

Original Research Article

PERCEIVED FACTORS AFFECTING ACADEMIC PERFORMANCE OF PANTAWID PAMILYANG PILIPINO PROGRAM (4Ps) BENEFICIARIES OF APAYAO STATE COLLEGE

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 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

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.

The effectiveness of the educational system is being reflected by the academic performance of the students. According to Minnesota (2007) "the high the 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.

In the Philippine setting, most educators observed that the major factor that affects the academic performance fall under the socio- economic status of the students and his/family. In short, poverty is one of the the major considerations. Poverty branches- out to several other problems like high incidence of absenteeism, high drop-out rate, poor nutrition leading to poor physical and mental health and poor academic performance.

To alleviate the problems on poverty and education, the government implemented many programs that can help the poor and one of the programs being implemented is the Pantawid Pamilyang Pilipino Program (4Ps). 4Ps is a human development program of the national government that provides conditional cash grants to the poor households to improve their health, nutrition, and education particularly of the children aged 0-18. This program is patterned after the conditional cash transfer (CCT) schemes in Latin American countries such as in Brazil and Mexico, which have lifted many people from poverty. 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 heath professional. Parents must attend Family Development Session or seminars (DSWD Operational Manual).

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. It is in this context, the researcher is motivated to determine the academic performance of Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries of Apayao State College and the perceived factors affecting it.

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: profile of the student beneficiary relative to age, sex, ethnicity, religious affiliation, highest educational attainment of parents, occupation of parents, and monthly family income; the academic performance of 4Ps beneficiaries during the S.Y. 2017-2018; the perceived factors that affects their academic performance relative to: personal-related, family-related, school-related, peer-related, community-related, mass media-related; what extent do these factors affect the academic performance of the 4Ps beneficiaries. Moreover, it sought to investigate the problems encountered by the 4Ps beneficiaries; as to whether there is a significant relationship between the academic performance and profile of 4Ps beneficiaries; and the academic performance and the perceived factors.

Theoretical /Conceptual 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).

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 was conducted at Apayao State College particularly to the 129 4Ps beneficiaries. The researcher made use of the research questionnaire of Bastian (1995) and used as a reference by Alos (2015) and Lalpuot (2010).

Results and Discussions

I. Profile of the Respondents

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

Table 1 revealed that most of the respondents are of ages 18 and 19 having 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 percent are female while 44 percent are male. The result showed that the respondents are dominated by female. As to ethnicity, most (53) or 41 percent of the respondents are Isnags, followed by the Malauegs of 36 or 28 percent, the result implies that residents of the locality are dominantly Isnags and Malaueg tribes.

Out of the 129 4Ps beneficiaries, most (44) or 34 percent are Roman Catholic members, 23 or 18 percent are members of the Anglican church while Iglesia ni Cristo composed of 18 or 14 percent members. 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 (86) or 63 percent of the respondents' parents are engaged in farming, this implies that farming is the main source of livelihood in Conner Apayao.

Out of the 129 respondents, 54 or 42 percent had a monthly income bracket of below 5,000. The data implies that parents were poor because monthly income is below the poverty line which was not enough to support a family size of 5. This was supported by the record of NEDA on poverty incidence (2016) that the monthly threshold of a family of 5 is at least 9,064 per month to meet the basic daily needs including, food, clothing and shelter. This means that families whose income is below the amount of 9,064 were considered poor.

II. Academic Performance

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 2 presented the mean performance of the 4Ps beneficiaries for the S.Y 2017-2018. From the total of 129 respondents , there were 56 or 43 percent having grades that ranged from 85-89 with scale description of satisfactory performance, followed by 28 or 22 percent whose grades ranged from 90-94 which was very satisfactory, 21 or 16 percent had grades from 80-84 percent , 18 or 14 percent had grades of 75-79 which meant fair or passing while, 6 or 5 percent of the respondent were performing poorly or very low with grades that ranged from 70-74. The result revealed that most of the respondents performed satisfactorily in their academic performance.

The researcher found out that those respondents whose grades were fair and poor were those whose families with very low income. She further confirmed that families with average socioeconomic status were 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 85.17 which means “satisfactory “.This disclosed that respondents could still manage to improve their academic performance if properly motivated and if student themselves would still be interested. Hence, the poor grades of the respondents had affected the extent of their academic performance.

III. Perceived Factors affecting Academic Performance

Table 3. 1 Perceived Personal Factors by 4Ps Beneficiaries that Affects their Academic Performance

A. Personal Related Aspect	Xi	SD
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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

The table showed the perceived factors that affects the academic performance of the 4ps beneficiaries of ASC. Out of 129 respondents, there were 5,3,9,3,19, and 20 respondents who rated items 8,10, 9,3 and 7 with a mean value of 3.36, 3.18 3.3, 3.and 2.44 respectively and which means “sometimes”.

Items 1, 2, 4, 5, and 6, had a mean that ranges from 3.78, 3.58, 3.54, 3.48, to 3.5 respectively whose scale description was “often”. The result showed that personal related factor greatly affected the academic performance of 4ps beneficiaries. This was justified by the computed category mean of 3.33 with the scale description of “Sometimes”

This was supported by the study of Sampayan(2001) which she cited that those student who developed interest, and acquired good habits and attitudes towards their studies are like to do well in the school than those student who do not have the desire and have not developed interest in study.

Lupdag (2001) and Lupdag (2001) also made a study in which he mentioned some factors that may affect the academic performance of students in school. Some factors are the following;

Poor study habit, inadequate background of learning, poor motivation, personal problems, lack of parental support, poor work attitude, classroom not conducive to learning, , lack of student's interest to the subject matter, poor self-concept and lack of books and instructional materials.

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

Table 3.2 Perceived Family Related Factors that Affect the 4Ps Academic Performance.

The data on the above table presented the extent of influence of the perceived factors that affected the academic performance of the 4ps beneficiaries of ASC. Item 1, was rated with a mean of 3.65 with a scale descriptive "Often", item 8 and item 6 were rated with a mean of 3.50

and 3.10 were scaled as “sometimes” while item 3 and 5 were also rated with a mean of 3.34 with a descriptive scale of “sometimes “, item 2 and 7 were rated with a mean of 2.96 and 2.95. The category means 3.26 “sometimes. This implies that the family related factor sometimes affects the academic performance of the 4ps beneficiaries in ASC. This was supported by Reyes (2001), stating that the low performance of students were caused by variables like satisfaction home relationship, poor home , parental negligence, and lack of parental motivation and encouragement.

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

School Related	Xi	SD
A. Physical Factor		
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	O
5. Classroom is spacious.	3.4	S
Category mean	3.24	S

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

Generally, the result of the findings confirmed that school related factor sometimes affected the academic performance of the respondents. This further indicates that to make

learning and study effective, the place must be cleaned, teaching materials to be adopted to the students level of interest and needs.

Umali (2002) mentioned in his study, that making 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.

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

The above table presented the perceived teacher factor that affects 4Ps beneficiaries academic performance .

Items 1, 2, 4, 5, 7, 8, and 10 had a mean that ranged from 3.48 to 3.98 with corresponding scale description of “Often”. While items 3, 6 and 9 was rated with a means 3.16, 3.03, and 3.17 respectively this meant “sometimes”). The findings revealed that the teacher factor often affected the academic performance of the respondents. This was manifested by each computed category mean 3.53 is “Often”

Mosley (2003) stressed that teachers were the most probable causes of the low performance of the students in their academic performance, which would be due to disinteresting teaching strategy or not effective teaching strategy and untowards teachers' trait. On the other hand, Hechamova (2001) cited in her study that student who excel in academic performance possess different positive traits.

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 distract 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

The data in table 3.5 represented the perceived peer related factor that affects the academic performance of 4Ps beneficiaries. Items 2, 6, and 8 were with averaged rate 3.88, 3.56 and 3.84 respectively with a scale description "Often". 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.

The result revealed that peer related factor perceived by the respondents that their academic performance often affected by this factor. This is supported by the study of Bonare (1998) that peer group has some bad influence on the school performance of the learners. Bad peer (Barakada) 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 indepently 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.

Thus, peer related factors often affect the 4ps beneficiaries' 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 x	3.38	S

The data on the above table presented the perceived factor that affected the academic performance of the 4ps beneficiaries in of ASC. Items 2, 5, 6 were rated with a mean of 3.11 and 3.4 respectively and described as “sometimes”.

The findings emphasized that peace and order was sometimes observed and maintained by the barangay officials to avoid disturbances that causes and contributes to the low academic performance of the respondents. Barangay officials also sometimes assisted the 4Ps staff in the implantation of 4Ps programs to the deserving clientele.

Generally, this community related factors were perceived by the respondent s that their academic performance in school was sometimes affected.

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

The table showed the perceived factors that affects the academic performance of the 4ps beneficiaries of ASC. Out of 129 respondents, most (3.21) responded that Mass Media sometimes influenced their academic performance. Item 3 which is newspaper was rated with a mean of 3.38 with a descriptive scale “sometimes”, item 2 (Laptop) was rated with a mean of 3.26 with a descriptive scale sometimes, item 1 (cell phone) was rated with a mean of 3.38 which meant sometimes, items 5 and 4 were rated with a mean of 3.13 and 3.08 with a scale descriptive sometimes.

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.

Table 4. Frequency and Rank Distribution of Problems encountered by 4Ps beneficiaries

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

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. Delay 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

The data on the above table sincerely revealed the problems encountered by the 4ps respondent's beneficiaries. Item 4 got the highest rank, followed by item 5, 3, 2 and 1. The least problem encountered by 4ps beneficiaries is the unpleasant teachers' trait.

These problems always affect the academic performance of the 4ps beneficiaries.

Table 5. Significant Relationship between 4Ps Academic Performance and the Personal Profile the Respondents

Factors	X^2_{cv}	X^2_{tv}	DF	LS	Decision
1. age	44.21	26.296	16	.05	Accept 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

The table 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 2017-2018. The findings revealed that the null hypothesis was rejected.

Thus, there existed a significant relationship between the 6 4Ps profile variables to the academic performance except age.

The result revealed that most of the respondent are female dominated and it was revealed that it has significant relationship to academic performance. This was supported by the study of

Bemas (2004) wherein she found out in her study conducted at college physics in Roxas City that sex was 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 was supported by the study of Krashen (2005) who concluded that students whose parents are educated score higher on standardized tests than those whose parents were 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; Trusty, 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 . This was supported by the Record of NEDA that was published on October 27,2016 stating that Monthly Threshold of a family of 5 needed atleast 9,064 per month to meet the basic daily needs including, food, clothing and shelter. This means that families whose income below the amount were considered poor.

Table 6. Chi square Test on the Significant Relationship Between the Academic Performance and the Perceived Factors 4Ps Variables .

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

The table showed the chi-square test on the relationship between academic performance and perceived factors. The Findings revealed that the null hypothesis was rejected except for peer related factors. This implied that there existed a relationship between the academic

performance and the identified perceived factor greatly affected the academic performance of 4ps beneficiaries. This was justified by the computed category mean of 3.33 with the scale description of “Often”

On personal related factors, the result showed that personal related factor greatly affected the academic performance of 4ps beneficiaries. This was justified by the computed category mean of 3.33 with the scale description of “Often” This was supported by the study of Sampayan(2001) which she cited that those student who developed interest, and acquired good habits and attitudes towards their studies are like to do well in the school than those student who do not have the desire and have not developed interest in study. Lupdag (2001) also made a study in which he mentioned some factors affecting the academic performance of students in school like poor study habit, inadequate background of learning, poor motivation, personal problems, lack of parental support, poor work attitude, classroom not conducive to learning, lack of student’s interest to the subject matter, poor self-concept and lack of books and instructional materials.

Family related factor. The family related factor sometimes affects the academic performance of the 4ps beneficiaries in ASC. This was supported by Reyes (2001), stating that the low performance of students were caused by variables like satisfaction home relationship, poor home , parental negligence, and lack of parental motivation and encouragement

School related factor- the result of the findings confirmed that school related factor sometimes affected the academic performance of the respondents. This further indicates that to make learning and study effective, the place must be cleaned, teaching materials to be adapted to the students level of interest and needs. Umali (2002) mentioned in his study, that making 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.

Teacher factor - the teacher factor often affected the academic performance of the respondents. This was manifested by each computed category mean 3.53 is “Often” Mosley (2003) stressed that teachers were the most probable causes of the low performance of the students in their academic performance, which would be due to disinteresting teaching strategy

or not effective teaching strategy and untowards teachers' trait. On the other hand , Hechamova (2001) cited in her study that student who excel in academic performance possess different positive traits.

Peer related factor - Peer related factors often affect the 4ps beneficiaries academic performance .This is supported by the study of Bonare (1998) that peer group has some bad influence on the school performance of the learners. Bad peer (Barakada) 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 indepently 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.

Mass Media related factors. Mass Media sometimes influenced the academic performance. Item 3 which is newspaper was rated with a mean of 3.38 with a descriptive scale “ sometimes”, item 2 (Laptop) was rated with a mean of 3.26 with a descriptive scale sometimes , item 1 (cell phone) was rated with a mean of 3.38 which meant sometimes, items 5 and 4 were rated with a mean of 3.13 and 3.08 with a scale descriptive sometimes .

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.

Conclusion

Based from the findings of the study, it was found out that 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 students was satisfactory so it has to be improved to attain higher grades in all the subject areas in school.

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.

Recommendations

Based on the findings of the study, the following are highly recommended:

1. The LGU administrators of 4Ps in Conner should facilitate the early release of the cash grant for the 4Ps beneficiaries so that they can enroll earlier in school;
2. Parents should properly utilize the 4Ps cash grant to purchase the school needs of their children.
3. Teacher should strengthen subject areas or competencies where students were found weak in their academic performances and teachers should refrain from unpleasant dealings with the students because students deserve to be loved and understood.

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