female it was revealed in the above table that sex has significant relationship to academic performance. This is supported by the study of Bemis (2004) conducted at college of physics in Roxas City, Philippines that sex is significantly related in academic performance of the students. Highest educational attainment of parents has a significant relationship with the academic performance of the 4Ps beneficiaries. This finding is similar with the study of Krashen [20] who concluded that students whose parents are educated score higher on standardized tests than those whose parents are not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Truzy, 1999). Monthly family income of parents also has a significant relationship with academic performance of the 4Ps beneficiaries. Soliven (2000), stated that there are rising unemployed and low employed parents who are trapped by poverty today such as that they could not provide better life and education for their children contributing to poor academic performance.

Table 5. Significant Relationship between 4Ps academic performance and the personal profile the respondents

Profile	X^2_{tv}	X^2_{cv}	DF	LS	Decision
1. age	44.21	26.296	16	.05	Reject H^0
2. sex	11.17	9.488	4	.05	Reject H^0
3. ethnicity	63.66	21.026	12	.05	Reject H^0
4. religious affiliation	42.19	31.44	20	.05	Reject H^0
5. highest educational attainment of parents	38.61	24.996	15	.05	Reject H^0
6. occupation of parents	53.25	36.196	24	.05	Reject H^0
7. monthly family income	49.71	26.296	16	.05	Reject H^0

Table 6. Chi square test on the significant relationship between the academic performance and the perceived factors 4Ps variables

Factors	X^2_{tv}	X^2_{cv}	DF	LS	Decision
1. Personal related Factor	98.1337	61.6165	45	.05	Reject H^0
2. Family Related Factor	49.2656	41.337	28	.05	Reject H^0
3. School Related Factor	38.086	26.296	16	.05	Reject H^0
4. Teacher Related Factor	118.01	61.6165	45	.05	Reject H^0
5. Peer Related Factor	9.6838	40.113	27	.05	Accept H^0
6. Community Related Factor	39.337	31.41	20	.05	Reject H^0
7. Mass Media Related Factor	13.812	12.592	6	.05	Reject H^0

The Table 6 showed the chi-square test on the relationship between academic performance and perceived factors. The tests results reveal that the null hypothesis is rejected on six (6) related factors: mass media, community, teacher, school, family and personal. Peer related factor, however, has a tabular value less than the critical value so the null hypothesis is accepted. The results imply that mass media, community, teacher, school, family and personal related factors affect the academic performance of the students but not peer related factor.

4. CONCLUSION

Based on the findings of the study, peer-related and teacher-related factors were assessed by the respondents to affect their academic performance on a scale of 'often.' The other five (5) related factors (personal, family, school, community, mass media) were assessed to 'sometimes' affect their academic performance. Overall, all the factors 'sometimes' affect their academic performance. The results of the perceived effect of related factors, however, slightly contradict the results of statistical tests on the significant relationship of these factors to their academic performance. Moreover, the average academic performance of the students is at the level of satisfactory.

The findings that demographic variables of the students are significantly related to their academic performance confirms the already existing rich literature. Further, as regards problems encountered by the respondents, delayed release of a cash grant from the program coupled with insufficient learning resources provided by the school and unsupportive parents will definitely have affected their academic performance. Moreover, the academic performance is a multi-factorial variable; hence other problems that affect their academic performance should be dealt with in order to look into other variables affecting academic performance.

5. RECOMMENDATIONS

Based on the findings of the study, it is recommended that specific and practical mechanisms or strategies should be developed and observed by the concerned LGU offices in Conner to ensure the timely release of cash grants to the beneficiaries. Furthermore, external monitoring of parents' utilization of the cash grant can be spearheaded by the municipal DSWD

and the school through regular feedback gathering from students thereby reducing the opportunities for parents to improperly utilize the cash grants. Moreover, school administration needs to act on the school and teacher-related factors affecting the academic performance of students through the development of school policies and procedures that are student-friendly.

COMPETING INTERESTS

Author has declared that no competing interests exist.

REFERENCES

1. Acuna TV. Difficulties encountered in academic performance by the second year high school students of Don Honorio college. Pampanga: Cauayan college; 2001.
2. Agustin RP. The relationship of selected Non- cognitive variables to academic performance of the students. Manila: University of the Philippines; 2001.
3. Cecchini S, Madariaga A. Conditional cash transfer programmes: the recent; 2011.
4. experience in Latin America and the Caribbean. Cuadernos de la CEPAL No. 95. Santiago, Chile: Unidad de Distribución de la CEPAL.
5. Chaudhury N, Okamura Y. 2012. Conditional cash transfers and school enrolment: impact of the conditional cash transfer program in the Philippines. Philippine Social Protection Note No. 6. Washington, DC: World Bank.
6. Glewwe P, Kassouf AL. The impact of the Bolsa Escola/Familia conditional cash transfer program on enrollment, dropout rates, and grade promotion in Brazil. *Journal of Development Economics*. 2012;97(2):505-17.
7. Enu J, Agyman OK, Nkum D. Factors influencing students' mathematics performance in some selected colleges of education in Ghana. *Int J Educ Learn Dev*. 2015;3(3):68-74.
8. Essays UK. The different factors affecting students academic performance education essay; 2013.
9. Available:<https://www.ukessays.com/essay/s/education/the-different-factors-affecting-students-academic-performance-education-essay.php?vref=1>.
10. Goethals GR October 2001. Peer effects, gender, and intellectual performance

- among students at a highly selective college: A social comparison of abilities analysis Discussion Paper-61.
11. Winston Gc, Zimmerman Dj. Peer effects in higher education NBER Working Paper No. 9501. JEL. 2003; I21.
 12. Hansen JB. Student Performance and Student Growth as measure of success: A evaluator's perspective. Paper presented at Annual meeting of the American Educational Research Association, New Orleans, Louisiana, April 25, 2000; 2000.
 13. Hechanova BK. Parents involvement improve students performance: Columbia M. D. National Committee for Citizen Education. 2003 p. p. 165-7.
 14. Morton RL. Effects of multi-media lesson on the student academic performance. New York University of California N.H. Free Colo. Latest Edition. 2006;94-9.
 15. Pantawid Pamilyang Pilipino Program. (4Ps) [cited Feb 6, 2015]. Available:<http://www.f04b.dswd.gov.ph/index.php/programand-services/foreign-assisteprojects/4Ps>.
 16. Pantawid Pamilyang Pilipino Program. (4Ps) DSWD; 2006. National Sector Support for Social Welfare and Development Reform Project (NSSSWDRP) [retrieved Nov 28, 2014 from] Site. Available:<http://resources.worldbank.org/IN/PHILIPPINES/Resources/4PsDSWD>
 17. Pascua R. The students desirable attitudes towards academic performance: la Salete high school of Isabela; 2000.
 18. Alos SB, Caranto LC, David JJ T. Factors affecting the academic performance of the student nurses of BSU. Int J Nurs Sci; 2015(2):60-5.
 19. Reyes VN. The need situation, casual factors and recommended adjustment of the low achievers in polytechnic. Tabuan, Cebu. Cebu City: Campus, 2002.
 20. Krashen S. The hard work hypothesis: is doing your homework enough to overcome the effects of poverty? Multicultural Educ. 2005;12(4):16-9.

© 2022 Omaweng; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/90856>